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Crisis Intervention

A roadmap to legal dispute resolution for sudents with disabilities.
This article maps out the similarities and differences among the various routes to Individuals with Disabilities Education Act (IDEA) and Section 504 dispute resolution.
http://www.directionservice.org/cadre/RoadmapLegalDR.cfm

On responding to a crisis.
Besides natural disasters such as earthquakes and fires, students can experience traumatic events such as the suicide of friends, gang activity, snipers, rape, and hostage-taking. The Center for Mental Health in Schools has compiled this page of resources to help schools respond to a crisis.
http://smhp.psych.ucla.edu/crisisresp.htm

Curriculum Development

Crafting E-Curriculum that Inspires
Report
http://www.edweek.org/ew/collections/e-learning-2011-winter/index.html
This report from "Education Week," the final installment of a three-part series on e-learning, examines how schools are working to create high-quality digital curricula and online courses. It covers the influence the common-core standards are likely to have on building the online curricula of the future, the growing emphasis on teaching social skills to virtual school students, how schools are building courses that blend face-to-face and online learning, and the evolving role of e-assessments.

NIH curriculum supplements for middle schools and high schools.
The NIH curriculum supplements are teacher's guides to two weeks of lessons on the science behind selected health topics. They combine cutting-edge biomedical discoveries with state-of-the-art instructional practices. Several titles are disability-related (e.g., The Science of Mental Illness); all are just plain interesting!
science-education.nih.gov/customers.nsf/WebPages/CSHome

Center on Instruction has a new website!
COI is a gateway to scientifically based resources on instruction. Check out its new website, at:
http://www.centeroninstruction.org/

Early Intervention

In praise of NECTAC's eNotes. - We've said it before, but we'll say it again. The best news source on the block for early intervention/early childhood is NECTAC. Sign up for its eNotes and let the news come to you. (BTW, check out the resources listed in the January 28 issue of eNotes.) http://www.nectac.org/enotes/enotes.asp

Recruitment and retention of EI professionals. This practice brief from the Personnel Improvement Center suggests strategies to improve the recruitment and retention of EI

personnel, including related service providers such as occupational therapists, physical therapists, and speech-language pathologists. http://tinyurl.com/4dgp743

Family involvement in early childhood education.
This research brief synthesizes the latest research that demonstrates how family involvement contributes to young children's learning and development. http://tinyurl.com/4ru35bo

Young Latino infants and families: Parental involvement implications.
This study provides a deeper understanding of how cultural practices combine with other factors to shape parenting behaviors among families in the United States in the first year of children's lives. Several findings provide information about ways in which practitioners and Latino families can more effectively engage with young Latino children to influence their cognitive, social, language, and literacy development-and therefore facilitate their school readiness.
http://tinyurl.com/4z3hzyb

Making data come alive for families through young children's play.
How to use children's work as a unique type of student data to track development and share children's progress with parents. From the Harvard Family Research Project.
http://tinyurl.com/4hkgx96

Eligibility policies and practices for young children under Part B of IDEA.
Hot off the press! From NECTAC. http://www.nectac.org/pubs/titlelist.asp#nnotes27

State characteristics: Kindergarten.
This StateNote examines key components of each state's kindergarten policy, including the lower compulsory age; entrance age; if districts must offer; and if students must attend. A December 2010 report from the Education Commission of the States.
http://www.ecs.org/clearinghouse/90/71/9071.pdf

Best Practice Tutorial Series | Early childhood mental health.
The Center for Early Childhood Mental Health Consultation (ECMHC) offers this series of six tutorials, which are designed to enhance users' skills and knowledge around how to implement effective mental health consultation in Head Start and Early Head Start (HS/EHS) programs.
http://www.ecmhc.org/tutorials/index.html

Early literacy learning: 3 from CELL.
The Center for Early Literacy Learning (CELL) has released three new CELLcasts for parents (audio/video versions of CELL practice guides for viewing online or downloading to an iPod/Mp3 player).World of Words teaches parents where to find everyday literacy-rich opportunities in their community. Get Write on It discusses ways to encourage early writing in toddlers. Listen Hear focuses on helping children make letter and sound connections while learning to read and spell. http://www.earlyliteracylearning.org/ta_cellcasts1.php

Families and Communities

NIH research results for the public.
What's NIH found in all its medical research? Have a look at this incredible list of fact sheets

written for the public. Sign up to receive email updates from NIH on the results of its research.
http://www.nih.gov/about/researchresultsforthepublic/index.htm

Speaking of research...are you a parent of a child on the autism spectrum?
Want to take part in a study being conducted by Boston University? They're out to develop a comprehensive measure of adaptive behavior of children and youth with autism spectrum disorders (ASD), ages 3-21 years. The researchers are looking for 600 parents (legal guardians) of children and youth with an ASD ages 3-21 from across the United States to complete an online survey that asks questions about their child's ability to perform everyday life tasks, as well as about his/her behaviors. Read more about it, at: http://www.bu.edu/kidsincontext/

Minority health.
The FDA Office of Minority Health was established in 2010, as required by the Affordable Care Act. Visit its shiny new website! http://www.fda.gov/minorityhealth

Three goodies from Wrightslaw.
Wrightslaw is a great resource, isn't it? Here are 3 articles you may want to check out.

Behavior Management and School-Related Behavior Problems
http://www.wrightslaw.com/nltr/11/nl.0201.htm

The Do's & Don'ts of Parent Advocacy
http://www.wrightslaw.com/nltr/11/nl.0125.htm

Will Retention Help Your Child?
http://www.wrightslaw.com/nltr/11/nl.0118.htm

A national scan of parent leadership training programs.
Annenberg Institute senior consultant Anne Henderson looks at four successful parent training programs across the country and offers up strategies that can be used by cities and districts looking to implement similar initiatives.
http://www.annenberginstitute.org/Products/Henderson.php

Fact sheets for youth with disabilities, written by youth with disabilities.
KASA stands for Kids as Self-Advocates. It offers more than 60 fact sheets written by youth with disabilities on its Advisory Board and youth writers from its network. Great stuff.
http://www.fvkasa.org/resources/index.php

Paraprofessional Toolkit: Working with a 1-on-1 aide in school.
This toolkit is written BY youth, with sections for students, paras, and school administrators. Cost: $25.00 per toolkit ($20.00 for KASA members) including shipping. Download the order form at:
http://fvkasa.org/KASA%20PTK%20order%20form%20wcover.doc

Functional Behavioral Assessment

A training manual on conducting FBAs.
The Practical Functional Behavioral Assessment Training Manual for School-Based Personnel is available from the PBIS Center (OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports).
http://www.pbis.org/pbis_resource_detail_page.aspx?PBIS_ResourceID=887

Genetics and Genetic Disorders

Three from the Genetic Alliance. If genetics or genetic disorders interest you, check out these three resources from the Genetic Alliance.
Understanding Genetics begins with a basic introduction to genetics concepts, followed by detailed information on topics such as diagnosis of genetic conditions, family history, newborn screening, genetic counseling, understanding patient stories, and ethical, legal, and social issues in genetics.
http://www.geneticalliance.org/understanding.genetics

Making Sense of Your Genes: A Guide to Genetic Counseling includes general information about genetic counseling, tips on how to prepare for an appointment, and details about different specialties in the field.
http://www.geneticalliance.org/counseling.guide Living With a Genetic Condition: A Guide for Parents | You know how to identify and manage symptoms at home, and it may be scary to have someone else manage your child's medical care in your absence. This guide provides information that may be helpful when writing a letter or when preparing to meet with your 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. http://tinyurl.com/23neulr

Students

Frequently asked questions.
 Go to the link below, which is the landing page that can connect you to more info about genetic disorders, genetic testing, genetic counseling and evaluation, and how to locate a genetics professional. There's also information on how genetics professionals help patients interpret and understand genetic information.
http://www.genome.gov/27527652

GINA--the law against genetic discrimination.
With genetic testing becoming increasingly pervasive in medical care and our daily lives, three of the most prominent organizations in genetics (the Genetics and Public Policy Center at Johns Hopkins University, the National Coalition for Health Professional Education in Genetics, and Genetic Alliance) have teamed up to produce educational materials about the Genetic Information Nondiscrimination Act (GINA), a landmark federal law that protects individuals from the misuse of genetic information in health insurance and employment. Start in at:
http://www.ginahelp.org/

Jobs for Students with Disabilities

Guide for High Schools on Creating Job Shadowing Opportunities for Youth with Disabilities
Guide
http://www.ivrs.iowa.gov/Transition/BuildPartnershipsforCareerExploration.pdf
"How to Build Partnerships for Career Exploration: Using Job Shadowing to Explore the World of Work" is a guide for high schools on how to collaborate with a postsecondary institution or other organization to plan and carry out a job shadow day. The guide describes the preparation tasks needed at the high school and at partner sites, provides details for the job shadow day and for follow-up activities, and includes a task timeline helpful as a planning tool. It is part of a series of resource guides from the Monadnock Center for Successful Transitions (MCST). Available in pdf (617 KB, 130 pp).

Parenting

CORE of a Good Life
Report
http://www.waisman.wisc.edu/naturalsupports/pdfs/CORE_Guide.pdf
"CORE of a Good Life: Guided Conversations with Parents on Raising Young Children with Disabilities" is a resource from the University of Wisconsin's Waisman Center, giving parents guidance from the experiences of other parents on raising young children with disabilities by drawing on the "CORE": Community (connections and participation), Opportunities (to explore and pursue interests), Reciprocity (in relationships), and Enjoyment (in our lives. Available in pdf (29.8 MB, 64 pp).

Helping Families Prepare for the Future: 2008-2009 Outcome Data from Rehabilitation Services Administration (RSA) Parent Information and Training Programs
Report
http://www.pacer.org/tatra/pdf/RSA%20Book%202010lowres.pdf
This publication summarizes the work of parent information and training programs funded by the U.S. Department of Education Rehabilitation Services Administration (RSA) to "provide training and information to enable individuals with disabilities, and the parents, family members, guardians, advocates, or other authorized representatives of the individuals to participate more effectively with professionals in meeting the vocational, independent living, and rehabilitation needs of individuals with disabilities." The data in this report were collected by parent centers conducting RSA-funded parent training and compiled by the Technical Assistance on Transition and the Rehabilitation Act (TATRA) Project. Available in pdf (901 KB, 26 pp).

Parent-Teacher Conference Tip Sheets in English and Spanish
Tip Sheets
http://tinyurl.com/46ul66n
The Harvard Family Research Project has updated its tip sheets (in both English and Spanish) on getting the most out of parent-teacher conferences. Face-to-face interactions between parents and teachers are the cornerstone of school family engagement efforts. The tip sheets provide key strategies for parents and teachers to come to conferences informed and prepared, to ensure the

most successful outcomes; and a tip sheet for school principals outlines how school administrators can support parents and teachers to that end.

Organizations Addressing Rare Disorders

NORD, the National Organization for Rare Disorders, at:
http://www.rarediseases.org

Office of Rare Disorders at the National Institutes of Health, at:
http://rarediseases.info.nih.gov/

Genetic and Rare Diseases Information Center (GARD)
http://rarediseases.info.nih.gov/GARD/
DiseaseInfoSearch, for information on specific genetic conditions, at:
http://www.geneticalliance.org/

Rare Disorders, at:
http://www.rare-disorders.com/

The Children's Rare Disease Network, at:
http://www.crdnetwork.org/

The Rare Blog.
http://www.crdnetwork.org/blog/

Reading

Reading Rockets's newest booklist: On the Go in the New Year.
It may still be winter, but the world isn't hibernating - it's on the move! Ride the rails, take a rocket ship to the moon, or put on wings and fly through poetry. An adventure awaits in the pages of these books.
http://www.readingrockets.org/articles/books/c1225

Alphabet soup: School leaders overwhelmed by acronyms!
This module from the IRIS Center will help you understand selected acronyms used in the field of special education and identify available resources for explaining frequently used special education acronyms.
http://iris.peabody.vanderbilt.edu/activities/class/icl018.pdf

Effective reading interventions for students with LD.
http://www.ldonline.org/article/33084

Research Participation Requests

Interagency Working Group on Youth Programs Seeks Comments on Federal Youth
http://www.findyouthinfo.gov/provideinput.aspx
The Interagency Working Group on Youth Programs seeks public comments to inform the development of a strategic plan for Federal youth policy. The Working Group is focusing on youth across several developmental stages, including (1) early adolescence (ages under 14), (2) middle adolescence (ages 15-17), and (3) late adolescence/early adulthood (ages 18-24); and on three outcomes for youth through this framework: (a) basic needs: health, safety, and wellness, (b) school, family, and community engagement and connections, and (c) education, training, employment, transitions, and readiness for careers and adulthood.

University of Missouri-Kansas City Institute for Human Development Seeks Input on the Assistive Technology Needs of Individuals with Developmental Disabilities
http://www.surveymonkey.com/s/6QXRRS7
The University of Missouri-Kansas City (UMKC) Institute for Human Development is looking for people who wish to use and/or are currently using assistive technology to take a brief survey on their assistive technology needs.

The Administration on Developmental Disabilities Projects of National Significance
http://www.acf.hhs.gov/programs/add/survey/survey_landed.html
The Administration on Developmental Disabilities (ADD) seeks input from individuals with developmental disabilities and their families across the country in considering future plans and how ADD can best meet the diverse needs of these groups. ADD seeks to use its resources to focus on the most pressing and relevant concerns of the developmental disabilities community, and is looking for their thoughts regarding the focus of future Projects of National Significance (PNS). The purpose of PNS is to: create opportunities for people with developmental disabilities to contribute to, and participate in, all facets of community life; and support the development of national and state policies to reinforce and promote the self-determination, independence, productivity, inclusion, and integration of individuals with developmental disabilities into all facets of community life.

The Arc FINDS Survey
http://www.surveymonkey.com/s/TheArcFinds2010
The Arc FINDS (Family and Individual Needs for Disability Supports) survey is now online and available to families, individuals, and self-advocates. They invite individuals with intellectual or developmental disabilities, families, and caregivers across the nation to share their opinions on a variety of issues relating to disability. There is no cost to taking the survey. (Additional information on Arc is on their general website, http://www.thearc.org.)

New Videos Encourages Special Ed Students to Participate in State Outcome Survey
http://www.psocenter.org/data_collection.html
To help educators improve services for students with disabilities who are still in school, every state is conducting a survey to find out what students who received special education services are doing one year after leaving high school. To help increase response rates, the National Post-School Outcomes Center has announced the launch of "Be a Superstar – Take the Survey." These YouTube videos were designed to encourage students and families to complete post-school outcomes surveys. Prepared in collaboration with PACER Center, versions are available

for youth and parents in both English and Spanish. (The survey can also be accessed from http://www.youtube.com/pacercenter.)

PACER Survey Parent Survey
http://www.fastfamilysupport.org
Parents or primary caregivers of young people with disabilities 12-22 years old are invited to take part in a national research study by completing the National Family Support Survey, conducted by the FAST Project. Answers to the questions on the National Family Support Survey are confidential and will help the Administration on Developmental Disabilities, parent centers, and researchers understand the information and supports families need to prepare for moving into adulthood. This information may help to inform program development for youth with disabilities in the future. The survey is available in Spanish also.

America's Promise Alliance/AT&T: My Idea Grant Program
http://tinyurl.com/2vwcjlj
America's Promise Alliance and AT&T are looking for energy, enthusiasm, creativity, and commitment to help make this country a Grad Nation through the My Idea Grants program. My Idea will empower young people to examine the high school dropout crisis and help their peers graduate on time, as well as improve outcomes for themselves and their community. National grants of $10,000-$20,000 will be awarded to 20-25 youth for the best ideas submitted to help increase a community's graduation rate anywhere in the United States. Additional opportunities are available for young people living in Chicago, Houston, Indianapolis, Jackson, Louisville, Nashville, New York, New Orleans, Oakland, and Washington, D.C.

Peer Reviewers Needed at the U.S. Department of Education, Office of Postsecondary Education
http://opeweb.ed.gov/frs
The U.S. Department of Education, Office of Postsecondary Education (OPE), is seeking peer reviewers (field readers) for its discretionary grant program application reviews. The application review process involves a reader orientation, reading and evaluation of applications, and discussions with other panelists. Apply on-line to become a reader for the OPE grant program.

The Gateway Project
http://www.thegatewayproject.org
The Gateway Project, a collaboration between the University of Wisconsin-Madison and the Academic Autistic Spectrum Partnership in Research and Education (AASPIRE), which is itself a collaboration between Oregon Health & Science University, Portland State University, and the Autistic Self-Advocacy Network, aims to serve as a gateway to research committed to the values of inclusion, respect, accessibility and relevance. The Gateway Project is recruiting participants on the autistic spectrum, and participants with and without disabilities for a series of continuing Internet-based research studies on topics such as health care, well-being, and problem solving.

Special Education Research

Special Education Research: Where to Start?
Report
http://www.nichcy.org/Research/Basics/Pages/Start.aspx

The National Dissemination Center for Children with Disabilities has updated its report, "Special Education Research: Where to Start?" It is intended for stakeholders who are teachers, school administrators, students getting trained to work in schools, or others looking for research in special education to help guide their work or study or advocacy on behalf of children.

What Works? Can We Say?
Report
http://www.nichcy.org/Research/Basics/Pages/WhatWorks.aspx
The National Dissemination Center for Children with Disabilities has updated its report, "What Works? Can We Say?´ It is intended for people teaching children with disabilities in schools or caring for pre-schoolers, and examines what research in special education has found about effective practices in teaching or caring for children with disabilities.

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