

## May 2011 - **NASET** Resources Review

In this issue you will find resources in the following areas:

- [ACTING OUT BEHAVIOR](#)
- [AFTER SCHOOL PROGRAMS](#)
- [BULLYING](#)
- [DIVERSE NEEDS](#)
- [EARLY INTERVENTION](#)
- [EMPLOYMENT](#)
- [ENGLISH LANGUAGE LEARNERS](#)
- [EXTENDED SCHOOL YEAR SERVICES](#)
- [FAMILIES](#)
- [FINANCIAL RESOURCES FOR PARENTS OF CHILDREN WITH DISABILITIES](#)
- [INTELLECTUAL AND DEVELOPMENTAL DISABILITIES](#)
- [INTERNSHIPS](#)
- [LIFE SKILLS](#)
- [PREPARATION FOR COLLEGE](#)
- [PROJECT BASED LEARNING](#)
- [READING](#)
- [REQUEST FOR PROPOSALS TO PRESENT AT CONFERENCES](#)
- [SURVEY REQUESTS](#)
- [TRANSITION SERVICES](#)

## Acting Out Behavior

### What works for reducing acting-out behavior?

This Child Trends Fact Sheet synthesizes learned from 123 intervention programs for children and youth that are designed to prevent and/or deter externalizing behavior. [http://www.childtrends.org/Files//Child\\_Trends-2011\\_03\\_03\\_RB\\_WWExternalizing.pdf](http://www.childtrends.org/Files//Child_Trends-2011_03_03_RB_WWExternalizing.pdf)

## After School Programs

### After-School Programs Boost In-School Achievement

*Report*

<http://sparkaction.org/resources/52061>

“The Impact of Youth Development Programs on Student Academic Achievement,” a report on evaluation research and success stories, has been published by the National Collaboration for Youth and is available online from SparkAction. Participation in Boys and Girls Clubs and other after-school programs is not just socially beneficial, but is an under-leveraged academic resource, found to improve in-school performance for their members. Available in pdf (359 KB, 8 pp).

## Bullying

### Bullying and special needs.

Abilitypath.org offers “Walk a Mile in Their Shoes: Bullying and Special Needs,” a guide for educators and parents regarding the bullying of children with disabilities and how to stop it.

<http://www.abilitypath.org/areas-of-development/learning-schools/bullying/articles/walk-a-mile-in-their-shoes.pdf>

## Diverse Needs

### MetLife Survey: The Challenge to Meet Diverse Needs

*Survey Results*

<http://tinyurl.com/veygrcw>

“The Challenge to Meet Diverse Needs,” the second part of the 2010 MetLife Survey of the American Teacher on preparing students for college and careers, looks at student differences, how teachers are addressing them, and how well students feel their needs are being met. More than 90% of middle and high school teachers surveyed say strengthening programs to help diverse learners with the highest needs should be a priority, with 59% saying this “must be done as one of the highest priorities in education.”

## Early Intervention

### **Webcast | Social and Emotional Development in Children with ASD.**

April 12, 2011 | 3:30 p.m. Eastern. Hosted by VCU's Autism Center for Excellence (VCU-ACE), "Supporting Social Emotional Development in Young Children with Autism Spectrum Disorder" will provide an overview of social competence, including what it is and how it affects individuals with ASD, as well as how to assess and teach social competence. Sign up at: <http://www.vcuautismcenter.org/training/webcasts/details.cfm/175>

### **Making children's transition out of early intervention smooth.**

- Visit NICHCY's *Transition to Preschool* page for guidance on how to smooth the path ahead for each child and family. <http://nichcy.org/babies/transition>  
- The National Early Childhood Technical Assistance Center offers *Transition from Part C* resources: <http://www.nectac.org/topics/transition/transition.asp>

### **Your state's policies that promote the well-being of young children.**

Find out in *Early Childhood Profiles*, from the National Center for Children in Poverty. These profiles highlight states' policy choices that promote health, education, and strong families alongside other contextual data related to the well-being of young children. [http://nccp.org/profiles/early\\_childhood.html](http://nccp.org/profiles/early_childhood.html)

### **New CELLcasts on early literacy learning.**

Hot off the press from the Center for Early Literacy Learning: Three new CELLcasts for parents. These are audio/video versions of CELL practice guides. You can either view them online or download them to an iPod/Mp3 player. New this month are: (1) *Baby's First Picture Books* (look at picture books with your infant); (2) *My Turn, Your Turn* (help your toddler develop turn-taking skills); and (3) *Wacky Word Games* (have language fun with your preschooler). [http://www.earlyliteracylearning.org/ta\\_cellcasts1.php](http://www.earlyliteracylearning.org/ta_cellcasts1.php)

### **And mini-posters, too!**

Also new from CELL are CELLpops, which are interactive web versions of CELL mini-posters that parents can use in their homes. Two are now available: *Meals and Snacks* and *Bath Time Fun* give parents fun ways to incorporate opportunities for early literacy learning into routine meal times and bath time. [http://www.earlyliteracylearning.org/ta\\_cell\\_pop1.php](http://www.earlyliteracylearning.org/ta_cell_pop1.php)

## Employment

### **AskEARN Web site**

<http://www.askearn.org/>

The National Employer Technical Assistance Center (NETAC) has launched a new Web site, a one-stop

resource for employers seeking to recruit, hire, and retain qualified employees with disabilities. The site is an employer resource provided by the Employer Assistance and Resource Network (EARN). NETAC is funded by a cooperative agreement from the U.S. Department of Labor's Office of Disability Employment Policy (ODEP) to Cornell University.

## English Language Learners

### Reasons why English language learners are misidentified as having special needs.

Find out why English language learners are both over- and under-identified for special education services and why it's important to avoid these types of errors. <http://www.ldonline.org/article/40715>

## Extended School Year Services

### What are Extended School Year services (ESY)?

Wrightslaw discusses the question of Extended School Year (ESY) for children with disabilities. Visit the link below to learn about legal standards for ESY, advocacy strategies that will help you negotiate for ESY services, and decisions about ESY from federal courts. <http://www.wrightslaw.com/nltr/10/nl.0518.htm>

## Families

### Family Engagement from Cradle to Career

*Newsletter*

<http://tinyurl.com/3r3ze2f>

The Harvard Family Research Project's April 2010 Family Involvement Network of Educators (FINE) Newsletter focuses on family engagement from birth through young adulthood. Featured articles highlight effective family engagement strategies for parents of adolescents and a cradle-to-career system of support in Cincinnati, Ohio, that includes family and community engagement.

### Help for Families Preparing for an IEP Meeting

The Matrix Parent Center offers a comprehensive IEP

Toolkit: <http://www.matrixparents.org/pdf/packetsArticles/IEP%20Tool%20Kit%20March%202011.pdf>

### College Access for Students with Intellectual Disabilities

Archived webinar on students with Intellectual Disabilities and College:

For more information - [Click Here](#)

### Are you moving to a new location this summer?

- If you're the parent of a child with special needs, here's a checklist to help you get ready:

<http://www.nichcy.org/families-community/moving>

- If you *are* moving, check out what's available in your new state: <http://www.nichcy.org/families-community/states/>

## **The Disability Law Handbook...in Spanish.**

The Disability Law Handbook is written in a “Frequently Asked Questions” format and answers questions about the ADA, the ADA Amendments Act, the Rehabilitation Act, Social Security, the Air Carrier Access Act, the Individuals with Disabilities Education Act, the Civil Rights of Institutionalized Persons Act, and the Fair Housing Act Amendments. It’s now available in Spanish, too, courtesy of the Southwest ADA Center.

Handbook in Spanish: <http://www.swdbtac.org/html/publications/Spanish/gld/index.html>

Handbook in English: <http://www.swdbtac.org/html/publications/dlh/index.html>

## **New ADA rules took effect on March 15<sup>th</sup>. What does this mean for communities?**

The new ADA rules affect how 80,000 government entities and more than seven million public spaces in the United States operate. Here’s are two resources that will give communities the facts:

*Revised ADA Regulations “Implementing Title II and Title III*

The rules as published in the Federal Register: [http://www.ada.gov/regs2010/titleII\\_2010/titleII\\_2010\\_fr.pdf](http://www.ada.gov/regs2010/titleII_2010/titleII_2010_fr.pdf)

*ADA Update: A Primer for Small Business*

From the U.S. Department of Justice, Civil Rights

Division: <http://www.ada.gov/regs2010/smallbusiness/smallbusprimer2010.pdf>

## **Parents of youth or adults with intellectual disabilities | You’re invited to participate!**

Kent State University is conducting a survey called ““Parent Perspectives on Planning Future Residential Options for Adolescents and Adults with Disabilities.” If you’re the parent of a youth or adult with intellectual disabilities, perhaps you’d like to contribute your perspectives to this research The questionnaire takes about 15 minutes to complete, and it’s anonymous. Here’s the

link: <https://www.surveymonkey.com/s/residentialoptions>

## **Financial Resources for Parents of Children with Disabilities**

### **Possibilities: A Financial Resource for Parents of Children and Youth with Disabilities**

*Financial Planning Guide*

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

“Possibilities: A Financial Resource for Parents of Children with Disabilities,” first published in 2004 by the National Endowment for Financial Education (NEFE) and PACER, updates this financial planning guide to an online format, and includes more content relevant to parenting transition-age youth with disabilities. The guide offers tips and information on many financial issues and concerns of families raising children with disabilities from infancy to young adulthood. Topics include organizing financial records, managing money, preparing income taxes, health insurance options, dealing with debt, saving for college, preparing youth for adult employment, etc.

## Intellectual and Developmental Disabilities

### AAIDD Online Learning Website

<http://www.cequick.com/myeln/AAIDD/default.asp>

The American Association on Intellectual and Developmental Disabilities (AAIDD), in partnership with Essential Learning, has launched an Online Learning Web site of continuing education courses and training opportunities for developmental disability professionals. It offers access to more than 300 courses developed by content experts and accredited by leading organizations in behavioral health and human services, to help disability professionals get continuing education (CE) credits, remain in compliance with training requirements, improve staff performance, and deliver high quality services to people with developmental disabilities and their families. Subject areas include such topics as developmental disability, aging, substance abuse, mental illness, domestic violence, compliance, workplace skills and more.

## Internships

### Internships: The On-Ramp to Employment

*Guide*

<http://www.nclcd-youth.info/index.php?id=16#internship-guide>

Completing an internship can help young people with and without disabilities prepare for their career field of choice. In “Internships: The On-Ramp to Employment, A Guide for Students with Disabilities to Getting and Making the Most of an Internship,” the National Consortium on Leadership & Disability for Youth guides youth through the steps of finding, applying for, participating in, and evaluating an internship. Topics covered include activities focused on career exploration, interview and resume building, goal setting, networking, as well as information and tips for youth with disabilities on finding accessible housing, navigating the transportation system, disclosing a disability, and employing a personal care attendant.

## Life Skills

### Ready, Set, Fly: A Parent’s Guide to Teaching Life Skills

*Guide*

<http://www.caseylifeskills.org/pages/res/rsf%5CRSF.pdf>

“Ready, Set, Fly: A Parent’s Guide to Teaching Life Skills” is a companion tool for the Casey Foundation's Life Skills Guide. It covers money management, social skills, nutrition, self-care, work skills, housing and transportation, community resources, and learning about candidates in elections. It is a guide to help 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).

## Preparation for College

### **Preparing middle schoolers to enter high school.**

From the UCLA Center for Mental Health in Schools - Supporting Successful Transition to Ninth Grade <http://smhp.psych.ucla.edu/pdfdocs/practicenotes/transitionsninthgrade.pdf>

### **Preparing for college: Online guide for students with disabilities.**

Students with disabilities can find online guidance in choosing and preparing for college. <http://www.accredited-online-college-degrees.com/students-with-disabilities.html>

## Project Based Learning

### **Edutopia Top 10 Tips for Assessing Project-Based Learning**

*Classroom Guide*

<http://www.edutopia.org/10-tips-assessment-project-based-learning-resource-guide>

Edutopia's "Top Ten Tips for Assessing Project-Based Learning" promotes project-based learning (PBL) as an authentic learning process that nurtures skills such as collaboration, critical thinking, and global awareness. The guide provides tips to K-12 educators in assessing learning to implement PBL.

## Reading

### **Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation**

*Report*

<http://tinyurl.com/3v384wy>

"Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation," from the Annie E. Casey Foundation, finds that students who don't read proficiently by third grade are four times more likely to leave school without a diploma. For readers who can't master even basic skills by third grade, the rate is six times greater. These findings suggest three environments where new policies and programs could foster children's school success: schools; family; and federal, state, and local policy.

## Request for Proposals to Present at Conferences

### **CADRE Seeking Proposals to Present at Showcasing Exemplary Practices**

<http://www.directionservice.org/cadre/calendar/>

CADRE, the National Center on Dispute Resolution in Special Education, is seeking proposals to present at Showcasing Exemplary Practices: The Fifth National Symposium on Dispute Resolution in Special Education. The Symposium will convene October 26-28, 2011, in Eugene, Oregon. Further information on the Request for Proposals, available by email from [cadre@directionservice.org](mailto:cadre@directionservice.org). Deadline for proposals: May 27, 2011.

### **Learning Disabilities Association of America Seeks Submissions for 2012 Conference**

<http://www.ldaamerica.org/conference/index.asp>

Learning Disabilities Association of America (LDA) is seeking submissions for the 2012 Conference to be held in Chicago, IL, February 22-25, 2012. Proposals to present a paper, conduct a workshop, provide an informational session, or make a formal presentation are invited. LDA values sessions on current and best practices, including basic information about the nature of learning disabilities as well as innovative approaches to advocacy, assessment, intervention, and instruction; sessions on new ways to ensure successful transition, use assistive technology, access the general curriculum, provide a continuum of services, and foster productive adulthood; and hands-on practical techniques for Table Talk and reports of research for Poster Sessions. Presenters are limited to one major presentation, that sessions may not promote commercial products and/or services. Deadline for submissions: May 15, 2011.

## **Survey Requests**

### **Survey on the Types of Afterschool Tools Available for Cities and Providers**

<http://tinyurl.com/3qa3btw>

The National League of Cities' Institute for Youth, Education, and Families is partnering with The Wallace Foundation for a survey to identify the types of tools and resources that cities and afterschool providers would find most useful to expand their afterschool, summer, and expanded learning efforts. The survey will be helpful to communities as they continue to expand their afterschool, summer, and out-of-school time (OST) efforts.

### **United Way Announces Effort to Recruit Education Volunteers**

<http://liveunited.org/content/splash>

To help schools and communities improve, United Way Worldwide has announced that it plans to recruit one million volunteer readers, tutors, and mentors. "Few issues are as important as the national debate on our education systems, yet the voices of everyday people haven't been part of the conversation," said Brian Gallagher, president and CEO of United Way Worldwide. "United Way has been listening to the concerns of Americans across the country, and what we're hearing is that they care deeply about the success of the schools and young people in their communities, and they want to be involved."

### **100 Best Communities for Young People Contest**

<http://americaspromise.org/Our-Work/Community-Action/100-Best-Communities.aspx>

America's Promise Alliance and ING Foundation want to identify the nation's "100 Best Communities for Young People," the best places for young people to live, learn, and thrive. Winners receive benefits including technical assistance and training sessions to help strengthen successful local programs. Application deadline: May 27, 2011.

### **Interagency Working Group on Youth Programs Invites Submissions to Support Transition**

[www.findyouthinfo.gov/resourcesubmission.aspx](http://www.findyouthinfo.gov/resourcesubmission.aspx)

The Interagency Working Group on Youth Programs invites submission from the public of resources to support successful transitions of transition-age youth. Entries that are approved for posting on the website

## **National Association of Special Education Teachers (NASET)**

([www.FindYouthInfo.gov](http://www.FindYouthInfo.gov)) can include state or local strategic plans to support youth, research articles, youth-produced public service announcements (PSAs), etc. All materials and resources posted must be free of charge and hosted on either a government or non-profit website. In addition to information on supports for transition-age youth, submissions also are accepted for a range of other youth topics such as health and nutrition, positive youth development, substance use, and parenting.

### **National Center to Inform Policy and Practice in Special Education Professional Development's Technical Assistance to Support Beginning Special Education Teachers**

[http://ncipp.education.ufl.edu/files\\_18/TechAssistApp.html](http://ncipp.education.ufl.edu/files_18/TechAssistApp.html)

The National Center to Inform Policy and Practice in Special Education Professional Development (NCIPP) gives technical assistance to schools and districts working to provide differentiated instruction and mentoring supports for beginning special education teachers.

## **Transition Services**

### **Transition Assessment resources.**

The National Secondary Transition Technical Assistance Center's Transition Toolkit:

[http://www.nsttac.org/products\\_and\\_resources/tag.aspx](http://www.nsttac.org/products_and_resources/tag.aspx)

[To top](#)