

## June 2011-NASET Resource Review

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### Accessible Instructional Materials

**Videos on accessible instructional materials (AIM).**

Consider including one or more of the AIM Tips videos in training sessions or with families as a way to introduce critical issues to consider for effective student use of AIM.

*Introducing AIM to Students* | a 4-minute clip highlighting issues for teachers to consider when supporting students in the effective use of AIM

<http://www.youtube.com/AIMNationalCenter#p/u/o/GfZ2ICTZonE>

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*Technology and Skills* | a 4-minute clip identifying how students and teachers can use technology to deliver accessible instructional materials

[http://www.youtube.com/AINationalCenter#p/u/2/E\\_zzu\\_rJKY](http://www.youtube.com/AINationalCenter#p/u/2/E_zzu_rJKY)

*Self Advocacy and Postsecondary* | a 2-minute clip with tips for students on strategies for self-advocacy for technology and services to acquire and use AIM

<http://www.youtube.com/AINationalCenter#p/u/1/jEo5AbvtE5M>

*Using AIM at Home* | a 3-minute clip where teachers and students discuss the benefits and challenges of using AIM at home and strategies and supports to overcome them

<http://www.youtube.com/AINationalCenter#p/u/3/-79azWtC2Jk>

## Bullying

### **Bullying, reduced.**

Bullying is an age-old problem for schools, but it's not insurmountable. The OSEP Center for Positive Behavioral Interventions and Supports offers a newly revised practical guide for *Reducing the Effectiveness of Bullying Behavior in Schools*.

[http://www.pbis.org/common/pbisresources/publications/PBIS\\_Bullying\\_Behavior\\_Apr19\\_2011.pdf](http://www.pbis.org/common/pbisresources/publications/PBIS_Bullying_Behavior_Apr19_2011.pdf)

## College Readiness

### **PARCC Web site**

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

The Partnership for Assessment of Readiness for College and Careers (PARCC) has launched a Web site to provide information and timely updates on the progress of the 25-state PARCC consortium as it develops a next-generation common assessment system that will help ensure all students graduate from high school ready for college and careers. The Web site includes information on PARCC's goals, governance structure, key stakeholders, timeline, and challenges; information about PARCC's major design and development work; implementation issues to address for successful implementation of the Common Core State Standards and PARCC assessments; "In the Classroom," on instructional resources being developed through PARCC, as well as other instructional resources for the Common Core State Standards being created by other organizations; and progress on implementing PARCC goals and the Common Core State Standards in each of the 25 PARCC States.

## Early Intervention

**Especially For . . . Early Intervention Providers** | *On the side menu bar.*

Linked on the right hand column of every page of our website, this section offers information on the law establishing early intervention services, guidance for developing a child's Individualized Family Service Plan (IFSP), effective practices, and links to even more resources on early intervention from our friends at the National Early Childhood Technical Assistance Center (NECTAC), the National Early Childhood Transition Center, and more.

<http://nichcy.org/earlyinterventionists>

**Importance of early intervention for infants and toddlers with disabilities and their families.**

Hot off the press from NECTAC, this fact sheet provides a brief overview of the Part C program and quick facts from the research on early brain development, the importance of intervening early, the benefits of early intervention, and current unmet needs. It is meant to be used as a tool to communicate with policymakers, pediatricians, families, and community leaders about the importance of high quality services for infants and toddlers with or at risk for developmental delays and their families.

[http://www.nectac.org/~pdfs/pubs/eifactsheet\\_2pg.pdf](http://www.nectac.org/~pdfs/pubs/eifactsheet_2pg.pdf)

**What's your state doing in early childhood?**

Our friends at the Early Childhood Outcomes Center (ECO) have links to state web sites with information related to child and/or family outcome measurement system development, training, and resources.

[http://www.fpg.unc.edu/~eco/pages/states\\_websites.cfm](http://www.fpg.unc.edu/~eco/pages/states_websites.cfm)

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## Families and Communities

**Just for you...at NICHCY's site.**

At NICHCY, we know that families and communities are the heart of supporting children with disabilities. Our new website is designed to give quick access to resources for families and communities. Look for this text:

***Especially for...Families and Communities*** | *On the side menu bar.*

Look on the side menu bar (it's on the right side of every page) and click on *Especially for . . . Families and Communities*.

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

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### Parents' Guide to Student Success.

The National Parent Teacher Association has developed a *Parents' Guide to Student Success* in response to the Common Core State Standards in English language arts and mathematics that [more than 40 states have adopted](#). The guide provides grade-by-grade overviews of what students are expected to learn in mathematics and English language arts/literacy. It is available in English and Spanish at the National PTA Web site.

<http://www.pta.org/4446.htm>

### Need a financial planning guide?

The PACER Center has updated its *Possibilities: A Financial Resource for Parents of Children and Youth with Disabilities Financial Planning Guide* for 2011. First published in 2004 by the National Endowment for Financial Education (NEFE) and PACER, this financial planning guide is now in an online format and includes more content relevant to parenting transition-age youth with disabilities. Topics include organizing financial records, managing money, preparing income taxes, health insurance options, dealing with debt, saving for college, preparing youth for adult employment, and more.

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

### Two from...About Special Needs Children.

#### *Family Gathering Survival Kit*

When you're doing that planning, don't forget your sense of humor. Here are 10 tools to fortify you with laughter before you enter the family fray.

<http://specialchildren.about.com/od/needalaugh/ig/Family-Gathering-Survival-Kit/?nl=1>

#### *Dealing with Toxic People*

What do you say to that relative who just Does Not Get It? Think of it as a behavior-management problem, just as you would for your child.

<http://specialchildren.about.com/od/inthecommunity/a/toxicpeople.htm?nl=1>

### Is the playing field level? Your opinion and input, please!

Parents and students are invited to participate in the IDEA National Survey. The study examines whether parents perceive the playing field as level for children with disabilities and their parents, and whether they believe their rights are protected. The survey also addresses inclusion and whether children with disabilities receive the education they need, or whether they are deprived of important services. Access the survey at:

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

### Differences in how "disability" is defined in federal laws for children and for adults.

This December 2010 report is the Country Report for the United States, written to capture our status at the moment regarding *Pathways for Disabled Students to Tertiary Education and Employment*. Chapter 1 will give you the ultimate authoritative summation of how the federal laws in the United States define the term "disability."

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These definitions have important implications for youths with disabilities as they transition to adulthood and to education, employment, and adult service systems.

<http://www.oecd.org/dataoecd/16/11/47469144.pdf>

### **Research into autism: The strategic plan for 2011.**

The Interagency Autism Coordinating Committee (IACC) has released its 2011 strategic plan for Autism Spectrum Disorder Research. The document can be downloaded from:

<http://iacc.hhs.gov/strategic-plan/2011/index.shtml>

### **SSA's final rules for evaluating endocrine disorders in children and adults.**

The Social Security Administration published final rules for evaluating endocrine disorders in the *Federal Register* on April 8, 2011. These are the rules that will be used to evaluate endocrine disorders in both adults and children who apply for, or receive, Social Security disability benefits or Supplemental Security Income payments based on disability. These rules will be effective on June 8, 2011, and will remain effective for 5 years, unless SSA revises and reissues them sooner or extends the effective date. The electronic version of these final rules is available in the *Federal Register*, at:

<http://edocket.access.gpo.gov/2011/pdf/2011-8389.pdf>

## Parent Information

### **Matrix Parent Center Help for Families Preparing for an IEP Meeting**

*Tool Kit*

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

The Matrix Parent Network and Resource Center offers an IEP Tool Kit to help parents/families better advocate for their children. It includes: steps in planning for an IEP meeting, tips on organizing a child's school-related papers, forms for organizing data about a child's needs and strengths to decide what might be needed in the IEP and for keeping track of needs and questions to discuss at the meeting, and information on resources special education IEP plans, effective communication, and a child's special needs. Available in pdf (637 KB, 11 pp).

### **PACER Center's FAST Training Curricula for Parent Trainers**

*Training Curricula*

<http://www.fastfamilysupport.org/fasttraining/index.asp>

PACER's National Family Advocacy and Support Training (FAST) project has developed four training curricula for use by parent trainers across the country: "Getting and Keeping the First Job," "The Journey to Adulthood: What Every Parent Needs to Know," "Skills for Effective Parent Advocacy," and "Working for Change: using the Power of a Personal Story." Power Points and supporting materials for these trainings are available online and can be downloaded in both Spanish and English. FAST is an Administration on Developmental Disabilities (ADD) Project of National Significance.

## **Parent Technical Assistance Network on College Access for Students with Intellectual Disabilities**

*Archived Webinar*

<http://tinyurl.com/3r6d48t>

Parent Technical Assistance Network has archived its April 2009 webinar, “Why Not College: Inclusive College Education for Students with Intellectual Disabilities,” along with other information on the Higher Education Act and Students with Intellectual Disabilities.

## **Parents’ Guide to Student Success**

*Guide*

<http://www.pta.org/4446.htm>

The National Parent Teacher Association has developed a Parents’ Guide to Student Success in response to the Common Core State Standards in English language arts and mathematics that more than 40 states have adopted. The guide provides grade-by-grade overviews of what students are expected to learn in mathematics and English language arts/literacy. It is available in English and Spanish at the National PTA Web site.

## **Professional Development**

### **Learning Port’s National Online Library of Professional Development Resources**

<http://www.learningport.us/>

The IDEA Partnership’s Learning Port Web site has built a section listing “National Online Library of Professional Development Resources Compiled to Help Bridge Research, Policy and Practice.” This library provides educators with access to an array of resources that can be used or customized to meet their needs.

## **Self Determination**

### **Self Determination Project at Westchester Institute for Human Development**

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

The Self Determination Project Web site includes information on connecting to local services, resources and bibliography, helpful sites, employment, etc.

## Summer Camps

### **NICHCY Information on Summer Camps for Children with Special Needs**

*List*

<http://nichcy.org/publications/camps>

The National Dissemination Center for Children with Disabilities (NICHCY) has updated its listing of information on camps and summer opportunities. Some of the listings identify camps available to all children, and some especially for children who have disabilities. (Many communities have additional summer camps or recreational opportunities available. For information on local camps/recreation, useful sources of information include parks and recreation departments, schools and teachers, religious organizations, other community groups, parent centers, and fellow parents.)

## Survey Participation 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."

### **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 ([www.FindYouthInfo.gov](http://www.FindYouthInfo.gov)) can include state or local strategic plans to support youth, research articles, youth-

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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.

### PACER Center's 2010 FAST Family Support Survey

*Survey Report*

<http://www.fastfamilysupport.org/pdf/2010FASTFamilySupportSurveyResults.pdf>

PACER's National Family Advocacy and Support Training (FAST) project has released "2010 FAST Family Support Survey: National Results," summarizing the results of a 2010 survey of 2,416 parents or relatives of children and youth with disabilities, ages 11 to 39, from 54 states or U.S. territories, on: finding out how to get support in 20 areas, whether they needed but were not receiving help, the quality of supports currently received, and where to find information about disability supports. FAST is an Administration on Developmental Disabilities (ADD) Project of National Significance. Available in pdf (379 KB, 32 pp).

## Teacher Information

### Performance-based Compensation: Focus on Special Education Teachers

*Policy analysis*

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

This policy analysis describes teacher evaluation and some specific evaluation challenges for special education teachers. Data were collected through a survey of states. Results are provided regarding: the number of states that have a system; the number that have a system that addresses special educators specifically; the states' stages of development and implementation; the adoption of a definition for teacher of record; how the systems are funded; and plans for states that have not yet included special educators in their performance-based compensation system.

## Webinars

### **Archived Webinar Transcript and Video: Strategies to Increase School Completion Rates for Students with or at Risk for Emotional/Behavioral Disorders**

*Archived Webinar*

<http://www.ndpc-sd.org/dissemination/teleseminars.php>

The National Dropout Prevention Center for Students with Disabilities has archived their August 2010 webinar, “Strategies to Increase School Completion Rates for Students with or at Risk for Emotional/Behavioral Disorders” on their Web site.

### **Archived Webinar: Ready by 21 Webinar Series**

*Archived Webinar*

<http://tinyurl.com/3j895k2>

The Forum for Youth Investment’s February 2011 “Ready by 21” webinar focused on the transition to adulthood and the importance of postsecondary completion as a critical goal for communities to work on. The webinar materials, a summary, Q& A and a link for the recording are at their Web site.

## Workforce and Disabilities

### **National Collaborative on Workforce and Disabilities: Individual Learning Plan Fact Sheet**

*Fact Sheet*

<http://www.ncwd-youth.info/fact-sheet/individual-learning-plan>

An individual learning plan is a tool that high school students use – with support from school counselors and parents – to define their personal interests and goals related to their career and postsecondary education and to plan what courses to take and what activities to participate in during high school to further their interests and achieve their goals.

The National Collaborative on Workforce and Disabilities’ ILP Fact Sheet provides an overview of the Individualized Learning Plan and highlights ways some states are using ILPs to better serve their students.

### **National Collaborative on Workforce and Disabilities: Tapping into the Power of Families**

*InfoBrief*

<http://www.ncwd-youth.info/infobrief/tapping-into-the-power-of-families>

The National Collaborative on Workforce and Disabilities has published an InfoBrief, “Tapping into the Power of Families: How Families of Youth with Disabilities Can Assist in Job Search and Retention,” exploring the role that families and other caring adults play in helping young people with disabilities plan for careers, search for jobs, build work skills, and be successful in employment.