

June 2012 - **NASET** Resources Review

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Behavioral Support

Culturally Responsive Positive Behavioral Support Matters (2012)

Report

<http://tinyurl.com/bsplwdk>

“Culturally Responsive Positive Behavioral Support Matters” is a report on Culturally Responsive Positive Behavioral Interventions and Supports (CRPBIS), published by the Equity Alliance of Arizona State University. Such supports are an important factor in effective education for students with varying cultural, linguistic, and ability backgrounds.

Behavior at School

<http://nichey.org/schoolage/behavior/atschool/>

Best Practices

Standards Open the Door for Best Practices from Special Education (April 2012)

Report

<http://tinyurl.com/bocrk8x>

Instructional approaches associated with special education are gaining traction as states and districts are faced with implementing the Common Core State Standards, reports “Education Week.” Two strategies, universal design for learning (UDL) and response to intervention (RTI), have been frequently cited in No Child Left Behind (NCLB) waiver requests for Common Core implementation. UDL involves creating lessons and classroom materials flexible enough to accommodate different learning styles, and RTI identifies learning problems early and introduces focused lessons (interventions) to address them. These methods have gained popularity because educators are otherwise faced with narrow mandates and a broad population. Such approaches to instruction do not erase the challenges of implementing standards that are more rigorous than current state standards, but they may make implementation more responsive, and help ensure that the standards will not turn students with disabilities into scapegoats for poor performance.

College Issues

College Readiness: A Guide to the Field (April 2012)

Report

<http://annenberginstitute.org/publication/college-readiness-guide-field>

“College Readiness: A Guide to the Field,” from the Annenberg Institute for School Reform (AISR), aims to help districts, schools, and other interested stakeholders identify opportunities both inside and outside of school to prepare their students for college success. As the U.S. education focus has shifted in recent years from high school graduation to postsecondary success, policies and initiatives, federal, philanthropic, school, and community efforts to that end have proliferated, this report can help education stakeholders keep abreast of these policies and initiatives.

Developmental Disabilities

Exploring New Paradigms for the Developmental Disabilities Assistance and Bill of Rights Act (2012)

Report

<http://www.ncd.gov/publications/2012/Apr222012/>

The National Council on Disability (NCD) has published “Exploring New Paradigms for the Developmental Disabilities Assistance and Bill of Rights Act,” a supplement to NCD’s 2011 “Rising Expectations: The Developmental Disabilities Act Revisited.” The supplement expands on the challenges identified in “Rising Expectations” and offers recommendations for aligning systems and statutes both within and beyond the scope of the DD Act.

Drop Outs

Dropping Out: Why Students Drop Out of High School and What Can Be Done About It (April 2012)

Archived Webinar

<http://media.all4ed.org/webinar-apr-9-2012>

On April 9, 2012, the Alliance for Excellent Education held a webinar featuring Dr. Russell W. Rumberger, who has conducted research on school dropouts for the past twenty-five years and is the author of a book by the same name as the webinar; and Phillip Lovell, Alliance Vice President of Federal Advocacy, who spoke about actions the federal government can take to help quell the high school dropout crisis.

Early Intervention

CELL Practice Guides with Adaptations

These guides make it easier for young children with disabilities to participate in early literacy learning activities. Written for both parents and practitioners, the practice guides describe everyday home, community, and childcare learning opportunities that encourage early literacy learning.

http://www.earlyliteracylearning.org/pg_tier2.php

The Everyday Teaching Digests

Everyday Teaching Digests deliver carefully selected resources that are grade-appropriate, timely and grouped by theme to match your everyday teaching needs. There is an extensive library of free online resources, and with a low-cost subscription you can gain access to a more complete set of resources.

<http://www.everydayteaching.com/>

9 Free Online Tutorials for Head Start and Early Head Start Programs

The Center for Early Childhood Mental Health Consultation's (CECMHC) *Best Practice Tutorial Series* is designed to enhance professionals' skills and knowledge around how to implement effective mental health consultation in Head Start and Early Head Start programs. The 9th one is hot off the press and focuses on implementing and evaluating effective mental health services in HS/EHS programs.

<http://www.ecmhc.org/tutorials/index.html>

Safe Sleep Practices in Child Care and Early Education Settings

The American Academy of Pediatrics, the American Public Health Association, and the National Resource Center for Health and Safety in Child Care and Early Education have recently released Safe Sleep Practices and SIDS/Suffocation Risk Reduction. The document describes 27 nationally recognized standards on safe sleep in child care and early education settings.

<http://nrckids.org/SPINOFF/SAFESLEEP/SafeSleep.html>

Be Recognized for Culturally Responsive Teaching

Exceptional teachers do not get recognized enough for their hard work. This award recognizes educators who are adept at fostering productive, caring relationships with students and their families, building on students' prior knowledge and providing equitable access to learning opportunities for all students.

<http://www.tolerance.org/blog/be-recognized-culturally-responsive-teaching>

Culturally Responsive Positive Behavioral Support Matters

This brief explores the critical role of addressing and supporting behavior and socialization in our increasingly diverse schools. The brief describes the features of PBIS and then presents a framework for culturally responsive school-wide positive behavioral interventions and supports (CRPBIS) to address enduring educational equity issues. http://www.equityallianceatasu.org/sites/default/files/CRPBIS_Matters.pdf

Federal Resources for Educational Excellence

Finding good standards-based resources can sometimes prove to be a difficult task. The U.S. Department of Education has developed a website, specifically for teachers, including resources for all of your teaching needs.

<http://www.free.ed.gov/index.cfm>

ABCs of Teaching Reading

If reading came naturally, teaching reading would be a much easier job. Children would learn to read as readily as they learn to speak. Teachers would only need to give students the chance to practice their skills. Reading must be taught; that's why teachers are so important. Reading Rockets has put together some research-based resources to assist teachers in teaching reading.

<http://www.readingrockets.org/teaching/?gclid=CO3o8JzorK8CFUfc4Aod2o3oqQ>

What Teachers Make | Video

Taylor Mali is a vocal advocate of teachers and the nobility of teaching, having himself spent nine years in the classroom teaching everything from English and history to math and S.A.T. test preparation.

<http://www.youtube.com/watch?v=fuBmSbiVXoo>

<http://taylormali.com/poems-online/what-teachers-make/>

The Right of Students to Receive Accessible Instructional Materials (AIM)

This definitive brief for families and educators will help both understand the various legal requirements in IDEA and Section 504 that establish the right of students with disabilities to receive AIM.

http://aim.cast.org/learn/aim4families/aim_families_educators

A Guide to Educational Acronyms: What's in the Alphabet Soup?

You need only spend a few minutes listening to an education policy maker describing legislation to be aware of the "alphabet soup" of educational acronyms. The National Center on Educational Outcomes (NCEO) has developed this "acronym handbook" as a resource to define, clarify, or remind stakeholders of definitions of acronyms routinely found in legislative and policy discussions. Whatever your role, be it as a state legislator, teacher, parent, or other, this pocket guide will be a useful tool.

<http://nceo.info/OnlinePubs/NCEOAcronymHandbook.pdf>

Education and Disability

Education and Disability Law Articles (April 2012)

Reports

<http://nichcy.org/laws/legal>

The National Dissemination Center for Children with Disabilities (NICHCY) offers access to a selection of full-text journal articles from legal scholars on topics related to IDEA, Section 504, federal and state special education laws, dispute resolution, seclusion and restraint, and more.

Employment

A Hiring Authority Fact Sheet: Tips for Youth and Young Adults with Disabilities Interested in Starting a Career with the Federal Government

Fact Sheet

<http://tinyurl.com/7v2ptgo>

“Federal Schedule: A Hiring Authority Fact Sheet: Tips for Youth and Young Adults with Disabilities Interested in Starting a Career with the Federal Government” is a fact sheet with information to aid youth with disabilities looking for government work.

Center on Transition to Employment for Youth with Disabilities New Issue Briefs

Briefs

<http://www.transitiontoemployment.org>

The Center on Transition to Employment for Youth with Disabilities has posted seven Issue Briefs on aspects of employment for youth with developmental disabilities: “Evaluating the Implementation and Outcomes of Secondary Supported Employment Programs for Students with Intellectual or Developmental Disabilities,” “Students at Greatest risk for Poor Post-School Employment Outcomes: What Can Schools Do?,” “Does Service Collaboration Enhance Seamless Transition Outcomes?,” “Risk Modeling of Student Post-School Employment Outcomes,” “Do Promising Vocational Interventions Benefit At-Risk Youth?,” “The Impact of Personnel Factors on Employment Outcomes of Urban At-Risk Youth,” and “Post-School Outcomes for Transitioning Youth with Developmental Disabilities – Can We Predict Integrated Employment?” The Center for Transition to Employment is a Disability Rehabilitation Research Project sponsored by The National Institute on Disability and Rehabilitation Research, U.S. Department of Education. The Center is operated by TransCen, Inc., in partnership with Virginia Commonwealth University.

Internships: The On-Ramp to Employment, a Guide for Students with Disabilities to Getting and Making the Most of an Internship (2010)

Report

<http://nclد-youth.info/Downloads/intern-guide-final.pdf>

Completing an internship is a good way for young people with and without disabilities to prepare for their career field of choice. This report provides step-by-step information on the process of finding, applying for, participating in, and evaluating an internship and guides young people through activities focused on career exploration, interview and resume building, goal setting, networking, etc., to prepare them to successfully complete an internship and transition toward employment. It also includes tips of specific relevance to youth with disabilities, such as finding accessible housing, navigating the transportation system, disclosing a disability, and employing a personal care attendant. Available in pdf (8.15 MB, 96 pp).

Investing in America’s Future: A Blueprint for Transforming Career and Technical Education (April 2012)

Report

<http://www2.ed.gov/about/offices/list/ovae/pi/cte/transforming-career-technical-education.pdf>

The Obama administration have released their blueprint to transform career and technical education (CTE) by reauthorizing the Carl D. Perkins Career and Technical Education (Perkins) Act of 2006. According to the blueprint, the 2006 Perkins Act reauthorization “took modest yet important steps” to improve the quality of CTE programs, but it “did not go far enough to address the needs of youths and adults preparing to participate in the knowledge-based, global marketplace of the 21st century.” The blueprint outlines the reforms needed to make CTE more rigorous, relevant, and results driven. Available in pdf (846 KB, 16 pp).

National Collaborative on Workforce and Disabilities: Individualized Learning Plans How-To Guide (March 2012)

Guide

<http://www.ncwd-youth.info/ilp/how-to-guide>

This guide focused on the High School years is designed for schools, educators, and other professionals who assist youth with college and career readiness and transition planning. It was developed by the National Collaborative on Workforce and Disabilities (NCWD) in response to feedback from schools indicating a need for curriculum and implementation guidelines to support whole-school buy-in for implementing individualized learning plans (ILPs). A key goal of the guide is to help schools develop a bridge between college and career readiness efforts through the use of ILPs and help youth achieve prosperous and productive lives. The career development activities and resources in this guide are also useful for youth service professionals in the workforce development system.

National Collaborative on Workforce and Disabilities: Youth Services Professionals' Knowledge, Skills and Abilities Training (2012)

Training Modules

<http://www.ncwd-youth.info/ksa/training-modules>

The National Collaborative on Workforce and Disabilities (NCWD) Youth cadre of trainers, in response to feedback from schools indicating a need for curriculum and implementation guidelines to support whole-school buy-in for implementing individualized learning plans (ILPs), has developed a set of training modules, "Youth Service Professionals' Knowledge, Skills, and Abilities (YSP/KSA) Training," with support from USDOL/ODEP. The YSP/KSA Training Modules from NCWD/Youth are interactive, day-long training sessions to strengthen youth professionals' competencies for working with all youth, addressing the knowledge, skills, and abilities that youth service professionals need to better connect all youth, including youth with disabilities, to workforce, educational, and independent living opportunities.

Young, Underemployed and Optimistic: Coming of Age, Slowly, in a Tough Economy (February 2012)

Report

<http://tinyurl.com/7kyb3bh>

"Young, Underemployed and Optimistic: Coming of Age, Slowly, in a Tough Economy," a new report of unemployment outcomes, for youth ages 18-24, published by the PEW Research Center provides information on how young adults are faring in today's job market.

Participation Requests

NIDRR's Proposed Long-Range Plan 2013-2017: Comments Sought

<http://www.gpo.gov/fdsys/pkg/FR-2012-04-18/html/2012-9365.htm>

The Assistant Secretary for Special Education and Rehabilitative Services proposes the National Institute on Disability and Rehabilitation Research's (NIDRR's) Long-Range Plan (Plan) for fiscal years (FYs) 2013 through 2017. The Department is required by the Rehabilitation Act of 1973, as amended, to develop a plan for NIDRR that outlines NIDRR's priorities for rehabilitation research, demonstration projects, training, and related activities, and explains the basis for these priorities. Deadline for comments: June 18, 2012.

OJJDP and SAMSA Observe National Children's Mental Health Awareness Day

<http://www.samhsa.gov/children/>

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) and the Substance Abuse and Mental Health Services Administration (SAMHSA) will observe National Children's Mental Health Awareness Day on May 9, 2012. This year's observance will promote recovery and resilience for children and youth in the juvenile justice and child welfare systems. OJJDP, SAMHSA, and partnering agencies will support efforts to help the public recognize signs of child trauma, promote treatment for children's traumatic experiences, and promote trauma-informed social services and supports. They seek participants in Awareness Day 2012 Community Events activities. The Community Events link on the Web site lists activities already planned state-by-state.

ASCD: Outstanding Young Educator Award

<http://tinyurl.com/7s3ualn>

The Association for Supervision and Curriculum Development (ASCD) is seeking nominations for its Outstanding Young Educator Award, which recognizes a teacher under the age of 40 who demonstrates excellence in his or her profession, a positive impact on students, creativity in the classroom, and leadership in

his or her school or district. Maximum award: \$10,000; ASCD institutional membership. Eligibility: full-time K-12 teachers under age 40; self-nominations accepted. Deadline: August 1, 2012.

LeadCast Blog Invites Entries from Scholars

<http://niusileadscape.org/bl/>

The Equity Alliance at ASU's LeadCast blog was initially created to talk directly to school principals, and has expanded to include researchers, practitioners, scholars, and state and district administrators dedicated to improving education through advocacy, research, social agency and the arts and transforming the ways education is conceptualized and delivered in this country. They invite scholars interested in submitting blog entries to email niusileadscape@asu.edu.

Virginia Commonwealth University Rehabilitation Research & Training Center (VCU RRTC) Online Course: Customized Employment

<http://www.worksupport.com/training/webcourses/ce.cfm>

The Virginia Commonwealth University Rehabilitation Research & Training Center (VCU RRTC) offers an online course in "Customized Employment," March 26-April 23, 2012. Customized employment uses a flexible blend of strategies, services, supports, and funds to facilitate employment outcomes for job seekers with complex needs through negotiated employment relationships. Topics Covered: Overview of customized employment, Ways to get to know the job seeker, Strategies to find jobs & Blending supports and funds. Course Credit: Individuals who complete the course may earn 1.6 CEUs, 16 CRCs and a Certificate of Course Completion.

Virginia Commonwealth University Rehabilitation Research & Training Center (VCU RRTC) Online Course: Personalized Job Development

http://www.worksupport.com/training/webcourses/job_development.cfm

The Virginia Commonwealth University Rehabilitation Research & Training Center (VCU RRTC) offers an online course in "Personalized Job Development," March 19-April 16, 2012. Job development is the process of locating and creating work opportunities for individuals with disabilities. This is achieved by earning an opportunity to engage an employer and then earning a commitment to meet, interview, and hire a specific job seeker. Topics Covered: Core Values, Strategies for Personal Improvement, Contact & Presentation Strategies. Individuals who complete the course may earn 1.6 CEUs, 16 CRCs and a Certificate of Course Completion.

Participants Sought for Survey on Mentoring Services for High-Risk Youth

www.surveymonkey.com/s/YouthMentoringSurvey

The National Mentoring Partnership, Global Youth Justice, and the National Partnership for Juvenile Services are conducting a survey to improve the design and delivery of mentoring services for youth at risk for delinquency, alcohol and drug abuse, truancy, and other problem behaviors. Results will be included in a research report and in training and technical assistance materials, which will be free and available online. The survey is funded by the Office of Juvenile Justice and Delinquency Prevention. Mentoring and juvenile justice professionals working in detention, corrections, probation, dependency courts, delinquency courts, and teen court/youth court diversion programs are encouraged to participate.

America's Promise Launches Grad Nation Communities

<http://www.americaspromise.org/gradnationcommunities>

America's Promise Alliance is drafting more communities into its campaign to boost high school graduation. The Alliance recently launched Grad Nation Communities, part of the Grad Nation Campaign, a 10-year initiative to mobilize all Americans to take action to end the high school dropout crisis and better prepare young people for college and the 21st century workforce. The Alliance invites communities to join this network of cities and towns that will work to improve high school graduation rates by focusing on the local schools that are most in need of improvement.

Families and Community Issues

K-12 Parents and the Public

We all have a stake and a say in our children's education. Education Week has a great blog series for and about the role that parents and community member play in shaping the academic future for our children by re-shaping educational policy.

<http://blogs.edweek.org/edweek/parentsandthepublic/>

Taking a Closer Look: My Child's Academic Success

Parents play a critical role in helping children navigate through school and achieve academic success. Here are some tips for parents, provided by U.S. Department of Education, about how to be involved in your child's school, be a partner with your child's teacher, and what to do if problems arise.

<http://www.readingrockets.org/article/25720/>

Preparing Your Child for the Excitement of Camp

Summer is approaching and plans are being made for great camp adventures. As difficult as it is for kids to go to camp, it can also be tough on parents. Here are some useful tips for camp preparation.

<http://tinyurl.com/7qh62pj>

Maybe Be Your Own Camp Mom?

From Terri Mauro, here's a series of articles on setting up a do-it-yourself day camp for your child and a few friends - step by step, from choosing your campers to planning field trips to assembling arts and crafts to making lunches.

<http://specialchildren.about.com/od/campmom/ss/campmom.htm?nl=1>

Camp for Kids with Special Needs

Kids Health understands that selecting the "perfect" summer camp can be an exciting, yet overwhelming process. There are many camp choices for kids with special needs. From highly specialized camps to regular camps that accommodate kids with special needs, options abound. This article helps families navigate through the camp selection process.

http://kidshealth.org/parent/system/ill/finding_camp_special_needs.html#

Using Science to Build Your Child's Literacy Skills

Reading Rockets tells you how with its series of 18 tip sheets. The tip sheets are written by parents and are available in English and Spanish. Each tip sheet includes simple activities you can do with your child to build literacy and beginning science skills. Each tip sheet also includes a set of recommended picture books to extend learning.

http://www.readingrockets.org/extras/stem_series/#STEM_tipsheets

Modifications and Accommodations

Supports, Modifications, and Accommodations for Students

<http://nichcy.org/schoolage/accommodations/>

Social and Emotional Development

Afterschool Programs That Follow Evidence-Based Practices to Promote Social and Emotional Development Are Effective (2012)

Research summary

http://www.expandinglearning.org/docs/Durlak&Weissberg_Final.pdf

This research summary underscores the link between high quality programs and student achievement. Analysis of more than 60 studies of afterschool programs showed that certain high quality afterschool programs are associated with increased academic performance, increased attendance, and significant improvements in behavior. Available in pdf (291 KB, 6 pp).

Student's Rights

The Right of Students with Disabilities Who Need Accessible Instructional Materials to Receive These Materials in a Timely Manner: A Brief for Families and Educators (January 2012)

Brief

http://aim.cast.org/learn/aim4families/aim_families_educators

This brief for families and educators helps in understanding the legal requirements in IDEA and Section 504 that establish the right of students with disabilities to receive accessible instructional materials (AIM).

Special Education Law

Education and Disability Law Articles

Looking for reliable information on topics related to IDEA, Section 504, and more? NICHCY offers access to a selection of full-text journal articles from trusted legal scholars. Find recent articles on federal and state special education laws, dispute resolution, seclusion & restraint, and more, at:

<http://nichcy.org/laws/legal>

Transition

Family Information Guide to Assistive Technology and Transition Planning (2012)

Information Guide

<http://www.fctd.info/>

The Family Center on Technology and Disability (FCTD) has released the Spanish version of their publication of "The Family Information Guide To Assistive Technology and Transition Planning." This guide discusses relevant laws and includes accounts from students on how use of assistive technology helped them transition to postsecondary education, employment, and independent living.

Secondary Transition "Just in Time" Training Resources (2011)

Resources

<http://www.nsttac.org/content/secondary-transition-just-time-training-resources-o>

The National Secondary Transition Technical Assistance Center (NSTTAC) has developed tables listing the important competencies needed for transition specialists and special education teachers and administrators, when the competencies may be needed, and, for each competency, resource listings and information on how to access the resource. A major challenge in implementing quality secondary transition services is staff turnover. Turnover can occur at all levels from the classroom, to the school system, to the state, and when it occurs, it is important to ensure new personnel have the skills and knowledge necessary to continue implementing quality secondary transition services.