

July 2012 - **NASET** Resources Review

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Absenteeism

The Importance of Being in School: A Report on Absenteeism in Public Schools (2012)

Report

<http://new.every1graduates.org/the-importance-of-being-in-school/>

“The Importance of Being in School: A Report on Absenteeism in Public Schools,” from the Everyone Graduates Center, examines the issue of chronic absenteeism (missing 10% percent or more of a school year), which differs from truancy or average daily attendance rates used for state and federal accountability. The data suggest that chronic absenteeism is concentrated in relatively few schools. Because students in poverty benefit the most from being in school, a key strategy in reducing poverty and improving achievement is to have these students in school every day.

Accommodations and Modifications

Supports, Modifications, and Accommodations for Students

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

Behavior at School

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

Dispute Resolution

CADRE and the JAMS Foundation Present Video Resources from CADRE's Fifth National Symposium on Dispute Resolution in Special Education (October 2011)

Archived Symposium

<http://www.directionservice.org/cadre/sympvidsmain.cfm>

The National Center on Dispute Resolution in Special Education (CADRE) and the JAMS Foundation have archived the video resources from CADRE's Fifth National Symposium on Dispute Resolution in Special Education, held October 2011. CADRE, supported by the JAMS Foundation, recorded keynote and plenary presentations, and a number of breakout sessions.

Early Intervention

Helping the little ones transition to new settings or programs

The National Early Childhood Technical Assistance Center is a great go-to resource on how to ensure seamless transitions for children and their families as they leave Part C and other early childhood programs and move to another program or system. Visit NECTAC's transition page:

<http://www.nectac.org/topics/transition/transition.asp>

IFSP & Transition Regulations

New Part C regulations were published in September 2011. So what's new, different, or the same in regulations for the IFSP and transition?

http://www.ideainfanttoddler.org/pdf/IFSP_and_Transition_Regulations.pdf

Transition Plan

Here's a one page sample transition plan that was included in the IFSP of a child turning three and moving from early intervention (Part C) to a preschool classroom (Part B).

<http://tinyurl.com/cr857de>

Tiered Instruction | Online Module

Check out CONNECT's newest module, designed to help learners understand the purpose, use, and potential benefits of tiered instruction to promote positive behaviors and academic learning in young children in early care and education programs.

<http://community.fpg.unc.edu/node/218>

Education Law

New at NICHCY! 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>

Families and Community Information

Family Information Guide to Assistive Technology and Transition

The Family Center on Technology and Disability (FCTD) has released the Spanish version 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 post-secondary education, employment, and independent living. Access this guide (in English and Spanish) at:

http://www.fctd.info/show/fig_summary

When Young Adults Need Help with Decisions: Guardianship and Other Approaches to Decision-making Support

This new *Got Transition* brief describes decision-making supports that may assist young adults with intellectual disabilities while ensuring independence and self-direction. This brief also provides links to important resources for more information about guardianship and other alternatives.

<http://hosted-po.vresp.com/330372/c41b470f62/ARCHIVE>

Tips for Young Adults with Disabilities Interested in Starting a Career with the Federal Government

A Hiring Authority Fact Sheet: Tips for Youth and Young Adults with Disabilities Interested in Starting a Career with the Federal Government is to help youth with disabilities looking for government work.

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

70+ Tips and Tricks for Special Needs Road Trips

If you have a child with special needs, then you know summer travel plans will require extra attention to detail. Friendship Circle Blog has shared a multitude of tricks and tips to help make the planning less stressful and the travel more successful.

<http://tinyurl.com/8442u42>

Integration into the Mainstream Classroom

The Best Ways To Integrate Special Needs Students

Budget cuts in many school districts have some parents and teachers questioning whether they have the resources to support their students. NPR education correspondent Claudio Sanchez and Thomas Hehir of Harvard University talk about how to integrate special needs students into mainstream classrooms.

Juvenile Justice

Office of Juvenile Justice and Delinquency Prevention Updated Statistical Briefing Book

Report (no date)

<http://www.ojjdp.gov/ojstatbb/>

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) has updated its Statistical Briefing Book (SBB) to include the latest data on FBI arrests and victims of domestic violence, a redesigned Compendium of National Juvenile Justice Data Sets, and new Frequently Asked Questions (FAQs) on teen mothers, juvenile educational characteristics, child maltreatment victims, and school crime victimization. The SBB offers access to online information about juvenile crime and victimization and about youth involved in the juvenile justice system. Developed for OJJDP by the National Center for Juvenile Justice, the SBB provides timely and reliable answers to questions OJJDP most frequently receives from media, policymakers, and the general public.

Learner Centered Environments

Culture Shift: Teaching in a Learner-Centered Environment Powered by Digital Learning (May 2012)

Report

<http://www.all4ed.org/>

“Culture Shift: Teaching in a Learner-Centered Environment Powered by Digital Learning,” from the Alliance for Excellent Education, discusses what genuinely personalized teaching strategies require, arguing that digital learning can help teachers meet varied student needs while also supporting cultural shifts in teaching. To prepare for these roles, teachers need support and opportunities to develop new skills, and education stakeholders seeking to transition schools must develop a deep understanding of learner-centered environments; identify required changes from current instructional models; and create opportunities to discuss and observe learner-centered instruction.\

Middle School to High School Transition

<http://tinyurl.com/89j3byj>

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>

Restraint and Seclusion Rooms

Restraint and Seclusion Resource Document (May 2012)

Resource Document

<http://tinyurl.com/85a5zy7>

The U.S. Department of Education has issued a publication that outlines principles for educators, parents and other stakeholders to consider when developing or refining policies and procedures to support positive behavioral interventions and avoid the use of restraint and seclusion. The goal of this resource document is to help ensure that schools are safe and healthy environments where all students can learn, develop and participate in instructional programs that promote high levels of academic achievement. It presents 15 principles for state, district, and school staff; parents; and other stakeholders to consider when policies and procedures on the use of restraint and seclusion are being developed; discusses the context within which these

principles were developed; lists the principles; and highlights the current state of practice and implementation considerations for each principle.

Restraint and Seclusion Resource Document (May 2012)

Article

<http://www2.ed.gov/policy/seclusion/index.html>

The U.S. Department of Education has published this resource document on “Restraint and Seclusion” to present and describe 15 principles for state, district, and school staff; parents; and other stakeholders to consider when states, localities, and districts develop policies and procedures which should be in writing on the use of restraint and seclusion. It discusses the context within which these principles were developed, lists the principles, and highlights the current state of practice and implementation considerations for each principle. It also provides a synopsis of ongoing efforts by federal agencies to address national concerns about using restraint and seclusion in schools, information about state policies on the use of restraint and seclusion in our nation’s public schools, and an annotated resource guide on the use of restraint and seclusion in schools

Self Determination

Quality Learning Experiences, Self-Determination, and Academic Success: A Path Analytic Study among Youth with Disabilities (May 2012)

Article

<http://www.ncwd-youth.info/sites/default/files/Quality-Learning-Experiences-Journal-article.pdf>

“Quality Learning Experiences, Self-Determination, and Academic Success: A Path Analytic Study among Youth with Disabilities,” published by the Hammill Institute on Disabilities, features findings from the Individualized Learning Plan (ILP) research and demonstration project conducted by NCWD/Youth and the U.S. Department of Labor’s Office of Disability Employment Policy. The authors used path analyses to show how exposure to quality secondary learning environments contributed to the development of self-efficacy, motivation, and academic achievement among 135 high school students receiving special education services; and offer recommendations for enhancing the self-determination skills of youth with disabilities by strengthening the quality and impact of transition education. Available in pdf (487 KB, 12 pp).

Summer Camps

Summer Camps

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

Survey Requests

Education Department Seeks Information on Disconnected Youth

<http://tinyurl.com/cl4v5kh>

The U.S. Department of Education has released a request for information (RFI) on Strategies for Improving Outcomes for Disconnected Youth. The RFI invites organizations to recommend effective approaches to increase the rate at which young people ages 14 to 24 who are homeless, in foster care, involved in the juvenile justice system, unemployed or not enrolled in an educational institution meet educational, employment, and other key development goals. Deadline for submissions: July 5, 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.

Transition

AYPF's Building a Comprehensive System to Support All Students Getting to High School Graduation and Beyond (April 2012)

Forum Brief

<http://tinyurl.com/bquw2sd>

The American Youth Policy Forum (AYPF) has issued a brief that summarizes AYPF's forum, held April 27, 2012, focused on providing multiple pathways to high school graduation that prepare all youth for postsecondary education and careers. The event addressed federal, state, and local policies that can support efforts to prepare all learners for success. The forum highlighted New York City's portfolio of options for students off-track to graduation as well as statewide efforts in Massachusetts to support young people graduating high school ready for college and careers.

Diplomas Count: Gains in High School Graduation Rates for Latino and African American Students Boost National Graduation Rate to 73.4 Percent (June 2012)

Report

<http://www.edweek.org/ew/toc/2012/06/07/index.html>

The national high school graduation rate increased for the second straight year, according to "Diplomas Count 2012," the annual report from Education Week and the Editorial Projects in Education (EPE) Research Center. The report pegs the graduation rate at 73.4%, an increase of 1.7 percentage points compared to last year, and the highest level of high school completion since the late 1970s. It credits the improvement in the national graduation rate to significant improvements in the graduation rates for Latino and African American students, whose graduation rates increased by 5.5 and 1.7 percentage points, respectively.

UDL and Transition Planning for Youth with Disabilities

Developed by National Secondary Transition Technical Assistance Center, this resource focuses on Universal Design for Learning (UDL) application in secondary transition services. It also outlines the principles of UDL, provides evidence to support its use, describes examples of UDL application in various academic content areas, and provides links to additional resources.

<http://tinyurl.com/6oczn8r>

Off to College with Autism | Navigating College Website

Navigating College, a project of The Autistic Self-Advocacy Network (ASAN), is an introduction to the college experience by and for people with autism. The writers and contributors are autistic adults, giving the advice they wish they had been given when starting college.

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

Universal Design

National Center on Universal Design for Learning: Growing Momentum in States and Districts (May 2012)

Report

<http://www.udlcenter.org/advocacy/state/report>

"Universal Design for Learning: Growing Momentum in States and Districts," offers new insights about how Universal Design for Learning (UDL) is emerging as a national innovation that is transforming curriculum and instruction for all learners.

Young Adults

Secondary Transition Collection Dialogue Guides

<http://tinyurl.com/c44rkjw>

