

# October 2013 - **NASET** Resources Review

In this Issue You will Find Topics On:

- [AD/HD](#)
- [Auditory Processing](#)
- [Bloom's Taxonomy](#)
- [Calls to Participate](#)
- [Classroom Management](#)
- [Cognitive Psychology and Neuroscience](#)
- [Early Intervention](#)
- [Effective Practices](#)
- [Evidence-based Instructional and Intervention Practices](#)
- [IDEA Partnership](#)
- [IEP](#)
- [Juvenile Justice System](#)
- [Legal Issues](#)
- [Mental Health](#)
- [Multilingual Behavior](#)
- [Multiple Disabilities](#)
- [Transition](#)

## **AD/HD**

**Helping your child with AD/HD succeed at school.**

School creates multiple challenges for kids with ADD/ADHD, but with patience and an effective plan, your child can thrive in the classroom. As a parent, you can work with your child and his or her teacher to implement practical strategies for learning both inside and out of the classroom. With consistent support, these strategies can help your child meet learning challenges-and be successful at school.

[http://helpguide.org/mental/adhd\\_add\\_teaching\\_strategies.htm](http://helpguide.org/mental/adhd_add_teaching_strategies.htm)

## **Auditory Processing**

**Understanding auditory processing disorders in children.**

This article from the American Speech-Language-Hearing Association (ASHA) sets out to clarify existing confusion about what auditory processing disorders are, so that readers are better able to navigate the jungle of information available on the subject in professional and popular literature today.

<http://www.asha.org/public/hearing/disorders/understand-apd-child.htm>

## Bloom's Taxonomy

### 35 digital tools that work with Bloom's Taxonomy.

Integrating technology in the classroom and engaging students in higher order thinking creates the ultimate learning experience for students. Bloom's Taxonomy and digital tools create an innovative learning environment where students are engaged in their assignments.

<http://edudemic.com/2012/11/35-digital-tools-that-work-with-blooms-taxonomy/>

## Calls to Participate

### Parents' Perspectives of Their Children Who Are on the Autism Spectrum Survey

Laura Izzo Iannelli is an educator and a doctoral student. She has been working with children with autism or ASD for several years. Currently, she is working on a study titled Parents' Perspectives of Their Children Who Are on the Autism Spectrum. Below is the link to the survey that I created to research this very important topic:

<http://parents.edsurveys.us> (can be cut and pasted into the Brower)

This is a completely anonymous survey. She will not know who responded unless you decide to email her at [izzoiannelli@gmail.com](mailto:izzoiannelli@gmail.com). If you know of any other parents who have at least one child with a diagnosis of autism or ASD and at least one child without a diagnosis, please feel free to forward the link to the survey to them. Your time and cooperation is greatly appreciated!!

### National Youth Leadership Council & Youth Service America Seek Workshop/Showcase Proposals

<http://www.nylc.org/news/call-proposals-now-open-monumental>

The National Youth Leadership Council and co-host Youth Service America are seeking workshop and showcase proposals for MONUMENTAL, the 25th Annual National Service-Learning Conference® and 26th Annual Global Youth Service Day, a professional development conference for youth and adults who view youth as solutions for stronger communities and schools. Workshop proposals that offer innovative strategies based on research, focusing on results, with well-designed, interactive sessions that do not rely on PowerPoint presentations, and are not sales pitches, are more likely be accepted. Young people are encouraged to submit proposals. Deadline for proposal submission: September 27, 2013.

### NCWD /Youth Seeks Applications for Professional Development Demonstrations

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

The National Collaborative on Workforce and Disability/Youth (NCWD/Youth) is offering a professional development opportunity for youth serving organizations (and their partners). The Youth Service Professionals' Knowledge, Skills, and Abilities Professional Development Demonstration and Evaluation (YSP/KSA Demo) will provide partnering organizations in three communities with four free full-day interactive training sessions covering the necessary

competencies for professionals who work with youth, including pre- and post-training capacity building and support for all sites. Participation is free (lead organizations will receive a stipend to cover administration costs); each site's lead organization must be committed to professional development and evaluation, provide 25-30 trainees, engage two partner organizations, and meet other eligibility requirements.

### **Youth Transitions Collaborative Seeks Resumes from Youth with Disabilities**

The Youth Transitions Collaborative is seeking the resumes of young people and young veterans with disabilities who are looking for work (full-time or part-time) in the private sector. These resumes will be incorporated into a database that will help employers connect with qualified young candidates with disabilities. The National Youth Transitions Resume Database will be national in scope and will be open to young people and employers from across the country. For more information or to submit a resume, contact [ytf@aapd.com](mailto:ytf@aapd.com).

## **Classroom Management**

### **27 Tips For Effective Classroom Management**

<http://www.edudemic.com/2013/07/27-tips-for-effective-classroom-management/>

## **Cognitive Psychology and Neuroscience**

### **10 brain-based learning laws that trump traditional education.**

The fields of cognitive psychology and neuroscience study how the brain takes in, stores, retrieves, and applies information. This article is a fascinating read about "trump cards" in learning -- distilling what science has learned about better and more influential ways of learning.

<http://jeffhurlblog.com/2012/01/31/10-brainbased-learning-laws-that-trump-traditional-education/>

## **Early Intervention**

### **How to...The "Challenging Behavior" series.**

The Challenging Behaviors Series has been developed to assist teachers and parents in providing the best possible educational opportunities to children with autism spectrum disorders in their home and classroom. Right now, there are 10 fact sheets in the series, including Functional Behavioral Assessment of Young Children and Communicative Alternatives to Challenging Behavior. At the link below, you'll see the series listed on the right.

<http://lend.umn.edu/resources/index.asp>

### **Self-guided module: Responsive teaching.**

The Self-Guided Learning Module for Responsive Teaching is designed to be used as a self-study in which you can learn at your own pace. This module focuses on specific responsive techniques an adult will use in order to promote a child's exploration of early literacy.

<http://earlyliteracylearning.org/responteach1c.php>

### **TACSEI Backpack Connection Series.**

The Backpack Connection Series was created by Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) to provide a way for teachers and parents/caregivers to work together to help young children develop social-emotional skills and reduce challenging behavior. Each Backpack Connection handout provides information that helps parents stay informed about what their child is learning at school and specific ideas on how to use the strategy or skill at home.

<http://www.challengingbehavior.org/do/resources/backpack.html>

## **Effective Practices**

### **Effective Practices in the Classroom and School.**

A critical part of improving educational results for children with disabilities is using effective practices in the classroom and across the school.

<http://nichcy.org/schoolage/effective-practices>

## **Evidence-based Instructional and Intervention Practices**

### **New and improved IRIS Center website!**

IRIS produces evidence-based instructional and intervention practices for use in college instruction, professional development activities, and independent learning opportunities for practicing educators. Their [Resource Locator](#) offers a wealth of online modules, case studies, and activities. The site itself is gorgeous, and easy to navigate.

<http://iris.peabody.vanderbilt.edu/>

## **IDEA Partnership**

**Get the Common Core State Standards (CCSS) dialogue going with the IDEA Partnership's collection.**

Need to engage multiple stakeholders in discussions of how to implement the CCSS and how to assess mastery toward them? Use the IDEA Partnership's dialogue guides, which are especially designed to help you engage deeply in the conversation and the work.

[http://www.ideapartnership.org/index.php?option=com\\_content&view=article&id=1522](http://www.ideapartnership.org/index.php?option=com_content&view=article&id=1522)

## IEP

### All about the IEP.

Explore this rich section of our website to find answers to your IEP questions. Who's on the IEP team? What's in an IEP? What happens at IEP meetings? Can a member of the team be excused from attending an IEP meeting?

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

### Need to train others on the IEP?

Check out the 3 training modules on the IEP that NICHCY produced for the Office of Special Education Programs. Each includes a slideshow presentation in English and in Spanish, a trainer's guide, and handouts for participants in English and in Spanish. Download any or all of these three modules: [The IEP Team](#), [Contents of the IEP](#), and [When of the IEP Team Meets](#).

## Juvenile Justice System

### Students with Disabilities & the Juvenile Justice System: What Parents Need to Know (2013)

Report

<http://www.pacer.org/jj/pdf/JJ-8.pdf>

“Students with Disabilities & the Juvenile Justice System: What Parents Need to Know” is a report from PACER Center on students with disabilities in the juvenile justice system. Youth with emotional, behavioral, learning, and cognitive disabilities are at a higher risk for involvement with the juvenile justice system, and are arrested and incarcerated at a higher rate than their non-disabled peers. Designed for parents of youth with disabilities who have already had contact with the juvenile justice system, this guide provides strategies and steps parents can use to protect their child's rights in school and in court. It can be ordered by phone at (952) 838-9000 or (800) 537-2237 (order item JJ-8) or is available in pdf (1.0 MB, 16 pp).

## Legal Issues

### ADA National Network Disability Law Handbook Updated (2013)

Handbook

<http://tinyurl.com/l7zzw8x>

The updated “ADA National Network Disability Law Handbook,” published by the Southwest ADA Center on behalf of The National Network of ADA Centers, provides answers to frequently

asked 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.

## Mental Health

**CDC Issues First Comprehensive Report on Children’s Mental Health** (May 2013)  
*Report*

<http://www.cdc.gov/features/childrensmentalhealth/>

The “Children’s Mental Health” report from the Centers for Disease Control and Prevention (CDC) is a comprehensive report on children’s mental health in America, the first to describe the number of U.S. children (ages 3 to 17) who have specific, diagnosable mental disorders that begin in childhood. These include ADHD, Autism spectrum disorders, anxiety and depression, behavior disorders, mood and anxiety disorders, and other mental health issues that are estimated to affect as many as one in five American children.

## Multilingual Behavior

**Multilingual behavior articles for families.**

Lots of info for families here on behavior--each of the tip sheets available provides the same content in English, Hmong, Somali, and Spanish. Titles include: Five Facts About Behavior; Offering Choices; Transitions; Respond Calmly; Catch Your Child Being Good; and Replacing Challenging Behavior--Teaching Replacement Skills.

<http://www.cehd.umn.edu/CEED/events/summerinstitute/2008institute/2008pbsresources/multilingualarticles/multilingualbehaviorarticles.html>

## Multiple Disabilities

**Multiple Disability Fact Sheet (and more).**

Check out our latest fact sheet on Multiple Disabilities! Find information about the disabilities that may be involved, where to find help, tips for families, tips for teachers, and more. Each NICHCY fact sheet defines the disability, describes its characteristics, offers tips for parents and teachers, and connects you with related information and organizations with special expertise in that disability.

<http://nichcy.org/disability/specific/multiple>

<http://nichcy.org/disability/specific>

## Transition

### **AUCD's A Collaborative Interagency, Interdisciplinary Approach to Transition from Adolescence to Adulthood** (May 2013)

*Report*

<http://tinyurl.com/moysm7x>

“A Collaborative Interagency, Interdisciplinary Approach to Transition from Adolescence to Adulthood,” from the Association of University Centers on Disabilities (AUCD), is a paper by and for directors and staff of the networks of University Centers for Excellence in Developmental Disabilities Centers and the Leadership Education in Neurodevelopmental Disabilities programs.

It aims to promote a dialogue among key stakeholders (including faculty, staff, trainees, individuals with disabilities, family members, policymakers, and partners in local and state disability organizations and agencies) and to facilitate their engagement in pursuing a comprehensive, coordinated, supportive, and successful transition process for youth with disabilities from adolescence to young adulthood.