

# August 2010 - **NASET** Resources Review

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

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## **Autism**

### **The Gateway Project**

<http://www.thegatewayproject.org>

The Gateway Project, a collaboration between the University of Wisconsin-Madison and the Academic Autistic Spectrum Partnership in Research and Education (AASPIRE), which is itself a collaboration between Oregon Health & Science University, Portland State University, and the Autistic Self-Advocacy Network, aims to serve as a gateway to research committed to the values of inclusion, respect, accessibility and relevance. The Gateway Project is recruiting participants on the autistic spectrum, and participants with and without disabilities for a series of continuing Internet-based research studies on topics such as health care, well-being, and problem solving.

**Autism corner** - We bring your attention to several new resources on autism spectrum disorders:

- **For those involved with autism spectrum disorders.**  
"Autism Spectrum Disorders: Diagnosis, Prevalence, and Services for Children and Families" is a new Social Policy Report from the Society for Research in Child Development.  
[http://www.srcd.org/index.php?option=com\\_docman&task=doc\\_download&gid=910](http://www.srcd.org/index.php?option=com_docman&task=doc_download&gid=910)
- **Sound advice on autism.**  
To answer parents' questions about autism spectrum disorders, the American Academy of Pediatrics (AAP) offers a collection of interviews with pediatricians, researchers, and parents in this new website.  
<http://www.aap.org/audio/autism/>
- **The Gateway Project:** Sign up to take part in this research.  
The Gateway Project is recruiting participants (18 years or older with access to the Internet) to participate in a series of continuing online research studies on topics such as health care, well-being, and problem

solving. Adults on and off the autism spectrum are encouraged to participate.  
<http://www.thegatewayproject.org/>

**Disbarred:** The doctor who claimed a childhood vaccine was linked to autism. According to Britain's General Medical Council, the doctor who sparked fears that a childhood vaccine was linked to autism has been barred from practicing medicine after his study was discredited. The doctor "repeatedly breached fundamental principles of research medicine," a council disciplinary panel found, adding that "his actions in this area alone were sufficient to amount to serious professional misconduct." Read all about it, at:  
<http://www.cnn.com/2010/HEALTH/05/24/autism.vaccine.doctor.banned/index.html?hpt=Sbin>

## Behavioral Health Problems

### **SAMHSA Study Provides State-by-State Trend Data on Behavioral Health Problems**

A new report providing state-by-state analyses of substance abuse and mental illness patterns reveals that despite wide variations among the states in the types and levels of behavioral health problems they experience. The report provides state public health authorities and service providers with useful information on a wide range of substance use and mental illness issues affecting their states. The report is part of SAMHSA's strategic initiative on data, outcomes, and quality – an effort to inform policy makers and service providers on the nature and scope of behavioral health issues. Read the report at <http://oas.samhsa.gov/2k8state/toc.cfm>.

## Bilingualism

### **Pathways to bilingualism: Young children's home experiences learning English and Spanish.**

More and more young children in the U.S. have the experience of speaking a language other than English at home, and many parents choose to educate their children bilingually. Here's a study that explored the home-language experiences, in English and Spanish, of three young Latino girls ages 15 months, 16 months, and 30 months, respectively, when the study began. They were observed at home between 40 and 70 hours for 30 months. Findings suggest that raising children bilingually may require support of the minority language outside the home, with collaboration among the schools, the families, and the community. <http://ecrp.uiuc.edu/v12n1/rodriguez.html>

## Early Intervention

### **The Listening and Learning about Early Learning Tour ends.**

The U.S. Departments of Education (ED) and Health and Human Services (HHS) have completed their Listening and Learning about Early Learning Tour, which involved meetings held this spring in four cities: Washington D.C., Denver, Orlando, and Chicago. Presentation materials from the expert presenters at each of the four meetings, written input, and blog entries are now available online from the tour, at:  
<http://www2.ed.gov/about/inits/ed/earlylearning/tour.html>

### **Understanding and addressing early childhood trauma.**

Combining knowledge of child development, expertise in the full range of child traumatic experiences, and attention to cultural perspectives, the National Child Traumatic Stress Network

(NCTSN) serves as a national resource for developing and disseminating evidence-based interventions, trauma-informed services, and public and professional education.

<http://www.nctsn.org>

**Meeting the mental health needs of poor and vulnerable children in early care and education programs.**

Policy makers and early childhood experts are focusing on implementing and evaluating a range of interventions designed to improve school readiness for young children living in poverty. This article provides an overview of the various factors that threaten optimal development of young children living in poverty and that place them at risk for emotional and behavioral problems. The article then addresses the challenges to meeting the needs of these children and their families in early care and education settings.

<http://ecrp.uiuc.edu/v12n1/azzi.html>

**Early intervention for children supports healthy development and improves family life.**

According to a new report released by SAMHSA, behavioral and emotional problems decreased among nearly one-third (31%) of young children with mental health challenges within the first 6 months after entering services through systems of care program. The report, Addressing the Mental Health Needs of Young Children and Their Families, describes the academic, social, and emotional performance outcomes of children ages 8 and younger receiving services in systems of care. [http://www.samhsa.gov/children/docs/MH\\_Needs\\_Children\\_Families.pdf](http://www.samhsa.gov/children/docs/MH_Needs_Children_Families.pdf)

**Reading the intentionality of young children.**

Through six video clips and accompanying commentary, this article describes how, by carefully observing how very young children play, adults can gain insight into their high-level thinking and their knowledge, as well as the implications that their strategies hold for their assumptions, theories, and expectations. Adults can then become more protective of children's time during play, more skillful in making a parallel entry into their world, and more effective in helping them extend or reconsider their assumptions about how the social and physical world works.

<http://ecrp.uiuc.edu/v12n1/forman.html>

**The State of Preschool 2009: 7th annual yearbook released.**

The National Institute for Early Education Research (NIEER) has released its 7th annual State Preschool Yearbook profiling state-funded prekindergarten programs in the U.S.

<http://nieer.org/yearbook/>

**Introductory materials on the new Home Visiting Program.**

The Health Resources and Services Administration (HRSA) and the Administration on Children and Families (ACF) at the U.S. Department of Health and Human Services (HHS) recently released introductory materials related to the new Maternal, Infant, and Early Childhood Home Visiting Program, which was created as part of the Patient Protection and Affordable Care Act earlier this year. To learn more, go to:

[http://www.nectac.org/~docs/enotes/home\\_visiting.doc](http://www.nectac.org/~docs/enotes/home_visiting.doc)

## Employment

### **USDOL Launches Online Tool for Employers Seeking to Understand Disability Nondiscrimination Law**

The U.S. Department of Labor launched a new tool to help employers ensure their employment policies and practices do not discriminate against qualified individuals with disabilities. The online Disability Nondiscrimination Law Advisor helps employers quickly and simply determine which federal disability nondiscrimination laws apply to their business or organization and their responsibilities under them. Use the online tool at <http://www.dol.gov/elaws/odep.htm>.

### **Social Security benefits and employment for young people with disabilities.**

The 2010 edition of Going to Work is now available from the Institute for Community Inclusion.

[http://www.communityinclusion.org/article.php?article\\_id=211](http://www.communityinclusion.org/article.php?article_id=211)

### **More on employment: The What Can YOU Do? site.**

Through its What Can YOU Do? website, the Campaign for Disability Employment reinforces that people with disabilities want to work and that their talents and abilities positively impact businesses both financially and organizationally. The website offers a range of education and outreach tools, all designed to engage employers, people with disabilities, family and educators, and the general public. <http://www.whatcanyoudocampaign.org/>

### **Summer Employment and Community Experiences of Transition-Age Youth with Severe Disabilities**

Article

[http://findarticles.com/p/articles/mi\\_hb3130/is\\_2\\_76/ai\\_n48840180/](http://findarticles.com/p/articles/mi_hb3130/is_2_76/ai_n48840180/)

This article, published in Exceptional Children, examines the summer employment and community participation experiences and outcomes of 136 youth with severe disabilities, ages 13-21. The authors note that summer months may be a good time for youth with severe disabilities to gain work-related experiences, and identify positive predictors of summer employment outcomes. The study findings highlight the importance of identifying appropriate avenues for addressing the planning, preparation, and support needs of youth for summer employment.

## Extended School Year Services

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

The May issue of Wrightslaw's newsletter features 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>

## For Parents

### **Does your child need accessible instructional materials?**

The National Center on Accessible Instructional Materials offers information and resources for

families and students on topics such as AIM at home and at school, assistive technology, and alternate-format learning materials. <http://aim.cast.org/learn/aim4families>

**A parent's guide to teaching life skills.**

Ready, Set, Fly is a companion tool for the Casey Foundation's Life Skills Guide. It covers things such as money management, social skills, nutrition, self-care, work skills, housing and transportation, community resources, and learning about candidates in elections. This guide will help families help their young adults gain the skills they need to live as independently and as well as possible. <http://www.caseylifeskills.org/pages/res/rsf%5CRSF.pdf>

**Parents' experiences with the IEP process.**

This CADRE publication reviews literature and explores findings from 10 studies published after 2004 that focus on the experiences and perceptions of parents or other caregivers related to the IEP process.

<http://www.directionservice.org/cadre/pdf/Parent-IEP%20Process.pdf>

**Sweet Possibilities to Consider Reading!**

Check out Reading Rockets' May 2010 newsletter on the subject.

<http://www.readingrockets.org/newsletters/rnews>

Adventures in summer learning.

From Reading Rockets.

[http://www.readingrockets.org/shows/launching/summer\\_reading](http://www.readingrockets.org/shows/launching/summer_reading)

**More about summer learning.**

Don't let your kids forget all they've learned this year! Discover how to stop the summer brain drain and make learning a fun part of your everyday routine.

<http://school.familyeducation.com/summer/family-learning/36089.html?detoured=1>

**Activities to keep kids with disabilities busy this summer.**

[http://disabilities.suite101.com/article.cfm/summer\\_fun](http://disabilities.suite101.com/article.cfm/summer_fun)

**Family fun.**

<http://www.family-friendly-fun.com/family-fun/index.htm>

**Accessing summer fun.**

From Disabilities Unlimited.

<http://disabilitiesunlimited.org/accessing-summer-fun/>

**Summer Fun 2010.**

The guide from the Federation for Children with Special Needs.

<http://fcsn.org/summercamps/index.php>

**Going to Washington, DC?**

Check out the accessibility of the Smithsonian's 16 museums.

[http://www.si.edu/visit/visitors\\_with\\_disabilities.htm](http://www.si.edu/visit/visitors_with_disabilities.htm)

**Express the self through art.**

Get your child involved in VSA (formerly Very Special Arts), an international nonprofit organization dedicated to creating a society where people with disabilities (including physical, intellectual and developmental disabilities) can learn through, participate in, and enjoy the arts. Find the VSA chapter nearest you, at: <http://www.vsarts.org/x302.xml>

**Find the adaptative sports equipment your child needs.**

Let Disabled Sports USA connect you with the many devices and equipment that enable individuals with a range of disabilities to participate in sports such as fishing, cycling, and golf. <http://www.dsusa.org/equipment-watersports.html>

**Getting physical.**

Lots of great ideas and resources at the National Center for Physical Activity and Disability. <http://www.ncpad.org/>

**Check out the goings-on at national parks and federal recreation centers.**

The link below lets you identify nearby national resources as well as what's available nationwide. <http://www.recreation.gov/>

**Gardening and other hobbies for those with disabilities.**

<http://www.disabled-world.com/artman/publish/hobby.shtml>

**All about accessible travel.**

Tips, checklists and other resources for travelers with disabilities and their families. <http://www.mossresourcenet.org/travel.htm>

**AbleData's Travel Information Center.**

<http://www.abledata.com/abledata.cfm?pageid=113573&top=16052>

**Autism: Planning ahead for travel.**

<http://specialneedsparenting.suite101.com/article.cfm/travel-with-autistic-child>

**Autism: Going on vacation to Disney World.**

<http://autistic-child-parenting.suite101.com/article.cfm/going-on-vacation-with-autism-in-disney-world>

**Spanish for, literally, Learn English for Free on the Internet, aka the U.S.A. learns site,** which is designed as an on-line tool to help Spanish speakers learn English outside of the classroom. The site offers practical and contextualized activities in reading, writing, understanding, conversation, and skills necessary to success at work and in the community.

<http://www.usalearns.org>

**Finding quality child care.**

The National Association for the Education of Young Children (NAEYC) offers this website for families and teachers, including tips, links, and general information about young children and early childhood education.

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

### **Children's health insurance.**

InsureKidsNow.gov offers a new toolkit developed to help organizations increase awareness and understanding of children's health insurance programs and ultimately motivate eligible parents and guardians to apply for coverage on behalf of their uninsured children.

<http://www.insurekidsnow.gov/professionals/toolkit/toolkit.html>

## **Genetics**

### **Genetics and genetic disorders.**

If genetics or genetic disorders interest you, check out these three resources from the Genetic Alliance:

- **Understanding Genetics** begins with a basic introduction to genetics concepts, followed by detailed information on topics such as diagnosis of genetic conditions, family history, newborn screening, genetic counseling, understanding patient stories, and ethical, legal, and social issues in genetics.  
<http://www.geneticalliance.org/understanding.genetics>
- **Making Sense of Your Genes: A Guide to Genetic Counseling** includes general information about genetic counseling, tips on how to prepare for an appointment, and details about different specialties in the field.  
<http://www.geneticalliance.org/counseling.guide>
- **Students Living With a Genetic Condition: A Guide for Parents | You know how to identify and manage symptoms at home, and it may be scary to have someone else manage your child's medical care in your absence.** This guide provides information that may be helpful when writing a letter or when preparing to meet with your student's teacher, school nurse, and physical education teacher or coach. This may also be a useful resource for bus drivers, babysitters, church leaders, or any other potential caregiver.  
<http://tinyurl.com/23neulr>

## **Healthcare and Disabilities**

### **The new healthcare bill and people with disabilities.**

Get answers to your questions about how the Affordable Care Act will give Americans with disabilities greater choices and more control over their health care. <http://www.healthreform.gov/>

## **Mental Illness**

### **Bring Change2Mind: Fighting the stigma of mental illness.**

This national anti-stigma campaign was born of a partnership between Glenn Close (the actress) and Fountain House, where Glenn volunteered in order to learn about mental illness, which affects both her sister and nephew. BringChange2Mind.org also provides those with mental illness (and those who know them) with information and support.

- Website: <http://www.bringchange2mind.org/>
- 911 in-crisis support - Call 800-273-TALK (8255)
- 411 mental health information and resources - Call 1.877.726.4727

## Teacher Resources

### **Ideas for ending this school year well: From the Principal's Tool Box.**

Getting ready for EOSY---end of the school year? Here are two resources that principals may enjoy:

- **Year-End Toast & Celebration**  
[http://www.educationworld.com/a\\_admin/tools/tool025.shtml](http://www.educationworld.com/a_admin/tools/tool025.shtml)
- **Keeping Learning Alive as the Countdown to Summer Gets Underway**  
With state tests behind you and the school year winding down, the first reaction might be to slide into summer. But many principals encourage teachers to keep the learning alive during the countdown to summer.  
<http://ofprincipalconcern-educationworld.blogspot.com/2010/04/keeping-learning-alive-as-countdown-to.html>

### **Working together: Building improved communication.**

Working Together is a collection of resources from CADRE (Center for Appropriate Dispute Resolution in Special Education) designed to support effective collaboration between parents, schools, and early childhood programs. The online suite includes short videos, a study guide, and related resources on Listening Skills, Understanding Positions & Interests and a module titled The Tale of Two Conversations, which was developed in collaboration with the Office for Dispute Resolution in Pennsylvania.

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

### **Visit the National Center on Accessible Instructional Materials.**

This site serves as a resource to state- and district-level educators, parents, publishers, conversion houses, accessible media producers, and others interested in learning more about and implementing AIM and NIMAS. Resources for educators include:

- AIM Explorer, a self-paced tutorial tool providing demonstrations of tools used to create AIM for print-disabled students.
- AIM Navigator, a guided AIM selection tool using a question-and-answer format designed to guide users through the selection and use of AIM by IEP teams. Both are available at:  
<http://aim.cast.org/experience/decisiontools>

### **New in the RTI corner.**

The National Center on RTI and many others are working hard to provide the field with tools they can use in implementing response to intervention (RTI). Here's what's new for you to use!

- **Progress Monitoring Tools Chart.**  
This chart represents the results of the second annual review of progress monitoring tools by National Center on RTI's Technical Review Committee (TRC). It's designed to help educators and families become informed consumers who can select progress monitoring tools that best meet their individual needs.  
<http://www.rti4success.org/chart/progressMonitoring/progressmonitoringtoolschart.htm>
- **Response to Intervention and English Language Learners.**  
This brief from the Center for Research on the Educational Achievement and Teaching of English Language Learners (CREATE) outlines the tiered structure of RTI and how it can be implemented as an effective technique for teaching English learners who are having difficulty making

academic progress.

[http://centeroninstruction.org/files/CREATEBrief\\_ResponseToIntervention.pdf](http://centeroninstruction.org/files/CREATEBrief_ResponseToIntervention.pdf)

- Tiered Interventions in High Schools.

Using Preliminary 'Lessons Learned' to Guide Ongoing Discussion provides a brief description of the RTI framework and the essential components of RTI, illustrates how the essential components of RTI are implemented at eight schools, and highlights contextual factors unique to high schools as well as how these factors can affect school-level implementation of tiered interventions.

[http://www.rti4success.org/images/stories/hstii\\_lessons\\_learned.pdf](http://www.rti4success.org/images/stories/hstii_lessons_learned.pdf)

### **The 2010 U.S. Department of Education Reading Institute.**

On July 19-21, 2010, the U.S. Department of Education will host the 2010 Reading Institute in Anaheim, California. The Institute will feature national reading experts, researchers, and practitioners presenting on topics of reading comprehension and vocabulary as well as other essential elements of teaching and learning to read. There will also be a separate strand entitled "Learning and Development: Birth to Third Grade." This strand will address the research regarding developmentally appropriate early learning goals grounded in child development, sound policy, effective practice, and clearly stated standards. Teachers, coaches, principals, and state and district administrators are welcome to attend the 2010 Reading Institute. There is no registration fee. Sign up to attend at: <http://www.mikogroup.com/2010readinginstitute/>

### **ASCD launches a new social networking website for educators.**

ASCD has launched ASCD EDge, a free online community specifically for educators and those who are interested in education.

<http://ascdedge.ascd.org/>

### **Teaching Now, a new blog for teachers.**

Teacher magazine announces the launch of Teaching Now, a blog devoted to the latest news, ideas, and resources for teacher leaders. Coverage will run the gamut from the inspirational to the infuriating, from practical classroom tips to raging policy debates, and from "news you can use" to "news of the weird." Comments are welcome.

[http://blogs.edweek.org/teachers/teaching\\_now/](http://blogs.edweek.org/teachers/teaching_now/)

How-to transition videos.

**Check out these two videos at NSTTAC**, the National Secondary Transition Technical Assistance Center:

- Writing Postsecondary Goals  
<http://www.nsttac.org/NSTTACVideos/PostSecondaryGoals.aspx>
- Completing a Summary of Performance (SOP) Form  
<http://www.nsttac.org/NSTTACVideos/SOPVideo.aspx>

### **2010 update of the Age-Appropriate Transition Assessment Guide.**

Another great resource from NSTTAC.

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

### **Teaching secrets: 10 to-dos for new teachers.**

OK, so the school year is ending. But there will be many new teachers in the fall who might appreciate these teaching secrets now, to get ready. <http://tinyurl.com/23u6tqg>

## **What do teachers think of alternate assessments for students with significant cognitive disabilities?**

This report provides information on the background and experiences of teachers of students with significant cognitive disabilities, the skills and characteristics of the students they teach, and their classroom environments. It also describes their perspectives on how well they understand the alternate assessment system, their expectations and beliefs, the availability and use of instructional resources, and their students' opportunity to learn academic content.

<http://ies.ed.gov/ncser/pubs/20103007/pdf/20103007.pdf>

## **Social Networking**

### **Social networking site for young adults living with mental health concerns.**

The National Alliance on Mental Illness (NAMI) has launched StrengthofUs.org, a new online community where young adults living with mental health concerns can provide mutual support in navigating unique challenges and opportunities during the critical transition years from ages 18 to 25. <http://www.strengthofus.org>

## **Transition to Work and Adulthood**

### **NCWD/Youth Releases Personal Assistant Services Toolkit for Youth with Disabilities**

NCWD/Youth released Making the Move to Managing Your Own Personal Assistance Services (PAS) for Youth with Disabilities Transitioning to Adulthood, a guide that provides the details and tools needed to help transition-age youth with disabilities, their families, and friends navigate the world of PAS. Filled with personal stories, sample ads and job descriptions, and a host of other resources and worksheets, this toolkit equips young people to identify their personal assistant needs, search for services, and manage their assistants. It is the ideal practical workbook to help any young person with a disability consider both the personal and systemic aspects of PAS. Access the PAS Toolkit at <http://www.ncwd-youth.info/pas-toolkit>.

### **Transition Resource Directory Now Available**

"Strengthening Transition Partnerships: Building Federal Technical Assistance Center Capacity - A Transition Resource Directory" includes descriptions submitted by federally supported projects and centers with work that focuses on youth transition. The references in this directory are not intended to be exhaustive of the investments in transition made by Federal, state, or local entities. Access the Transition Resource Directory at [http://www.ncwd-youth.info/sites/default/files/Transition\\_Resource\\_Directory\\_02-26-10.doc](http://www.ncwd-youth.info/sites/default/files/Transition_Resource_Directory_02-26-10.doc).

### **NCWD/Youth Releases InfoBrief: "Improving Transition Outcomes for Youth Involved in the Juvenile Justice System: Practical Considerations"**

This InfoBrief describes the characteristics of and issues faced by youth involved with the juvenile justice system, including those with disabilities. It provides a framework for youth service professionals to help these youth avoid or transition out of the juvenile justice system, promotes cross-systems collaboration, and highlights promising practices currently being implemented around the country. This InfoBrief is based on Making the Right Turn: A Guide about Improving Transition Outcomes for Youth Involved in the Juvenile Corrections System, available at: <http://www.ncwd-youth.info/juvenile-justice-guide>.

Access the InfoBrief at <http://www.ncwd-youth.info/node/554>.