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Calls to Participate

AAIDD Journal Inclusion Call for Papers

http://www.aaidd.org/content_9815.cfm

The American Association on Intellectual and Developmental Disabilities (AAIDD) seeks original articles that describe promising practices in services and supports, training, and professional development; case studies; and public policy considerations for “Inclusion.” “Inclusion” is a quarterly online, peer-reviewed journal that provides a multidisciplinary forum for the discussion of interventions and strategies that promote the full inclusion of people with intellectual and developmental disabilities in society, for administrators, clinicians, policymakers, and other professionals interested in intellectual disability and related developmental disabilities. The expected launch-date is 2013, available as AAIDD member benefit or by subscription.

Papers on Youth Gangs and Adolescent Development

<http://www.s-r-a.org/CallforSpecialIssuePapers>

The Journal of Research on Adolescence (JRA) seeks submissions for a special section dedicated to youth gangs and adolescent development. The section will incorporate five to six papers. Submission deadline: January 31, 2013.

Transition Assessment & Goal Generator (TAGG)

<http://tinyurl.com/a7raymx>

The University of Oklahoma’s Zarrow Center for Learning Enrichment received a grant from the U.S. Department of Education’s Institute of Education Sciences to develop a new transition assessment, the Transition Assessment and Goal Generator, to prepare students with disabilities

for life after high school. They are now in the third phase (TAAG) of development for this assessment and need help to develop this new assessment tool from junior and senior students with mild to moderate disabilities across the nation, their special educators, and parents, who will be asked to complete the TAGG, either the AIR Self-Determination Assessment or the EITA, and provide basic demographic information. The Center will provide a meaningful honorarium for participants' time.

VSA International Young Soloists Competition 2013 Seeks Entries

http://www.kennedy-center.org/education/vsa/programs/young_soloists.cfm

The VSA & Accessibility Department at the Kennedy Center seeks entries in the 2013 VSA International Young Soloists Competition. The Kennedy Center invites entries from musicians ages 14-25, with a disability, for the Competition. It is open to international and domestic applicants; individuals and ensembles of two to five members; and musicians of all genres. Application deadline: January 15, 2013.

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Special Education Resources

College Students with Disabilities: What Factors Influence Successful Degree Completion? A Case Study (September 2012)

Report

http://www.heldrich.rutgers.edu/sites/default/files/content/College_Students_Disabilities_Report.pdf

The John J. Heldrich Center for Workforce Development and the Kessler Foundation have released “College Students with Disabilities: What Factors Influence Successful Degree Completion? A Case Study.” The study examined five community colleges and universities in New Jersey and 20 individuals with disabilities who had successfully completed their college education. Available in pdf (230 KB, 16 pp).

Improving the Juvenile Justice system for Girls: Lessons from the States (October 2012)

Report

<http://tinyurl.com/c65bt2s>

The Georgetown Center on Poverty, Inequality and Public Policy has released “Improving the Juvenile Justice system for Girls: Lessons from the States.” The report reviews the literature documenting pathways into the juvenile justice system; examines recent gender-responsive, trauma-informed reform efforts; highlights reform efforts in three jurisdictions; and concludes with recommendations for future efforts at the local, state, and federal levels. Available in pdf (951 KB, 56 pp).

NCES Releases What Every Parent Should Know About The National Assessment of Educational Progress (June 2012)

Brochure

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012469>

The U.S. Department of Education's Institute of Education Sciences' National Center for Education Statistics (NCES) has released "What Every Parent Should Know About The National Assessment of Educational Progress (NAEP)," a brochure that introduces parents to this National Report Card, what NAEP is and why it is valuable, the types of information that NAEP provides, and resources parents can use on their own. In addition to a link to the brochure in English, the site has links to "La Libreta de Calificaciones de la Nación- Lo que cada padre debe saber acerca de NAEP," the Spanish-language version; and to a video of the brochure that shows the pages and reads them aloud.

NCWD/Youth Videos for and by Youth with Disabilities (2012)

Videos

<http://www.ncwd-youth.info/videos>

The National Collaborative on Workforce and Disability/Youth (NCWD/Youth) has posted two videos (plus three shorter video clips for each on the three main sections of each one) for and by youth with disabilities. The "411 on Disability Disclosure" video features youth with disabilities discussing how deciding to disclose their disabilities affected them in school, work, and social situations. It is a companion to "411 on Disability Disclosure: A Workbook for Youth with Disabilities." In "Making Your Move to Managing Your Own Personal Assistance Services (PAS)," youth share how they use PAS, PAS as an aspect of independent living, and what's involved in finding and managing their own services. It is a companion to the publication of the same title.

ODEP's Skills to Pay the Bills Videos (2012)

Videos

<http://www.dol.gov/odep/topics/youth/softskills/#.ULyoDIWJM7A>

The U.S. Department of Labor's Office of Disability Employment Policy (ODEP unveiled a series of videos to complement its Skills to Pay the Bills: Mastering Soft Skills for Workplace Success training curriculum – a creative program of interactive, hands-on activities that educators and youth service professionals can use to help young people prepare for employment. The videos portray workplace scenarios related to enthusiasm and attitude, teamwork, communication, critical thinking and problem solving, networking, and professionalism.

States Report New High School Graduation Rates Using More Accurate, Common Measure (November 2012)

Report

<http://tinyurl.com/d82h4mr>

The U.S. Department of Education has released data detailing state four-year high school graduation rates in 2010-11, the first year for which all states used a common, rigorous measure. The varying methods formerly used by states to report graduation rates made comparisons between states unreliable, while the new, common metric can be used by states, districts and schools to promote greater accountability and to develop strategies that will reduce dropout rates and increase graduation rates in schools nationwide.

Student Engagement Blog: Attend, Engage, Invest (2012)

Blog

<http://attendengageinvest.wordpress.com/>

Check & Connect has published a new blog, "Attend, Engage, Invest" to offer stories, perspectives, and resources on issues of dropout, student engagement, and related topics. Check

& Connect is a comprehensive intervention to enhance student engagement at school and with learning for marginalized, disengaged students in grades K-12, through relationship building, problem solving and capacity building, and persistence. People concerned about student disengagement and dropout, whether already using Check & Connect in their schools or organizations and looking to refine their use, or looking for approaches to use and thinking about adopting Check & Connect, will find information here.

Update from the National Dissemination Center for Children with Disabilities



RESOURCES FROM NICHCY!

Behavior Suite

NICHCY is pleased to connect you with information for helping children who have behavior challenges. Because "behavior" is such a huge topic, we've divided the subject up into separate pages to make digesting it more manageable! Find behavior expertise, resources on bullying, information on functional behavioral assessment and how to write a behavior intervention plan, and strategies for managing behavior at home and school.

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

Behavior: The Pressing Classroom Issue (*blog*)

It is important to be proactive about establishing student behavior expectations. Having a solid plan in place can ease some of the anxiety around classroom management. This blog connects you with a training module, developed by the IRIS Center, to help teachers create a comprehensive behavior management plan.

<http://nichcy.org/behavior-the-classroom-issue>

FROM OUR FRIENDS AT THE IDEA PARTNERSHIP



The IDEA Partnership hosts a national online library of professional development resources compiled to help bridge research, policy, and practice. This library provides local educators with easy access to an array of resources that can be used or customized to meet their needs. Follow the link below to view the resources available on behavior management. You won't be

disappointed by what you find.

http://www.learningport.us/topics/?topic_id=1065



IT ALL STARTS IN FAMILIES AND COMMUNITIES

Special Needs Parenting: 12 Tips for Managing Challenging Behavior

Managing behavior that is challenging can be very stressful for parents of children and adults with special needs. But it's important to see it as a form of communication. This blog offers 12 tips to help parents and families to handle challenging behavior.

<http://tinyurl.com/cv6opul>

What to Expect and When to Seek Help: Bright Futures Developmental Tools for Families and Providers

This resource offers checklists, notes, and general guidelines to help families and providers to support the growth and development of children, toddler to teen years. The four developmental tools offer a framework for families and providers to begin a conversation together about how best to support healthy social and emotional development in children and teens, broken down by age group to help streamline the information that is relevant to the needs of the child.

<http://gucchd.georgetown.edu/72824.html>

Conduct Disorder: Facts for Families

The American Academy of Child Adolescent Psychiatry developed Facts for Families to provide concise and up-to-date information on issues that affect children, teenagers, and their families. *Also available in Spanish.*

http://www.aacap.org/cs/root/facts_for_families/conduct_disorder

Toy Guide for Differently-abled Kids

Selecting a toy for a child who has a disability? Toys"R"Us and the National Lekotek Center offer a helpful "Toy Guide for Differently-Abled Kids" in English and Spanish. The guide includes thorough descriptions of recommended toys, quotes about the toys from family members, and a key to help identify specific skills the toy helps to develop.

<http://trus.imageg.net/graphics/media/trus/2012-DAG-English.pdf>

The Family Gathering: A Survival Guide

Holiday gatherings can be stressful. This is true for all of us, but it can be especially true for children who have psychiatric disorders. The Child Mind Institute has compiled a list of seasonal tips to help all kids-and parents-enjoy the party.

<http://tinyurl.com/chzjlhl>

Ten Ways Your Child's Behavior Is Like a TV Detective Show

Chances are, if you have a child with challenging behavior, you've felt like a detective, searching for clues and seeking hidden motivations. Investigate these ten ways your experience is similar to theirs, and pick up some tips for being a more skillful seeker of truth.

<http://tinyurl.com/d85c7gw>



THE LITTLE ONES: EARLY INTERVENTION/EARLY CHILDHOOD

Creating Teaching Tools for Young Children with Challenging Behavior

This free product developed by the Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) gives teachers practical strategies, developed from TACSEI's research activities and experiences in Positive Behavior Support, to create a plan to support young children who have challenging behavior. http://www.challengingbehavior.org/do/resources/teaching_tools/ttyc.htm

Acknowledging Children's Positive Behaviors

This *What Works Brief* is part of a continuing series of short, easy-to-read, "how-to" information packets on a variety of evidence-based practices, strategies, and intervention procedures. The Briefs are designed to help teachers support young children's social and emotional development. They include examples and vignettes that illustrate how practical strategies might be used in a variety of early childhood settings and home environments.

http://ea.niusileadscape.org/docs/FINAL_PRODUCTS/LearningCarousel/PositiveBx.pdf

The Anti-Bullying and Teasing Book for Preschool Classrooms (*there is a cost*)

In preschool, many children encounter their first experiences in forming and joining social groups outside their family. This guide addresses teasing and bullying as a continuum of intentionally hurtful behavior, from making fun of someone to repetitive physical abuse. *The Anti-Bullying and Teasing* book can help teachers of young children address this behavior before it develops.

<http://www.gryphonhouse.com/store/trans/productDetailForm.asp?BookID=13546>



SCHOOLS, K-12

Classroom Management: Learning the Components of a Comprehensive Behavior Management Plan

This module-a revision of *Who's In Charge? Developing a Comprehensive Behavior Management System*-highlights the importance of establishing a comprehensive classroom behavior management system composed of a statement of purpose, rules, procedures, consequences, and an action plan. It also provides information about how culture, classroom factors, and teacher actions can influence student

behavior. Also available in Spanish.

<http://iris.peabody.vanderbilt.edu/beh1/chalcycle.htm>

Stress-Free Holidays for Students with Disabilities

Holidays are often a difficult time for people with special needs. This article describes ways in which teachers can help relieve holiday stress for students with disabilities.

<http://tinyurl.com/d4nv7gv>

Bully Prevention is School Wide Positive Behavior Support

This handbook focuses on reducing bullying behavior through the blending of school-wide positive behavior support, explicit instruction, and a redefinition of the bullying construct. middle school version is also available.

http://www.pbis.org/school/bully_prevention.aspx

What is Post-Traumatic Stress Disorder in Kids?

PTSD develops as a result of trauma. This blog helps you to take a step back and define trauma from a child's point of view.

<http://tinyurl.com/bqopz6f>



STATE & SYSTEM TOOLS

TA Center on Positive Behavior Interventions and Supports

This site is great for administrators and school personnel who are working to put a school-wide system in place for dealing with disciplinary issues and student behavior problems.

www.pbis.org

Early Career Principals Working Productively with Difficult and Resistant Staff

A sign of an effective school leader lies in the ability to motivate employees to want to do the best job for themselves and the students. By using strategies for getting the most out of different employee types, principals can successfully move ahead on school improvement efforts.

<http://tinyurl.com/cpsfjh9>

Disciplining Students with Disabilities: What Does the Law Require of Schools?

This subsection of NICHCY's *Behavior at School* will connect you to authoritative guidance on the legal rights of schools with respect to disciplining a student with disabilities who breaks a code of student conduct. Can that student be expelled or suspended? And what about the use of restraints or seclusion?

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

Time Well Spent: Eight Powerful Practices of Successful Expanded-Time Schools

Districts and schools, particularly those receiving School Improvement Grant funds, are experimenting with expanding learning time as a strategy to boost student learning and achievement. But what are the most effective strategies for expanding learning time, and how can schools make the most of this

important resource? This webinar explores some of the answers proposed.

<http://www.schoolturnaroundsupport.org/node/1636>

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Latest Employment Opportunities Posted on NASET

Video Feedback Reviewers – Tools for Teacher

Flexible Location

Job Category: Seasonal

Video Feedback Reviewers – Tools for Teacher Excellence Flexible location

TNTP seeks part-time Video Feedback Reviewers with certification in elementary education and special education to review online teacher videos and provide detailed and concrete feedback to teachers to help them improve their practice. Reviewers will be TNTP employees based out of a home office anywhere in the United States (flexible location). These part-time positions are available immediately and are expected to last through June 2013 with the possible option to extend. This role requires approximately six hours of work per week from mid January 2013 until mid June 2013.

Tools for Teacher Excellence

TNTP's Tools for Teacher Excellence department will work to expand TNTP's impact through a number of "open source tools" for teachers, school leaders, district officials and policymakers, to help them support improvements in teacher effectiveness. Examples of "open source tools" we have already created include: Evaluation 2.0, a blueprint for better evaluations that can help every teacher succeed in the classroom, Rating a Teacher Observation Tool, a resource that identifies five simple questions that can help policymakers decide whether an observation framework is likely to produce fair and accurate results, and the School Leaders Toolbox, a collection of school-tested strategies and resources to grow great teaching teams.

Requirements

- Strong education background and instructional skill set with at least three years K-12 teaching experience (required), preferably in high-need schools or with high-need populations
- Track record of raising student achievement
- Certification and experience teaching and/or supporting teachers in one of the following areas (required): elementary education or special education
- Previous experience observing, evaluating, or mentoring teachers (preferred)
- Ability to critically assess challenges and identify effective solutions

- Access to high speed internet connection to complete video review at flexible times
- Ability to work independently and manage multiple responsibilities simultaneously
- Computer skills, specifically Microsoft Office suite and comfort learning and navigating an online platform
- A willingness to commit to logging in daily, completing approximately six hours of work per week which may be non-standard hours and weekends

Compensation

The salary for this position is \$25 per hour. TNTP offers a motivated team of dynamic colleagues, a collegial atmosphere that values professional development and valuable feedback, and the chance to impact the direction of a growing, mission-driven company that is committed to the success of our nation's children.

To Apply

Write a detailed cover letter that addresses the following prompts:

1. Briefly describe what you consider to be highly effective teaching. When you observe a highly effective teacher's classroom what do you expect to see?
2. Summarize your experience observing and evaluating teachers.

Please submit your resume and tailored cover letter online at:

<http://ch.tbe.taleo.net/CH05/ats/careers/requisition.jsp?org=THENEWTEACHERPROJECT&cms=1&rid=1366>

Director of SPED & Psychological Services

Los Angeles, CA

Job Category: Director

Description

- Lead Green Dot's department of special education and psychological services vision and drive the effort to create an innovative approach to enhancing the educational outcomes for students with disabilities.

- Coordinate a comprehensive system for using data to improve special education programs and psychological services.
- Develop and implement a strategic plan for providing support to all of Green Dot's schools in the areas of Special Education and 504 compliance and services.
- Continue to refine Green Dot's school psychology program that supports active involvement in academic/behavior interventions, progress monitoring and streamlined testing based on need.
- Oversee psychological services program.
- Oversee the implementation of and monitor the progress of intervention programs in the areas of literacy and mathematics for all special education programs.
- Supervise and support Green Dot's team of Special Education Administrators > Provide guidance and support with Green Dot's teacher effectiveness initiatives, particularly for special education teachers > Supervise and coach school psychologists.
- Supervise and coach special education program administrators.
- Work collaboratively with program administrators to provide direction and support for sites in all areas of special education, including staff development.
- Direct sites in the proper implementation of 504 legislature and services. Support school psychologists in use of CBM based assessments, interventions and progress monitoring.
- Understanding of Response to Intervention as related to School Psychology is preferred.
- Serve as a liaison between Green Dot and the Los Angeles Unified School District and the Southwest SELPA.
- Negotiate with LAUSD regarding systemic issues pertaining to service delivery.
- Collaborate with SELPA directors to improve service delivery to Green Dot.
- Collaborate with other charter organizations to drive policy as it relates to working with the SELPA.
- Travel to school sites on a daily basis to monitor program implementation.
- Collaborate and negotiate with outside agencies and Green Dot Home Office departments.

Requirements

- Minimum of a Master's degree in Education, Special Education, or School Counseling and Guidance.
- Valid teaching credential and administrative credential or equivalent required. Pupil Personnel Credential strongly recommended.
- Strong background in special education is required.
- Experience supervising employees is required.
- Demonstration of skills in long-term planning and staff development.

- Ability to prioritize and manage multiple projects simultaneously.
- Excellent interpersonal skills, including verbal and written communication skills > Ability to be flexible and adapt in a fast-paced, constantly changing environment.
- A strong ethical base and good judgment.
- Strong computer skills with software programs such as MS Word, Excel, PowerPoint, Outlook and the Internet.

Benefits

The salary for this position is \$95,000 - \$110,000, based on experience.

We also offer a comprehensive benefits plan as well as the opportunity to impact a growing, mission-driven organization that is committed to the success of Los Angeles students.

Contact

We require all candidates to complete an online application at <http://www.greendot.org/careers>.

Only applicants chosen for an interview will be contacted. We are looking to fill this position ASAP.

Special Education Teacher

Chicago, IL

Job Category: Teacher

Description:

The Academy for Urban School Leadership, a not-for-profit organization, will assume responsibility for the operation of this CPS performance school. For more information about AUSL, see www.ausl-chicago.org. As a Performance School, all teachers at the AUSL Turnaround School of Excellence are employees of CPS. The terms of the Board of Education/Chicago Teachers Union collective bargaining agreement shall apply unless waived in accordance with the collective bargaining agreement or in accordance with State law.

Our turnaround elementary and high schools are seeking full-time Special Education Teachers who are highly qualified to teach students with varying needs and a performance record for collaborating with general education teachers on meetings students' needs in accordance with their LRE. Applicants with a positive experience with the Education Connection or the ISBE 40 process are encouraged to apply.

The teacher hours include the regular school day - start and end times vary by school site. In some AUSL schools, some staff may be asked to teach after-school programs for one hour, three days a week; and attend after-school staff professional development for teachers one day per

week. Compensation for after-school hours will be paid according to the CTU collective bargaining agreement. AUSL Turnaround elementary schools operate on the CPS Track E calendar, except in the first year of the AUSL turnaround.

In order to be considered for a position or an interview, applicants must:

1. Submit online application with an attached Letter of Intent;
2. Permit classroom observation/s by members of the teacher selection committee (if applicable);
3. Permit one or more interviews by a selection committee

CONTENTS OF LETTER OF INTENT. Address how the successful applicant:

Setting goals for the individualized education plan benchmarks that are achievable and comparable to a non-special education student's peers in accordance with the State of Illinois IEP that supports a guaranteed and viable curriculum; Working collaboratively with the case manager to determine instructional and social needs of students that ensure success while also participating on the multidisciplinary team to promote students' well being; Advocating for students with special needs; Using informal and formal assessments to support the development of students; Collaborating with fellow teachers to create a data-driven, learner-centered, friendly and safe environment demonstrating shared responsibility for achievement; Designing engaging and personalized instruction that nurtures and empowers the whole child resulting in improved student achievement.

APPLICANT MUST:

Possess current IL Type 10 teaching certificate and LBS 1 special education endorsement. Additional endorsement in Science preferred.

To apply, please visit:

https://www.applitrack.com/ausl/onlineapp/_application.aspx?posjobcodes=255&posfirstchoice=high+school+teaching&posspecialty=

Legal Statement (Title IX): It is the policy of the Board of Education of the City of Chicago not to discriminate on the basis of race, color, creed, religion, national origin, sexual orientation, age, disability or sex. Inquiries concerning the application of Title IX of the Education Amendments of 1972 and the regulations promulgated thereunder concerning sex discrimination should be referred to the Title IX Officer, Chicago Public Schools, 125 S. Clark St., Chicago, Illinois 60603, 773-553-2688 (TTY-773-553-2699).

Contact:

Please contact Nick Courtney at ncourtney@ausl-chicago.org if you have any questions.

\$125,000 Salary for Master Middle School Teachers

New York, NY

Job Category: Master Middle School Teacher

Description:

\$125,000 Salary for Master Middle School Teachers!

Earn a \$125,000 salary and join a team of master teachers at The Equity Project (TEP) Charter School, recently featured on the front page of the New York Times:

<http://www.tepcharter.org/nytimes.php>. TEP is a 480-student 5th through 8th grade middle school in the Washington Heights neighborhood of New York City.

About TEP Charter School:

TEP aims to put into practice the central conclusion of a large body of research related to student achievement: teacher quality is the most important school-based factor in the academic success of students, particularly those from low-income families. In singling out teacher quality as the essential lever in educational reform, TEP is uniquely focused on attracting and retaining master teachers. To do so, TEP uses a three-pronged strategy that it terms the 3 R's: Rigorous Qualifications, Redefined Expectations, & Revolutionary Compensation.

For more information, visit us online at <http://www.tepcharter.org>

Learn more and apply today: <http://www.tepcharter.org/apply.php>

Open positions: <http://www.tepcharter.org/open-teaching-positions.php>

Info Session @ TEP

Thinking about applying for a teaching position at TEP? Attend an in-person information session with TEP's Principal, Zeke Vanderhoek. Take a tour of the school, and learn more about the teacher application process and teaching at TEP.

When: Tuesday, December 4, 2012 at 6PM (For online options, click here)

Where: TEP Charter School

Learn how to RSVP for the event by clicking the following link:

<http://www.tepcharter.org/session-for-teachers.php>

We also have a Live Online Info Session too!

Click here for more information: <http://www.tepcharter.org/info-session-for-teachers.php>

Requirements:

<http://www.tepcharter.org/overview-the-3Rs.php>

Benefits:

<http://www.tepcharter.org/overview-the-3Rs.php>

Contact:

jobs@tepcharter.org

Special Education Teacher

Philadelphia, PA

Job Category: Special Education Teacher

Description

The Special Education Teacher will be responsible for creating a flexible grade program and a class environment favorable to learning and personal growth; to establish effective rapport with students; to motivate students to develop skills, attitudes and knowledge needed to provide a good foundation for education in accordance with each student's ability; to establish good relationships with parents and other staff members.

Requirements

Must have PA Teacher's Certification in Special education N-12. Must have experience working with students in need of special education.

ASPIRA, Inc. of Pennsylvania is an EEO Employer.

Benefits

Eligible for PSERS retirement, Paid health, dental, vision, Short-Term Disability, Long-Term Disability and Life Insurance.

Contact

Please send resume and cover letter to the Director of Human Resources @
mmorales@aspirapa.org

Senior Vice President

Milford, MA

Job Category: Executive

Criterion Child Enrichment is conducting a nationwide search for a **Senior Vice President of Early Childhood Services**. Founded in 1985 as a not-for-profit organization, Criterion has served families for over 25 years and is a leading provider of early childhood education and early intervention services. Each year the agency serves over 5000 families with a program network that extends throughout the Commonwealth of Massachusetts. The Senior Vice President will be responsible for implementation of Criterion's Mission and Strategic Plans and will supervise a Divisional Director who is responsible for the day to day operation of programs and services. Criterion's corporate office is located within a 40 minute drive of downtown Boston.

This recruitment is specifically focused on identifying an individual with the capacity to enhance and expand the agency's participation in professional education and applied research in the fields of early childhood education, early intervention and family-centered service delivery. Applicants must possess a doctoral degree in a discipline relevant to the agency mission and substantial clinical experience. Experience in fiscal and personnel management is preferred but not required as substantial training and support in these areas will be provided for the successful applicant. Applicants will receive a detailed prospectus describing agency programs and operations upon submission of a letter of interest and vitae.

Criterion Child Enrichment is an Equal Opportunity Employer. Applicants and employees are considered for positions without regard to mental or physical disability, handicap, race, color, religion, gender, gender identity and expression, ancestry, national origin, age, genetic information, military or veteran status, sexual orientation, marital status or other categories protected by law.

Confidential applications may be submitted to:

Robert F. Littleton Jr. Ed.D., President
Criterion Child Enrichment
321 Fortune Boulevard
Milford, Massachusetts 01757

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Upcoming Conferences, Workshops and Events

2013

January

CADRE's Exemplary Practices Symposium on Conflict Coaching: Its Value in Special Education Dispute Resolution

Web-based Event

January 9, 2013

2:30 PM - 3:45 PM (Eastern)

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

The National Center on Dispute Resolution in Special Education (CADRE) will host a free webinar. Conflict coaching is a one-on-one process that helps someone in conflict gain a better understanding of the conflict and how s/he may manage conflict constructively. Conflict coaching is increasingly used in workplace and community conflicts, and this session explores how it may help parents, educators, and special education dispute resolution professionals work through conflicts.

Check & Connect Overview Webinar

Web-based Event

January 15, 2013

1:00 PM - 2:00 PM (Central)

http://checkandconnect.umn.edu/training_consultation/webinar.html

This Overview Webinar is an introduction to the components, elements, and implementation of Check & Connect, a comprehensive intervention designed to enhance student engagement at school and with learning for marginalized, disengaged students in grades K-12. The webinar will present the basics of Check & Connect and highlight the importance of keeping students engaged in order to prevent truancy and dropout, with time provided for participants to ask questions regarding Check & Connect and its implementation. Cost: \$30/registered computer (multiple people can be included at one computer). Registration period: December 4, 2012-January 4, 2013.

Preparing for what? Employment and Community Participation

Web-based Event

January 22, 2013

2:00 PM - 3:30 PM (Eastern)

<http://tinyurl.com/ccgtxrt>

"Preparing for what? Employment and Community Participation," the second in a series of six "Think College!" webinars, will discuss factors related to job outcomes for students with intellectual disabilities who are attending postsecondary education (PSE) programs; present a case study of a program that addressed these issues and improved their employment outcomes; and discuss strategies for developing meaningful work and community-based participation during PSE experiences that lead to long-term careers and active community life and how to partner with and access post-school services and resources to help these young adults be active, working community citizens.

Positive Outcomes for At-Risk Children and Youth

Conference

January 24, 2013 - January 25, 2013

Washington, DC

<http://tinyurl.com/d49r64u>

Registration is open for the inaugural Georgetown Public Policy Institute LEAD Conference (Leadership. Evidence. Analysis. Debate.). It will bring together experts and key stakeholders to examine a particular policy challenge and to discuss solutions. This year's theme is "Positive Outcomes for At-Risk Children and Youth: Improving Lives Through Practice and System Reform." Presented by the Center for Juvenile Justice Reform, Georgetown University and the Georgetown Public Policy Institute. Registration deadline: January 8, 2013.

February

Learning Disabilities Association of America's 50th Annual International Conference

Conference

February 13, 2013 - February 16, 2013

San Antonio, TX

<http://ldaamerica.org/index.cfm>

Sponsored by the Learning Disabilities Association (LDA) of America, the LDA Conference is the largest meeting on learning disabilities in the world, featuring over 300 workshops and exhibits presenting the latest in LD research, effective teaching techniques and strategies, and critical policy issues, with opportunities to network with experts in LD and colleagues and earn graduate or continuing education credits (CEUs). The 2013 Conference is in San Antonio, Texas.

March

Road Maps to Common Core Success

Forum

March 11, 2013

Indianapolis, IN

http://www.edweek.org/events/common-core-success/?intc=EM_EWLF9_11.6

"Road Maps to Common Core Success," an Education Week Leadership Forum, will be held twice, in Indianapolis, IN, March 11, 2013; and White Plains, NY, March 21, 2013. Each will be a daylong event, with state and district leaders and education experts sharing their common core implementation experiences, and new ideas on curricula, teacher training, and assessment. Deadline for reduced-rate early bird registration: January 9, 2013.

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Funding Forecast and Award Opportunities

Forecast of Funding Opportunities under the Department of Education Discretionary Grant Programs for Fiscal Year 2012-2013

<http://www.ed.gov/fund/grant/find/edlite-forecast.html>

This document lists virtually all programs and competitions under which the U.S. Department of Education has invited or expects to invite applications for new awards for fiscal year 2012-2013 and provides actual or estimated deadlines for the transmittal of applications under these programs. The lists are in the form of charts organized according to the Department's principal program offices and include programs and competitions previously announced as well as those to be announced at a later date.

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FY 2012 Discretionary Grant Application Packages

<http://www.ed.gov/fund/grant/apply/grantapps/index.html>

This site, from the Department of Education, provides information on grant competitions that are currently open.

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William T. Grant Foundation Accepting Letters of Inquiry for Studies on the Use of Research Evidence in Policy and Practice Affecting Youth

<http://tinyurl.com/cl44ue8>

The William T. Grant Foundation seeks to fund high-quality empirical research with the goal of improving the lives of youth between 8 and 25 years of age in the United States. To help accomplish this goal, the foundation is requesting Letters of Inquiry for its Request for Proposals on Understanding the Acquisition, Interpretation, and Use of Research Evidence in Policy and Practice. Support will be provided for empirical theory-building studies of what affects policy makers' and practitioners acquisition, interpretation, and use of research evidence. To be eligible for consideration, applicants must be employed at a nonprofit institution, either in the U.S. or abroad. The foundation will support research projects with awards ranging from \$100,000 to \$600,000 for direct and indirect costs over two to three years. Deadline for Letters of Inquiry: January 3, 2013.

Captain Planet Foundation: Grants for the Environment

<http://captainplanetfoundation.org/>

The Captain Planet Foundation funds hands-on environmental projects to encourage youth around the world to work individually and collectively to solve environmental problems in their neighborhoods and communities. Maximum award: \$2,500. Eligibility: U.S. schools and organizations with an annual operating budget of less than \$3 million. Deadline: February 28, 2013.

Christopher Columbus Awards 2012-2013

<http://www.christophercolumbusawards.com>

The Christopher Columbus Awards is a national, community-based STEM competition for middle school students and teachers looking to make a difference in their community. Working in teams, students identify a problem in the community and apply the scientific method to create an innovative solution. Maximum award: \$25,000 grant. Eligibility: schools (grades 6-8) and community groups. Deadline: February 4, 2013.

Earthwatch Institute: Fellowships

<http://www.earthwatch.org/aboutus/education/edopp/>

The Earthwatch Institute offers educators fellowships for hands-on learning with leading scientists doing field research and conservation on one of over 100 projects around the world. Maximum award: fully-funded fellowship. Eligibility: elementary, middle, and high school educators and administrators of any discipline. Deadline: two weeks after educator-interest application is submitted; ultimate deadline May 1, 2013.

Fund for Teachers Grants

<http://www.fundforteachers.org/about-us.php>

The Fund for Teachers provides funds for direct grants to teachers to support summer learning opportunities of their own design. Maximum award: \$5,000. Eligibility: teachers who work with students in grades pre-kindergarten through 12, with a minimum of three years teaching experience, full-time, spending at least 50% of the time in the classroom at the time grants are approved and made. Deadline: January 31, 2013.

Lockheed Martin: Grants for Education

<http://tinyurl.com/78jcxth>

Lockheed Martin provides grants for K-16 Science, Technology, Engineering and Math (STEM) Education. This includes Lockheed Martin's K-12 STEM Education Initiative, Engineers in the Classroom, as well as STEM-focused curricular and extracurricular programs that provide employee engagement opportunities in a community in which Lockheed Martin has employees or business interests. Maximum award: varies. Eligibility: 501(c)(3) organizations that deliver standards-based science, technology, engineering and math (STEM) education to students in K-16. Deadline: rolling.

MetLife/NASSP: National Principal of the Year

<http://www.nassp.org/Awards-and-Recognition/Principal-of-the-Year>

The MetLife/National Association of Secondary School Principals (NASSP) National Principal of the Year honors secondary school principals who have provided high-quality learning opportunities for students and demonstrated exemplary contributions to the profession. Maximum award: \$5,000. Eligibility: any principal, headmaster, or leader of a public or private middle-level or high school from the 50 states, the District of Columbia, the Department of Defense Education Activity, or the U.S. Department of State Office of Overseas Schools.

Middle-level and high schools are defined as those containing some portion of grades 6 through 12; candidates must have been principals for three years or longer. Each candidate must be a principal (or headmaster) and member of NASSP and his or her state affiliate association at the time of selection as state principal of the year. For national finalists, these conditions must also be met at the time of national principal of the year interviews in August and at the national winner announcements in September. Deadline: varies by state; see website.

NASSP/Virco: Assistant Principle of the Year

<http://www.nassp.org/Awards-and-Recognition/Assistant-Principal-of-the-Year>

The National Association of Secondary School Principals (NASSP)/Virco, Inc., National Assistant Principal of the Year program recognizes outstanding middle-level and high school assistant principals who have demonstrated success in leadership, curriculum, and personalization. Maximum award: \$5,000. Eligibility: any assistant principal or equivalent (e.g., vice principal, associate principal, or dean) of a public or private middle school or high school who has been an assistant principal at one or more middle-level or high schools for a minimum of two years and is a member of NASSP and their state affiliate association. Deadline: varies by state; see website.

AIAA Foundation: Grants for Excellence in Math, Science, Technology, and Engineering

<https://www.aiaa.org/Secondary.aspx?id=4184>

American Institute of Aeronautics and Astronautics Foundation Classroom Grants encourage excellence in educating students about math, science, technology, and engineering. Eligibility: current AIAA Educator Associate or AIAA Professional members actively engaged as K-12 classroom educators. Maximum award: \$200. Deadline: rolling.

Target Launches \$5 Million Giving Competition with “Ellen DeGeneres Show”

<http://ellen.warnerbros.com/schoolgiving/>

Target will distribute \$5 million in grants of \$100,000 each to elementary and secondary schools recommended by viewers of the “Ellen DeGeneres Show,” as part of its pledge to distribute \$1 billion in support of education by the end of 2015. To participate, viewers must submit through the show’s Web site the name of a school that needs help and a compelling story that explains why the school should receive a grant. From those submissions, Target will select fifty schools to receive a grant, which can be used for new books, upgraded technology, and other efforts designed to improve the school's learning environment. In addition, two schools will be featured on the “Ellen DeGeneres Show.” No deadline for application listed.

Fund for Teachers: Grants

<http://www.fundforteachers.org/about-us.php>

The Fund for Teachers provides funds for direct grants to teachers to support summer learning opportunities of their own design. Maximum award: \$5,000. Eligibility: teachers who work with students in grades pre-kindergarten through 12, with a minimum of three years teaching experience, full-time, spending at least 50 percent of the time in the classroom at the time grants are approved and made. Deadline: varies by state.

Open Society Foundations’ Youth Initiative Seeks Proposals to Curate Web Pages at Youthpolicy.org

<http://www.youthpolicy.org/blog/2011/09/call-for-curation-proposals/>

The Open Society Foundations’ Youth Initiative seeks proposals from NGOs for up to \$10,000 to develop and curate thematic pages on Youthpolicy.org, an online youth portal and community. The Web site aims to consolidate knowledge and information on youth policies across the world.

Potential themes for Web site pages:, Participation and Citizenship, Activism and Volunteering, Children and Youth Rights, Global Drug Policy, Community Work, Research and Knowledge, Informal Learning, Environment and Sustainability, Multiculturalism and Minorities, Justice, etc. Proposals must outline how the theme will be addressed, how content will be produced on a regular basis, how and how many contributing authors and bloggers will be involved, and how users interested in the theme will be driven to and engaged at the site. Organizations seeking funding must be registered NGOs. Grants will not be made to individuals or for-profit entities. Proposals must be submitted in English and will be reviewed on a rolling basis.

Best Buy: Teach @15 Award

http://www.bestbuy-communityrelations.com/teach_awards.htm

The Teach@15 Award program improves classroom learning by helping schools (grades 7-12) meet their technology needs. A teen member (age 13-18) who is a registered member on www.at15.com can nominate his/her school to win a Teach@15 Award. Maximum award: \$1,500 in the form of Best Buy Gift Cards. Eligibility: accredited, nonprofit junior or senior public, private, parochial, magnet, and charter high schools in the U.S. serving any grades 7-12. Deadline: ongoing.

NEA Foundation and Consortium for School Networking Invite Ideas for Mobile Phone Education Innovations

<http://tinyurl.com/28vmvu5>

The NEA Foundation's newest C2i challenge, conducted in partnership with the Consortium for School Networking, is inviting ideas for mobile phone technology that can transform teaching and learning. The foundation will award grants of \$1,000 to as many as five individuals who post the best ideas on the C2i page at the U.S. Department of Education's Open Innovation Portal. The solutions selected will be shared by the NEA Foundation and CoSN via multiple outlets. The C2i challenge is open to public school educators, students, and others with an interest in improving public education. Proposed solutions must effectively incorporate smart phones or cell phones. Portal registrants can also review, comment, and vote on the posted solutions.

AIAA Foundation: Grants for Excellence in Math, Science, Technology and Engineering

<http://www.aiaa.org/content.cfm?pageid=244>

American Institute of Aeronautics and Astronautics Foundation Classroom Grants encourage excellence in educating students about math, science, technology, and engineering. Eligibility: current AIAA Educator Associate or AIAA Professional members actively engaged as K-12 classroom educators. Maximum award: \$200. Deadline: rolling.

USGA/Alliance: Grants for the Good of the Game

http://www.accessgolf.org/grants/alliance_grants.cfm

The National Alliance for Accessible Golf (Alliance) and the United States Golf Association (USGA), believing golf should be open to everyone, support a wide variety of programs that create opportunities for individuals with disabilities to participate in the sport. They especially encourage inclusive programming – opportunities that allow participants with disabilities and participants without disabilities to learn and play the game side by side. Maximum award: \$20,000. Eligibility: tax-exempt, nonprofit organizations as defined under Section 501(c)3 of the U.S. Internal Revenue Code or government entities such as public schools or municipalities. Deadline: rolling.

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Parenting Strategies for Promoting Self-Confidence in Children with Disabilities

Dr. George Giuliani and Dr. Roger Pierangelo

Executive Directors of NASET

One of the greatest gifts you can give any child is the gift of self-confidence. In simplest terms, self confidence is the opinion we have of ourselves. When we feel good about who we are and what we can do, it promotes a sense of confidence in our abilities that we can take on any of life's challenges. Self-confidence starts very early in life, and parents play a critical role in fostering self-confidence in their children.

Unfortunately, many children with disabilities face very tough roads when it comes to their self-confidence. The reality is that they experience greater challenges than those without disabilities. For those students with learning disabilities, it's difficult to have academic self-confidence when they have difficulty processing information and may be unable to accomplish what their peers are doing. Similarly, children with physical or other types of disabilities often feel left out and question their abilities due to the visibility that they are different and have an inability or reduced capacity to perform as other children do in various areas of life.

Given the issues surrounding the self-confidence of children with disabilities, what can parents do to promote it in their children?

BE SOLUTION ORIENTED

An important step in building self-confidence in children with disabilities is to teach solutions rather than blame. Teaching children solutions to problems or frustrating situations begins with statements like, "Who's at fault is not important. The more important question is what we can do so that it doesn't happen again" or, "What do we need to do to make it work or fix the problem?" Being solution oriented allows children a sense of control and resiliency when confronted with situations that could be ego deflating and lower their self confidence.

ALLOW CHILDREN THE RIGHT TO MAKE DECISIONS

While the statement, "No one promised them a democracy" may hold true in some situations, giving your children the chance to make decisions that affects their daily life can only enhance their self confidence. Decisions about clothing, room arrangement, and friends to invite to a party, menu for dinner etc. can give children a sense of control over what happens to them.

OFFER ALTERNATE WAYS OF HANDLING A SITUATION

Some children know only one way to handle situations. After it fails, frustration occurs. Conditioning

children with disabilities to see alternate ways of managing a situation or obstacle can enhance a sense of power and self-confidence. Asking them what they have tried and offering other options to possible solutions increase their "tool box" of skills.

TEACH PROPER LABELS WHEN COMMUNICATING FEELINGS

When children with disabilities are unable to label an internal feeling, they often become frustrated. When such feelings go unlabeled, they may become manifested in negative behavior, often reducing self-confidence. Parents can offer children the correct labels, e.g., "While the feeling you are expressing sounds like anger, it is really frustration. Frustration is.....Now that you know this, is there anything that is causing you frustration?"

ALLOW FOR THE OPPORTUNITY TO REPEAT SUCCESSFUL EXPERIENCES

A foundation of positive experiences is necessary for self-confidence. Since the child has mastered skills required for the job, any opportunity to repeat success can only be an ego inflating experience.

ALLOW AVENUES FOR DISAGREEMENT

Children with higher self confidence will always feel they have an avenue to communicate their concerns. Even though the result may not go in their favor, the knowledge that a situation or disagreement can be discussed allows the child to feel some involvement in his destiny. This factor becomes important when one sees that many children with low self confidence feel a loss of power in affecting change.

HELP SET REALISTIC GOALS

Some children with disabilities will set unrealistic goals, fall short and in turn, feel like a failure. Repeated over a period of time, these children may begin to develop a sense of urgency for success and this in turn may lead to more unrealistic goals. This circular behavior sometimes results with children becoming unwilling to venture out or take chances. Parents can help children by assisting them in defining their objectives and determining the necessary steps necessary to accomplish the goal. Children should not see one final goal, but a series of smaller goals leading to a final point.

USE A REWARD SYSTEM TO SHAPE POSITIVE BEHAVIOR

Punishment tells a child what not to do, while reward informs a child of what is acceptable behavior. Rewarding positive behavior increases self-confidence. Rewards can be in the form of special trips, extra time before bed, special dinners with one parent, a hug, kiss or a note in a lunchbox.

DON'T PAVE EVERY ROAD

Parents often make the mistake of reducing frustration for children to the point where they receive a distorted view of the world. Children with high self-confidence get frustrated just like those with low self-confidence. However, they tend to be more resilient, since they have previous success in handling frustrating situations themselves. Teaching children with disabilities alternate solutions, proper labels for their feelings, to set realistic goals, solution orientation and techniques to verbalize their disagreements are more productive than "bailing them out" when they are confronted with frustration. The need to master the environment and find solutions to challenges is crucial to positive self confidence.

In conclusion, confidence is nothing magical or difficult to understand. Without successful experiences on which to draw, children will not believe that they are capable of performing well. Telling children with disabilities they are bright, special, unique, and capable and so on, without their having actual experiences to validate the words, really has no meaning. If I strike out every time I go to bat but you tell me “you’re as good baseball player”, it has little impact because I know that I am not. Children only build upon that which they can see, which in turn affects that which they can feel. It is our responsibility as parents to do whatever we can to foster successful experiences for our children to promote their overall self-confidence.

Acknowledgements

Portions of this month’s *NASET Special Educator e-Journal* were excerpted from:

- Committee on Education and the Workforce
- FirstGov.gov-The Official U.S. Government Web Portal
- National Center on Secondary Education and Transition, an electronic newsletter of the National Center on Secondary Education and Transition (NCSET), available online at <http://www.ncset.org/enews>. NCSET is funded by the U.S. Department of Education, Office of Special Education Programs.
- National Collaborative on Workforce and Disability for Youth
- National Dissemination Center for Children with Disabilities
- National Institute of Health
- National Organization on Disability
- Substance Abuse and Mental Health Services Administration
- U.S. Department of Education
- U.S. Department of Education-The Achiever
- U.S. Department of Education-The Education Innovator
- U.S. Department of Labor
- U.S. Food and Drug Administration
- U.S. Office of Special Education
- U.S. Department of Health and Human Services

The **National Association of Special Education Teachers (NASET)** thanks all of the above for the information provided for this edition of the *NASET Special Educator e-Journal*.
