

NASET Special Educator e-Journal



March 2013

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Update from the U.S. Department of Education

U.S. Department of Education Awards \$3 Million to Connecticut, New Jersey, New York, and New York City to Aid in Recovery from Hurricane Sandy

The U.S. Department of Education's Office of Safe and Healthy Students has awarded \$3 million in Project School Emergency Response to Violence (SERV) grants to Connecticut (\$250,000), New Jersey (\$1.25 million), New York (\$500,000) and New York City (\$1 million) to assist with recovery efforts in the wake of Hurricane Sandy. The widespread damage of the storm was particularly devastating to these communities.

Project SERV grants provide critical support to districts that have experienced a significant traumatic event and need resources to respond, recover, and re-establish safe environments for students. The Office of Safe and Healthy Students has awarded more than \$31.5 million to 104 grantees, including Connecticut, New Jersey, New York and New York City, since the grant program began in 2001.

"Project SERV grants provide key support to students and communities as they continue to deal with the aftermath of Hurricane Sandy," U.S. Secretary of Education Arne Duncan said. "These funds help the learning process continue and make resources available to students and educators who may still be dealing with the trauma of last fall's devastating hurricane."

The three states—Connecticut, New Jersey and New York—will identify school districts and schools that were hardest hit by the storm. New York state's funds may go to any district except New York City, as it is receiving a separate grant. All four grantees will use the funds to provide education-related services where the learning environment has been disrupted due to the storm's effects. These services may include mental-health assessments, referrals and services; leasing of space to substitute for damaged buildings; emergency transportation; temporary security measures; and overtime pay for teachers, counselors, law enforcement and security officers, and other staff. Within 75 days after receiving their funds, the grantees will submit reports to the Department describing the basis for distributing the funds and the activities that are planned.

U.S. Department of Education Releases School-Level Assessment Data in Reading and Math for All Schools for 2008-09 to 2010-11

The U.S. Department of Education announced today the release of student performance data in reading and math for all schools in the country for school years 2008-09, 2009-10 and 2010-11. This is the first time the Department is releasing school-level state assessment data. The data are being released as part of the Department's ongoing transparency efforts.

"It is important for the Department to continually provide transparency into our programs and the performance of our schools," said U.S. Secretary of Education Arne Duncan. "Releasing this school-level assessment data is an important step toward that goal. As we know, test scores alone will never determine

how effective our schools are, and we are working to release more varied school-level data that we collect over the coming months.”

The data the Department is releasing are reported to the Department under the requirements of the Elementary and Secondary Education Act, as amended. They provide information on the total number of students who were assessed and received a valid score, along with the calculated percent of those students who score at or above state grade level proficiency. Information is presented on student subgroups at each grade level assessed within the school, along with information on the school as a whole.

In order to protect the privacy of individuals represented within the data, the percentage of students at or above grade level proficiency has been suppressed for very small student groups and ‘blurred’ for larger groups.

The data being released today are being made available through data.gov, the Administration’s online site providing public access to high value, machine readable datasets generated by the Executive Branch of the Federal Government. Six new tables are being published as part of this release and may be accessed by visiting <http://explore.data.gov>.

***Detailed access instructions:*

1. Go to <http://explore.data.gov>
2. Change the sort order to reflect “Newest” in the dropdown menu on the right.
3. Using the filters on the left side of the screen, select “Education” under ‘Categories’
4. Today’s release is made up of the six datasets named “Achievement Results for State Assessments....”
5. Users can also access the individual datasets directly using the following links:

Mathematics Results, School Year 2008-09 (<https://explore.data.gov/d/jie4-w22m>)

Mathematics Results, School Year 2009-10 (<https://explore.data.gov/d/hhtw-4eb7>)

Mathematics Results, School Year 2010-11 (<https://explore.data.gov/d/r3ix-z65i>)

Reading/Language Arts Results, School Year 2008-09 (<https://explore.data.gov/d/mvz4-m3zh>)

Reading/Language Arts Results, School Year 2009-10 (<https://explore.data.gov/d/s5rp-twp9>)

Reading/Language Arts Results, School Year 2010-11 (<https://explore.data.gov/d/6qru-yfc5>)

Equity and Excellence Commission Delivers Report to Secretary Duncan

The need to improve the country’s education system is urgent, according to the Co-Chairs of the Equity and Excellence Commission who formally presented their report to Secretary of Education Arne Duncan on Tuesday. The Commission’s report, “For Each and Every Child,” highlights the need to eliminate “education disparities affecting millions of underserved and disadvantaged students.”

The [27-member](#) Commission includes scholars, teachers’ union leaders, state and local education officials, and education reformers and advocates, and was charged to provide advice to the Secretary “on the disparities in meaningful educational opportunities that give rise to the achievement gap, with a focus on systems of finance,” as well as ways that the federal government can address such disparities.

While the commission was autonomous and its recommendations do not necessarily represent the views of the Department of Education, Secretary Duncan said, “The Commission has sounded a powerful and important alarm about the distance we still have to go to improve education for every American child.”

Read the Commission’s report at <http://www2.ed.gov/about/bdscomm/list/eec/equity-excellence-commission-report.pdf>

Ensuring Safe Schools for LGBT Youth

This past weekend in San Diego, I had the opportunity to participate in the 4th Annual National Educator Conference focused on creating safe, supportive, and inclusive schools for lesbian, gay, bisexual, and transgender (LGBT) youth. A goal of the conference, presented by the Center for Excellence in School Counseling and Leadership (CESCaL), was to bring together education leaders and LGBT experts to empower and provide educators and school personnel with the knowledge and skills necessary to create safe, welcoming and inclusive school environments for all youth, regardless of their sexual orientation.

Additionally, the conference focused on providing educators with the tools and resources to prevent and respond to bullying of LGBT youth, as well as empowering them to make the changes in their schools to make sure all kids are safe and thriving. I met with so many amazing educators; it truly was empowering.

Safe schools are not only free from overt forms of physical violence or substance abuse, but work proactively to support, engage, and include all students. Unfortunately, too many schools are not safe for LGBT youth. According to GLSEN’s [National School Climate Survey](#), nearly 8 out of 10 LGBT youth were harassed at school. We know that students who are bullied are more likely to have depression, anxiety, and other health concerns, as well as decreased academic achievement and participation. When students don’t feel safe, they are less likely to learn and more likely to give up on school altogether. Unfortunately, we also know that LGBT youth are disproportionately subject to discipline practices that exclude them from the classroom, and make up close to 15% of youth in the juvenile justice system.

Given these statistics, it’s not surprising that LGBT youth are at an increased risk for suicidal thoughts and behaviors, suicide attempts, and suicide. We need to ensure that educators have the tools and resources to not only protect LGBT students from harassment and discrimination, but to ensure that they thrive in schools, not drop out!

One of the students who attended the event came with his high school teacher from Washington State. He had reached out to the conference organizers after bullying in school left him feeling defeated and isolated. They attended with the hope that it would transform the student’s life in a positive way and enable his teacher to help and learn more to help other LGBT students. In a follow-up to the conference organizer, the student thanked **Vinnie Pompei**, the Project Director & Conference Chair, for the “awesome” opportunity to attend, and acknowledged that this is a great beginning to share information learned from the conference with students, teachers and others at his school.

Another student who participated in the conference said, “I get bullied every day. This started in 1st grade and I’m in 8th grade now. Suicide was an option...many times. [But] I’m not going anywhere...because I’m stronger than that.”

We need to work together and empower both students and teachers and make sure they have the tools to create changes in schools. I spoke with many educators who perceive stopping anti-gay bullying as risky and fear retribution. Teachers also need support in speaking out.

As I addressed the conference, I asked the individual educators to do four things to help improve the school experience of our LGBT youth.

- Create positive school climates for all students – this happens only through a deliberate, school-wide effort, and with the participation of families and communities.
- Be proactive and visible to LGBT youth – they cannot know they are supported, valued, and appreciated, if the adults in the building aren't there to tell them so.
- Identify “safe spaces,” such as counselors’ offices, designated classrooms, or student organizations, where LGBT youth can receive support from administrators, teachers, or other school staff.
- Encourage student-led and student-organized school clubs that promote a safe, welcoming, and accepting school environment (e.g., gay-straight alliances, which are school clubs open to youth of all sexual orientations).
- Understand student mental health issues. Everyone can play a role here; not only school counselors or nurses, but teachers and administrators that can identify warning signs, like sudden changes in behavior.
- And importantly – they are not alone. While educators play a critical role in providing support to LGBT youth, they can build partnerships with local health and mental health agencies, community based organizations, and child welfare. And, there are federal resources to provide guidance and information on how to make schools safe, supportive, and inclusive. For example, check out www.stopbullying.gov.

I would like to extend my deepest thanks to the courageous teachers who are working every day to make this happen. Thankfully, educators have the power to create change in their schools, supporting students and saving lives.

Michael Yudin is acting assistant secretary for ED’s Office of Special Education and Rehabilitative Services

Partnering with Counselors to Reduce School Violence

Earlier this month a group of distinguished counselors, selected as finalists for the American School Counselor Association (ASCA) Counselor of the Year and their principals visited ED to share their thoughts on transforming the teaching profession and the critical role of the counselor in fostering students’ academic success, socio-emotional well-being and physical safety.

While national conversations about gun violence continue, school-based staff are faced with what to do now to deal with students’ academic, emotional and physical welfare each day. How do we identify students who need support? How do we go beyond just identifying the issues and provide our kids with the needed help? We may be overlooking our counselors and some of the solutions they could provide.

“I see us as a model of supporting teachers to help them continue their work,” said one school counselor, underscoring the importance of providing students not only with academic and career planning help, but also with emotional supports. Another counselor shared how she created a lesson on reactive emotions to parallel a science lesson on erupting volcanoes; another talked about teaching tech skills while

researching bullying. Throughout the discussion, the school counselors highlighted how the social-emotional learning can complement the academic when teachers and counselors work together. Too often, they said, teachers “do not get to utilize the expertise that we have learned about human development.” They stressed that newer models for more “active” school counselors have moved beyond the scheduling duties many may remember from days past; but not everyone knows that.

One counselor described how her school uses their Professional Learning Communities, or PLCs, to consider not just the academic concerns, but which students are not connected to their school (and why). “We spend time reflecting on what was happening with these particular students, and then create a plan for next steps,” she told us.

What makes these examples different is that the work of addressing school violence doesn’t just stay with one group on staff. A principal affirmed that, “You need to have all stakeholders at the table to have the conversation” so that everyone knows what to do when a concern surfaces. Sometimes, negative incidents will occur when students know the teacher isn’t most present – in the halls or cafeteria, on the playground or school bus. And yet there are often other adults who are there, such as the custodial staff, support professionals, bus drivers, parent volunteers – and each of these members of the larger school community needs to know how to respond and whom to contact to make sure there is an appropriate resolution.

But in order for these teams to happen effectively, we need to better understand [the role of the counselor](#). For counselors to really be able to make an impact, they need the opportunity to build relationships with students and staff, to use [their expertise](#). And that takes time built into the school day and the willingness for everyone on staff to expect and allow our counselors, like teachers, to be educational leaders.

Jen Bado-Aleman

Jennifer Bado-Aleman is an English teacher on loan from her school in Gaithersburg, Md., while she serves as a Teaching Ambassador Fellow at the Department. Learn more about the President’s plan to make our schools safer, which includes resources that communities can use for hiring more school counselors.

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Special Education Resources

Keeping Kids on Track in the Middle School Years

Report

<http://tinyurl.com/b5ymnfu>

The National Human Services Assembly's "Keeping Kids on Track in the Middle School Years: Investing in Out-of-School Time Staff and Volunteer Competencies as a Dropout Prevention Strategy" explains why adults who serve middle schoolers in out-of-school time (OST) programs need to have core competencies to be effective and highlights three leading practices: training and development in working with middle schoolers; aligning talent development with quality improvement; and investing in the competence of OST managers.

American Youth Policy Forum's Beyond the Numbers: Data Use for Continuous Improvement of Programs Serving Disconnected Youth

Archived Webinar

<http://tinyurl.com/bxhyomx>

American Youth Policy Forum (AYPF), in "Beyond the Numbers: Data Use for Continuous Improvement of Programs Serving Disconnected Youth," studied three high-achieving youth-serving programs (Diploma Plus Network, Our Piece of the Pie, and Roca) successful in serving the needs of disconnected youth to see how they use data as a tool for continuous program improvement and ongoing accountability. Key research questions included: how has the organization's use of data evolved; how is a comprehensive data management system serving the dual purposes of program improvement and compliance with reporting obligations; and what information is most useful to drive program improvements? The webinar discussed key findings from the report.

Edutopia: Collaborative Learning

Education Idea Link

<http://tinyurl.com/amnk28m>

The Edutopia website recommends Collaborative Learning in improving education. Research shows that collaborative math and discussion-based English can help promote deeper learning, critical thinking, and community.

Edutopia: Mobile Learning

Education Idea Link

<http://tinyurl.com/b7zm3pl>

The Edutopia website recommends Mobile Learning in improving education. Today's students have a variety of mobile technologies available, from smartphones and tablets, to MP3 players and e-readers/ Educators are finding new ways to engage students and make curriculum relevant.

Edutopia: Project-Based Learning Strategies

Education Idea Link

<http://tinyurl.com/bdnwnw5>

The Edutopia website recommends Project-Based Learning (PBL) in improving education. Innovative PBL exercises can be fun and but educators striving to reform the learning process

need to check the research on the critical elements of successful programs to ensure that PBL instruction provides rigorous and powerful real-world learning experiences.

Edutopia: Social Media

Education Idea Link

<http://tinyurl.com/a9bfegw>

The Edutopia website recommends Social Media in improving education. Social media are fast becoming widely popular. Using them educationally calls for responsibly integrating them in classrooms and thinking through policies for their use in the individual school.

Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success

Book

<http://www.expandinglearning.org/expandingminds>

“Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success,” is a collection of articles on the role that afterschool and summer learning play in improving and expanding students’ education, the ways that communities with different demographics build successful supports for their students, the role that afterschool programs play in education reform, and the ways in which these programs are helping students become more career and college ready and engaged in learning.

IEP/IFSP Facilitation: Practical Insights and Programmatic Considerations from CADRE



Report

<http://www.directionservice.org/cadre/pdf/IEPIFSPFacilnsightsJAN2013.pdf>

The Center for Appropriate Dispute Resolution in Special Education (CADRE) has published “IEP/IFSP Facilitation: Practical Insights and Programmatic Considerations,” a document summarizing practical insights and promising practices for IEP/IFSP facilitation that were collected from a broad review of facilitation and special education literature and highlighting strategies that can be used prior to and during a meeting as well as considerations for those designing and managing facilitation programs. Available in pdf (935 KB, 10 pp).

Mapping Dreams: The Transition to Adulthood

Book

<http://www.pacer.org/publications/transition.asp#ST-40>

“Mapping Dreams: The Transition to Adulthood” outlines practical steps parents can take to help plan for their child’s transition from high school to adult employment, postsecondary education or training, and independent living. It includes “Talk to Your Child” sections and checklists to help start discussions about the child’s future, as well as a resource list.

NASDSE Works!

Newsletter

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

The National Association of State Directors of Special Education (NASDSE) has released a new issue of its quarterly e-newsletter, NASDSE Works!, providing updates on NASDSE’s projects and other activities.

National High School Center Fact Sheets: The First Year of High School and College and Career Readiness

Fact Sheets

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

The National High School Center has released two new fact sheets, “Quick Stats Fact Sheet: The First Year of High School” and “College and Career Readiness: A Quick Stats Fact Sheet.” “The First Year of High School” provides statistics related to the transition into high school, highlighting U.S. high-school enrollment rates, predictors of high-school dropout, and ninth grade transition strategies. “College and Career Readiness” offers findings and statistics on the current status of high school graduates’ readiness for life after high school. It highlights some of the challenges and opportunities facing high school students after graduation as well as some of the consequences and implications for America’s underprepared graduates.

NCES Releases Public School Graduates and Dropouts from the Common Core of Data: School Year 2009-10

Report

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013309>

The U.S. Department of Education’s Institute of Education Sciences’ National Center for Education Statistics (NCES) has released “Public School Graduates and Dropouts from the Common Core of Data: School Year 2009-10.” The report presents the latest release of the Averaged Freshman Graduation Rate (AFGR) and the Event Dropout Rate disaggregated by year, race/ethnicity, gender, and, grade. Nationwide, 78% of high school students graduated on time; an increase of 2 percentage points from the previous year. This graduation rate is based on the AFGR calculated from enrollment and graduation counts reported to the NCES.

Sexuality Education and Students with Disabilities

Resource Page

<http://nichcy.org/schools-administrators/sexed>

The National Dissemination Center for Children with Disabilities (NICHCY) has updated its 2010 resource page addressing the development of sexuality: what sexuality is, its meaning in adolescent and adult life, and the responsibilities that go along with exploring and experiencing one's own sexuality.

Social Skills and Academic Achievement

Report

<http://nichcy.org/research/ee/social-skills>

“Social Skills and Academic Achievement,” a 2008 issue, with links updated 2011, of “Evidence for Education,” reviews what research has to say about social skills interventions and programs for children with disabilities. It reviews the research findings and includes examples of social skills interventions that can be applied in both classroom and home settings.

Students with Disabilities and College/Career Readiness

Reports

<http://nstattac.org/content/students-w-disabilities-and-collegecareer-readiness-101-documents>

The National Secondary Transition Technical Assistance Center (NSTTAC) has updated four documents on topics relevant to secondary education and students with disabilities: “College and Career Ready Standards and Secondary Transition for Students with Disabilities,” “High School Redesign and Secondary Transition for Students with Disabilities,” “Tiered Interventions and Secondary Transition for Students with Disabilities,” and “Universal Design for Learning and Secondary Transition for Students with Disabilities.” These resources were developed as entry level guidance intended to synthesize the research, policy, and discussion on topics pertinent to secondary special educators and related to helping secondary students with disabilities access and succeed in the high school curriculum to be prepared for their adult lives.

U.S. Department of Education Clarifies Schools' Obligation to Provide Equal Opportunity to Students with Disabilities to Participate in Extracurricular Athletics

Guidance Letter

<http://tinyurl.com/afon83o>

The U.S. Department of Education's Office for Civil Rights has issued guidance clarifying school districts' existing legal obligations to provide equal access to extracurricular athletic activities to students with disabilities. In addition to explaining those legal obligations, the guidance urges school districts to work with community organizations to increase athletic opportunities for students with disabilities, such as opportunities outside of the existing extracurricular athletic program. Students with disabilities have the right, under Section 504 of the Rehabilitation Act, to an equal opportunity to participate in their schools' extracurricular activities. A 2010 report by the U.S. Government Accountability Office found that many students with disabilities are not afforded an equal opportunity to participate in athletics, and therefore may not have equitable access to the health and social benefits of athletic participation.

Update from the National Dissemination Center for Children with Disabilities



RESOURCES FROM NICHCY!

Social skills and academic achievement.

What does the research have to say about social skills interventions and programs for children with disabilities? This *Evidence for Education* reviews the findings of research and includes examples of social skills interventions that can be applied in both classroom and home settings.

<http://nichcy.org/research/ee/social-skills>

Sexuality education and students with disabilities.

This resource page addresses the development of sexuality. There's so much to know and consider on this subject-what sexuality is, its meaning in adolescent and adult life, and the responsibilities that go along with exploring and experiencing one's own sexuality.

<http://nichcy.org/schools-administrators/sexed>



FROM OUR FRIENDS AT THE IDEA PARTNERSHIP

Social and emotional learning resources at the Learning Port.

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 access to a variety of resources that can meet or be tailored to 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=1408



IT ALL STARTS IN FAMILIES AND COMMUNITIES

Bookshare an accessible online library for people with print disabilities.

Bookshare provides the world's largest online library of accessible reading materials for people with print disabilities. Individuals and organizations that serve individuals with print disabilities can sign up for membership and access the library. And guess what? If you search using the term "social skills," you'll find lots of accessible books on the subject!

<https://www.bookshare.org/>

Learning difficulties and social skills: What's the connection?

This article explores the meaning of social competence and how learning difficulties can affect a student's ability to read social cues and respond in ways that promote relationship building. Tips for parents on how to build their child's social skills are included.

<http://tinyurl.com/afudzmv>

Your child's social and emotional skills.

The National Center for Learning Disabilities offers this rich suite of resources on social skills and young people with learning disabilities.

<http://www.ncld.org/parents-child-disabilities/social-emotional-skills>

Helping youth develop soft skills for job success: Tips for parents and families.

This *InfoBrief* discusses the importance of soft skills (such as communication skills and interpersonal skills) and offers strategies that parents and families can use to help their child develop skills for employment success. Also available in Spanish.

<http://www.ncwd-youth.info/information-brief-28>

Best Buddies.

This nonprofit organization creates opportunities for one-to-one friendships and integrated employment for people with intellectual and developmental disabilities. There are almost 1,500 middle school, high school, and college chapters worldwide.

<http://www.bestbuddies.org/best-buddies>

Rare Disease Day 2013.

Rare disease day is the last day of February. Join people around the world in spreading the word, sharing your story, and giving strength and hope. Here are a few resources on Rare Diseases and Disorders:

- NICHCY's Rare Disorders page
<http://nichcy.org/disability/specific/raredisorders>

- National Organization for Rare Diseases (NORD)
<http://www.rarediseases.org/>
- Rare Disease Day website
<http://www.rarediseaseday.org/>



THE LITTLE ONES: EARLY INTERVENTION/EARLY CHILDHOOD

Tips and tools for supporting social-emotional development in the early years.

From Zero to Three, this lengthy resource page offers many avenues to explore with respect to understanding and supporting healthy emotional development starting at

birth.

<http://tinyurl.com/axq6zc3>

Don't forget about TACSEI and CSEFEL.

The Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) has taken the research that shows which practices improve the social-emotional outcomes for young children with, or at risk for, delays or disabilities. TACSEI has created free products and resources to help decision-makers, caregivers, and service providers apply these best practices in the work they do every day. The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) focuses on promoting the social-emotional development and school readiness of young children birth to age 5.

- Raid TACSEI's resources (in English and Spanish).
<http://www.challengingbehavior.org/index.htm>
- Raid CSEFEL's resources (in English and Spanish).
<http://csefel.vanderbilt.edu/>



SCHOOLS, K-12

The teacher's role in developing social skills.

There is much that a teacher can do to foster and promote social development in students. This article by Rich Lavoie is short and to the point.

<http://www.ricklavoie.com/teacherart.html>

A social skills curriculum for students with developmental disabilities.

The learning of appropriate social skills by students with developmental disabilities provides the basis for their independence in domestic, community, and vocational settings. This curriculum is a tool that can be used in a school or home program to systematically improve social skills.

http://www.mresc.k12.nj.us/special/Social%20Skills%20Curriculum9_30_10.pdf

Social skills training can be part of therapy.

How social skills training can be used by therapists to help individuals with mental health

concerns.

<http://www.minddisorders.com/Py-Z/Social-skills-training.html>

Teaching social skills to those who don't have them (yet).

Lots of useful insights and practical guidance in this article.

<http://www.behavioradvisor.com/SocialSkills.html>

Social skills toolbox.

From Do2Learn, this robust toolkit focuses on improving social skills and behavior, and includes lots of graphic organizers and tools.

<http://www.do2learn.com/organizationtools/SocialSkillsToolbox/index.htm>

Check out YouTube.

Visit YouTube.com and enter the search term "social skills training." You'll be aghast at how many videos there are that go straight to the heart of the matter.

<http://www.youtube.com>



STATE & SYSTEM TOOLS

What does the research say about social skills training for students with ED/BD?

There are many resources to consult when trying to answer that question!

Here's one journal article from *Behavioral Disorders* that reviews the many reviews on SST for students with emotional/behavioral disorders and discusses implications for practice.

<http://tinyurl.com/acweqev>

More on what the research says: 8 Research Summaries.

Eight of NICHCY's *Research Summaries* distill the findings of studies into social skills interventions for students with disabilities. You'll find them all conveniently listed at:

<http://nichcy.org/research/summaries#social>

PBIS World.

This website is rich with resources on positive behavioral interventions and supports, with over 200 pages of content and lots of links to worthwhile articles and tools for addressing a wide range of student behavior issues. When you enter the site (via the link below), you'll see the many areas you can explore. "Lack of Social Skills" is one of them. But look at all the others!

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

Primary prevention and social skills training. This 4-page white paper reviews the effectiveness of various approaches (including social skills training) for preventing psychopathology and for promoting positive development, especially with children and adolescents growing up in high-risk environments.

http://education.gsu.edu/schoolsafety/download%20files/whitepaper_lauber2.pdf

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Latest Employment Opportunities Posted on NASET

Special Education Teacher

Washington, DC

Job Category: Middle and High School Teacher

The Special Education teacher is responsible for developing and providing IDEA mandated modifications and accommodations for students with special needs in order to gain free and appropriate instruction of the subject area curriculum.

Essential Job Functions

Classroom

- implement and monitor classroom behavior and academic expectations; contact parents as appropriate
- develop , distribute, and maintain IEP snapshots for all scholars with disabilities
- adhere to Chavez's Inclusion Model of Instruction
- utilize various co-teaching models of instruction to include lead and support; station, parallel, alternative and team teaching; pull out, resource, etc.
- plan curriculum and create lesson plans in conjunction with their co-teacher with the needs of all students in mind
- monitor scholars academic progress and participate in grading process for scholars in conjunction with their co-teacher.

Case Management

- provide proof of Modified Instruction in the form of accommodation, modifications, or resource room as mandated by the students' IEP
- creates work sample folder/portfolio that includes student work relevant to the IEP goals and objectives
- monitor and document student progress with correspondence to the academic and/or transition goals and objectives of the student's IEP. This should include entering parent communication into EASY IEP, which should take place a minimum of 4 times yearly at mid-quarter
- write the students IEP report card and turn in to the proper academic dean at the end of each quarter

IEP and MDT

- collect completed teacher surveys and review them at MDT meetings
- prepare Present Levels of Performance (PLOP)

- review evaluation information (Psychological, Clinical , Educational, etc) prior to MDT meetings
- construct academic goals for the content area for presentation
- enter academic goals and PLOP into EASYIEP
- create transition plans and enter into EASYIEP as required
- attend the IEP meeting and presenting data and observations relevant to the content area

Professional Development

- keep current on legislation, trends, etc related to Special Education field
- attend relevant workshops/in-service training on topics related to Special education, including the required DCPS EASYIEP database training

Core Job Requirements

- firm commitment to excellence
- Bachelor's degree or higher from an accredited institution
- 2+ years of experience as a Special Education teacher in an urban public school
- Working knowledge of compliance requirements related to Special Education

Competitive salaries and a comprehensive benefits package.

For more information and to apply, please go to www.chavezschools.org

Only applications submitted through our website will be considered.

Special Education Teacher

Mesa, Arizona

Job Category: Teaching

Mesa Unified School District #4

TITLE: Teacher

RESPONSIBLE TO: Building principal and/or other authorized administrator

CERTIFICATION: Valid Arizona Teaching Certificate and Highly Qualified

GENERAL DUTIES AND RESPONSIBILITIES

- Demonstrates knowledge of related subject matter, instructional skills, and resource materials.
- Utilizes a variety of effective instructional and management techniques.
- Considers the individual learning needs and abilities of students, as well as school and district learning goals, in the preparation and utilization of lesson plans, instructional materials, and assessment documents.
- Utilizes district-adopted textbooks and curriculum guides in instructional planning and implementation.
- Incorporates higher level thinking strategies and real life applications into lesson planning.
- Creates instructional materials and assessment documents that align with learning objectives and delivery of instruction.
- Uses available technology/instructional media to enhance the students' learning experiences.
- Continuously and accurately collects student achievement data using a variety of tools (e.g., tests, projects, demonstrations, checklists, anecdotal records, portfolios, etc.). Utilizes this information to make instructional and management decisions that will positively impact student achievement.
- Establishes, supports, and administers positive classroom and campus management in accordance with board policies and administrative regulations.
- Establishes positive relationships and maintains open lines of communication with students and parents concerning academic and behavioral progress.
- Produces, utilizes, and maintains student records that relate to student achievement, attendance and discipline.
- Provides a positive and safe environment that is conducive to learning.
- Communicates an expectation of success for all students.

Requirements

Must be able to be highly qualified and properly certified to teach in the state of Arizona.

Benefits

Annual Salary of \$36,352. Employer paid health and life insurance. Excellent benefit package. Nationally known Special Education department.

Contact

Liz Biggs, 480-472-0406 email at ebiggs@mpsaz.org

Apply online at www.mpsaz.org/hr

\$125,000 Salary for Master Middle School Teachers

New York, NY

Job Category: Master Middle School Teacher

\$125,000 Salary for Master Middle School Teachers - TEP Charter School

\$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:

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.

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

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

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>

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: Wednesday, April 10th, 6PM

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>

Middle and High School Special Education Teacher

Denver

Job Category: Special Education Teacher

Description:

Through a demanding education of high standards, structure, and accountability, STRIVE Prep prepares students in grades six through nine for educational success from middle school through college. In support of our students, STRIVE Prep is passionately committed to three Core Beliefs: Every child deserves a demanding, standards-based education; Accountable community develops character; Great teachers are essential for academic excellence.

- STRIVE Prep has four of the top five secondary schools in Denver according to the 2011 School Performance Framework.
- Our student population is approximately 90% students of color and 92% qualify for free or reduced lunch.
- Across the network, 40% of students are English Language Learners and 10% receive Special Education services.
- Admission is open to all students (academic proficiency is not considered for selection).

Our Middle and High School Special educators are:

- Committed to constant growth and reflection as an educator through regular observations and feedback.
- Driven by progress monitoring and bodies of evidence, used to deliver specialized instruction and supports.
- Believers in positive behavior support plans in the educational setting, and are able to respond to and manage challenging behaviors.
- Dedicated to educational success for urban students of color.
- Collaborators with GENED teachers, other special education teachers, school leaders, and curricular specialists to ensure that instruction supports the inclusion of students in the GENED classroom.
- Effective at building relationships with students and families through consistent partnership and communication.

Requirements:

- Certified to teach Special Education in Colorado, or can be in the process of transferring a Special Education license from another state.
- Passionate about Special Education, and holds a B.A./B.S. in that subject (preferred).
- Spanish speakers or they have experience working with bilingual students (preferred).
- Experienced at teaching in an urban setting (preferred).

Benefits:

- Structured planning time built into the school day to plan the highest quality lessons.
- Competitive compensation package at 18% above the Denver Public School rate for 3rd year teachers.
- Annual cost of living and performance based raises.
- Participation on the Colorado PERA retirement program including a PERA 401k contribution option.
- Funding of 100% of individual medical benefits and a wide range of insurance plans.

Contact:

This position will begin on July 22nd 2012 STRIVE Prep is an equal opportunity employer.

To apply, visit our website at www.striveprep.org/careers Questions? Contact Travis Lockhart, Human Capital Manager, at tlockhart@striveprep.org

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Upcoming Conferences, Workshops and Events

2013

March

Check & Connect Overview

Web-based Event

March 5, 2013

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

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

This webinar will introduce participants to the research-based Check & Connect model, 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. It will include a Q&A section. The webinar is limited to 20 registered computers; however, several participants may view from any registered computer.

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.

Ready by 21 National Meeting

Conference

March 11, 2013 - March 13, 2013

Atlanta, GA

<http://events.r20.constantcontact.com/register/event?llr=4aek4xbab&oeidk=a07e6rshufmf4df1713>

The Forum for Youth Investment will offer a Ready by 21 Institute National Meeting in Atlanta GA, March 11-13, 2013. The Institute will explain the research behind Ready by 21, and the tools and resources for stakeholders to put its concepts for broad partnerships, ambitious goals, data collection, and bold strategies into action to improve children and youth’s readiness to succeed as adults. Information on new ideas, tools, partnerships and ways to strengthen networks will be featured.

June

Global Youth Justice Training Institute

Institute

June 11, 2013 - June 13, 2013

Provincetown, MA

http://www.globalyouthjustice.org/Training_and_Events.html

Participants will learn strategies to enhance juvenile diversion programs based on a local peer, student, youth, or teen court at the Global Youth Justice Seventh Global Youth Justice Training Institute. The agenda includes more than 20 peer-to-peer training sessions on such topics as recruiting/training volunteers, grants and funding, increasing juvenile referrals, community partnerships, wrap-around services, and substance abuse screening and treatment. A half-day grant writing session will also be offered. Eligibility is limited to adult staff and volunteers.

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Funding Forecast and Award Opportunities

Forecast of Funding Opportunities under the Department of Education Discretionary Grant Programs for Fiscal Year 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 2013-2014 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 2013 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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Kohl's Cares® Scholarship Program for Outstanding Young Volunteers

<http://www.kohlscorporation.com/CommunityRelations/scholarship/index.asp>

Kohl's Department Stores will be honoring more than 2,300 youth, ages 6-18, who have made a positive impact on their communities with more than \$425,000 in scholarships and prizes; Prizes include 2,200 \$50 Kohl's gift cards, 200 \$1,000 regional postsecondary education scholarships, and 10 national \$10,000 postsecondary education scholarships. Kohl's will donate \$1,000 to a nonprofit organization on each national winner's behalf. Deadline for nominations: March 15, 2013.

ING Unsung Heroes Program Invites K-12 Educators to Apply for 2013 Class Project Awards

<http://ing.us/about-ing/citizenship/childrens-education/ing-unsung-heroes>

The ING Unsung Heroes awards program annually recognizes K-12 educators in the United

States for innovative teaching methods, creative educational projects, and ability to positively influence the children they teach. Educators are invited to submit grant applications describing class projects they have initiated or would like to pursue. Each year, one hundred educators are selected to receive awards of \$2,000 each to help fund innovative class projects. At least one award is granted in each of the fifty United States, provided one or more qualified applications are received from each state. Three of the one hundred finalists will be selected for additional financial awards. First place: \$25,000; second place: \$10,000; and third-place: \$5,000. All awards must be used to further the projects within the school or school system. All K-12 education professionals are eligible to apply. Applicants must be employed by an accredited K-12 public or private school located in the U.S. and be a full-time educator, teacher, principal, paraprofessional, or classified staff member working on a project with demonstrated effectiveness in improving student learning. Previous recipients of ING Unsung Heroes awards are not eligible to apply for another award. Deadline: April 30, 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.

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Acknowledgements

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- 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

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