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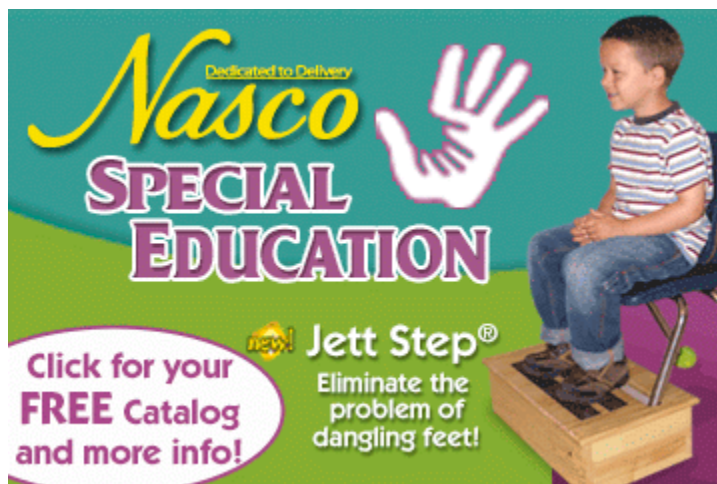
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Update from the U.S. Department of Education

King Calls for Reauthorization of Perkins Act for Career and Technical Education

Acting U.S. Education Secretary John B. King Jr. called on Congress to reauthorize the Carl D. Perkins Career and Technical Education Act, which provides more than \$1.1 billion for the nation's career and technical education programs in grades 7-12 and also in post-secondary institutions.

King also announced the launch of an Education Department-sponsored Career Technical Education (CTE) Makeover Challenge – a competition offering a total of \$200,000 divided equally among many as 10 award recipients to transform classrooms or available space in high schools into places where students have access to the tools to design, build and innovate.

"We've come a long way from what we used to refer to as vocational education. Today, every job that leads to a secure future requires critical thinking, problem solving and creativity, as well as some postsecondary education or training. The best career and technical education programs help students prepare for this future once they graduate from high school. Career and technical education is not just about preparing some students for successful lives and careers, it's about giving *all* students the tools to shape our future," said King.

The Obama Administration's priorities for Perkins reauthorization include:

- **Effective alignment** with today's labor market, including clear expectations for high-quality programs;
- **Stronger collaboration** among secondary and postsecondary institutions, employers and industry partners;
- **Meaningful accountability** to improve academic and employment outcomes for students; and finally,
- **Local and state innovation** in CTE, particularly the development and replication of innovative CTE models.

King delivered his remarks in Baltimore at the Digital Harbor Foundation Tech Center, a showcase community facility with tools for students or adults to be creative, search for inspiration and connect with one another. In many ways, the center emulates the future of career and technical education.

Additionally, King announced that the White House, along with federal agencies and the broader community, will celebrate a National Week of Making, June 17-23.

The week will coincide with the National Maker Faire, June 18-19 in Washington, D.C., featuring makers from across the country and will include participation by federal agencies such as: the Department of Education, National Science Foundation, U.S. Agency for International Development, U.S. Small Business Administration, Institute of Museum and Library Services, National Institute of Standards and Technology, NASA, Corporation for National and Community Service, Department of Homeland Security and the Smithsonian Institution.

"The President launched the Nation of Makers initiative to give more students, entrepreneurs, and Americans of all ages access to the tools needed to design and make just about anything," said Tom Kalil, deputy director of the White House Office of Science and Technology Policy. "It is great to see leadership from the Department of Education with new the CTE Makeover Challenge. We need to rethink high school for the 21st century, and give our students experiences that will build their creative confidence and problem-solving skills, and also prepare them for potential STEM careers."

The CTE Makeover Challenge builds on the Administration's Nation of Makers initiative, launched in 2014 by the White House as an all-hands-on-deck call to give many more students, entrepreneurs, and citizens access to a new class of technologies allowing them to build just about anything.

Specifically, the Challenge calls upon eligible high schools to design models of “makerspaces” – formalized spaces for making things. These unique facilities may be classrooms, libraries and mobile spaces, all of which will provide resources for students to create and learn through making. The locations are ideal spaces for students to gain essential 21st-century career skills, such as critical thinking, planning, and communication.

Further underscoring the importance of the Perkins reauthorization, and reflecting the job-driven training efforts announced by President Obama in his 2014 State of the Union address, the Pathways in Technology Early College High School (P-TECH), which Maryland Governor Larry Hogan and a bipartisan group of state legislators are working to bring to Baltimore and the state, is one exemplary model. Such a program provides students with a personalized pathway towards mastery of skills and knowledge that they will need to make the transition from education to high-tech industry.

Later this year, the White House will welcome the inaugural class of 20 CTE Presidential Scholars who will be selected based on outstanding scholarship and demonstrated ability in career and technical education. The recognition of student excellence in career and technical education is part of the national shift to ensure that today’s students are prepared for the workforce of the future.

U.S. Department of Education Names Committee Members to Draft Proposed Regulations for Every Student Succeeds Act

The U.S. Department of Education named committee members who will draft proposed regulations in two areas of Title I, Part A of the Every Student Succeeds Act (ESSA). This is the latest step in the process of implementing ESSA.

“We look forward to working with the committee to promote equity and excellence for all students by providing states and school districts with timely regulations so that they can plan ahead and support students and educators,” said Ann Whalen, senior advisor to the secretary, delegated the duties of the assistant secretary for elementary and secondary education.

ESSA replaces the outdated No Child Left Behind law and expands on the work this Administration, states, districts and schools across the country have already started. The new law will help build on key progress that we’ve made in education over recent years—including a record high school graduation rate of 82 percent, significant expansion of high-quality preschool, and a million more African American and Hispanic students enrolled in college than in 2008, when President Obama took office.

ESSA promotes equitable access to educational opportunities in critical ways, such as asking states to hold all students to high academic standards to prepare them for college and careers and ensuring action in the lowest-performing schools, high schools with low graduation rates, and in schools that are consistently failing subgroups of students. Maintaining effective, high-quality assessments and ensuring that all states and districts know how to meet the updated “supplement not supplant” requirement are crucial to achieving these objectives.

The Department hosted public forums, held meetings with stakeholders and received hundreds of written comments on how to best support states, districts and schools in the transition to the new law, which informed the negotiated rulemaking process that is now underway. The negotiators and alternative negotiators announced today represent the constituencies that are significantly affected by the topics proposed for negotiation, including state and local education administrators and board members, tribal leadership, parents and students, teachers, principals, other school leaders, and the civil rights and business communities. Negotiators were selected to represent all of the geographic regions of the country. In addition, the Department selected negotiators who would contribute to the diversity and expertise of the negotiating committee.

The committee will draft proposed regulations in the following two areas of Title I, Part A of ESSA: (1) the requirement that federal funds supplement, not supplant, non-federal funds in high-need schools and (2) assessments.

The selected negotiators and their alternates have received background materials to help prepare for their discussions, including issue papers on key areas identified by the Department in the notice announcing formation of the committee. Those areas are:

1. Supplement not supplant

2. Assessments

- Computer adaptive testing
- The exception for advanced mathematics assessments in 8th grade
- Locally selected, nationally recognized high school assessments
- The inclusion of students with disabilities in academic assessments
- State administration of alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, subject to a cap of 1 percent of students assessed in a subject
- The inclusion of English learners in academic assessments
- The inclusion of English learners in English language proficiency assessments
- Updating existing regulations to reflect statutory changes

In some issue papers, the Department included draft regulatory language intended to facilitate discussion among the negotiators. The committee has ultimate authority over the content of its final recommendations to the Department and may use the materials as guides. To access the materials provided to the committee, please see our website:
<http://www2.ed.gov/policy/elsec/leg/essa/index.html>.

The committee will convene March 21-23 and April 6-8 with an optional session April 18-19 at its discretion. These meetings are open to the public, and more information on the time, location and other logistics for the meetings will be distributed at a later date.

Members of the ESSA Negotiated Rulemaking Committee:

Constituency	Negotiators
State administrators and state boards of education	Tony Evers, Wisconsin Department of Public Instruction Marcus Cheeks, Mississippi Department of Education
Local administrators and local boards of education	Alvin Wilbanks, Gwinnett County Public Schools, Georgia Derrick Chau, Los Angeles Unified School District, California Thomas Ahart, Des Moines Public Schools, Iowa *
Tribal leadership	Aaron Payment, Sault Ste. Marie Tribe, Michigan Leslie Harper, Leech Lake Band of Ojibwe, Minnesota*
Parents and students, including historically underserved students	Lisa Mack, Ohio Rita Pin Ahrens, District of Columbia
Teachers	Audrey Jackson, Boston Public Schools Ryan Ruelas, Anaheim City School District,

	California Mary Cathryn Ricker, St. Paul Public Schools/American Federation of Teachers, Minnesota*
Principals	Lara Evangelista, New York City Department of Education, New York Aqueelha James, District of Columbia Public Schools*
Other school leaders, including charter school leaders	Eric Parker, Montgomery Public Schools, Alabama Richard Pohlman, Thurgood Marshall Academy, District of Columbia*
Paraprofessionals	Lynn Goss, School District of the Menomonie, Wisconsin Regina Goings, Clark County School District, Nevada*
Civil rights community, including representatives of students with disabilities, English learners, and other historically underserved students	Delia Pompa, Migration Policy Institute, Texas Ron Hager, National Disability Rights Network, District of Columbia Liz King, The Leadership Conference on Civil and Human Rights, District of Columbia* Janel George, NAACP Legal Defense and Educational Fund, District of Columbia*
Business community	Kerri Briggs, Exxon Mobil, Texas Kenneth Bowen, Office Depot, North Carolina *

*Non-voting member

Historic Investment: \$17.4 Million in Grants Available to Help Native Youth

The U.S. Department of Education today announced it is more than tripling—from \$5.3 million to \$17.4 million—the availability of funding for grants to help Native American youth become college- and career-ready.

The extra support is being provided for Native Youth Community Projects (NYCP) as an ongoing step toward implementing President Obama's commitment to improving the lives of American Indian and Alaskan Native children. The grants will support the President's Generation Indigenous "Gen I" Initiative to help Native American youth.

In a Federal Register notice, the Department said it expects to make approximately 19 demonstration awards ranging from \$500,000 to \$1 million to tribal communities before Sept. 30.

"In too many places across Indian Country, Native youth do not receive adequate resources to help prepare them for success in school or after graduation," said Acting U.S. Secretary of Education John B. King Jr. "The Native Youth Community Projects are an investment in bringing tribal communities together to change that reality, and dramatically transform the opportunities for Native youth. When tribal communities join together around shared goals for Native youth, we will see locally driven solutions coming from leaders who work most closely with students and are best-positioned to lead change."

William Mendoza, executive director of the White House Initiative on American Indian and Alaska Native Education, said, "These resources are desperately needed in tribal communities and are rooted in the value of tribally driven partnerships and strategies as a foundation to addressing the challenges Native youth face."

Today's announcement builds on the NYCP grants awarded last year to a dozen recipients in nine states that impacted over 30 tribes and involved more than 48 schools. The NYCP program is based on significant consultation with tribal communities and recognizes that these communities can best:

- Identify key barriers to and opportunities for improving educational and life outcomes for Native youth, and
- Develop and implement locally produced strategies designed to address those barriers.

Each grant will support a coordinated, focused approach chosen by a community partnership that includes a tribe, local schools and other optional service providers or organizations.

For example, the program allows tribes to identify ways to achieve college and career readiness specific to their own populations—which could include any number of approaches, such as early learning, language immersion or mental health services. Communities can tailor strategies to address barriers to success for students in college-and-career readiness. The success of these projects will guide the work of future practices that improve the educational opportunities and achievement of preschool, elementary and secondary Indian students.

The President's recent fiscal year 2017 budget proposal calls for increased investments across Indian Country. The plan would:

- Significantly expand the overall funding for NYCP to \$53 million.
- Provide \$350 million for Preschool Development Grants—an increase of \$100 million over fiscal year 2016—to help develop and expand high-quality preschool programs in targeted communities, including planning grants to tribal governments.
- Help nearly 470,000 Native students with increased support for Title I programs serving low-income schools with funding necessary to provide high-need students access to an excellent education. The proposal seeks \$15.4 billion—a \$450 million increase—for all Title I efforts.

In addition, Acting Secretary King will be visiting the Pine Ridge reservation in South Dakota in the coming months to listen to the needs of tribal officials and share information on the efforts by the Administration to help Native youth and adults.

For more on the Administration's investment in Native American issues, visit <https://www.whitehouse.gov/nativeamericans>.

U.S. Department of Education Takes Action to Deliver Equity for Students with Disabilities

The U.S. Department of Education took a critical step today toward addressing widespread disparities in the treatment of students of color with disabilities, proposing a new rule to improve equity in the Individuals with Disabilities Education Act (IDEA).

The nation's special education law, IDEA, aims to ensure fairness in the identification, placement, and discipline of students with disabilities. Yet disparities persist, and students of color remain more likely to be identified as having a disability and face harsher discipline than their white classmates.

In order to address those inequities, IDEA requires states to identify districts with "significant disproportionality" in special education—that is, when districts identify, place outside the regular classroom, or discipline children from any racial or ethnic group at markedly higher rates than their peers. According to a new analysis by the Department of data states submitted under IDEA, hundreds of districts around the country with large racial and ethnic disparities go unidentified. For example, 876 school districts gave African American students with disabilities short-term, out-of-school suspensions at least twice as often as all other students with disabilities for three years in a row. But, in 2013, states identified fewer than 500 districts in total with "significant disproportionality."

"We have a moral and a civil rights obligation to ensure that all students, with and without disabilities, are provided the tools they need to succeed, regardless of background," said Acting U.S. Secretary of Education John B. King Jr. "IDEA exists for the purpose of ensuring that students get the unique services they need, and we owe it to them and to ourselves to uphold all of the law's provisions."

"At its core, My Brother's Keeper is about making sure all of our kids know they matter and have a clear pathway to achieve their dreams, regardless of where they come from, or the circumstances into which they are born," said Broderick Johnson, cabinet secretary and chair of the My Brother's Keeper Task Force. "Today's Equity in IDEA announcement brings us a critical step forward in closing the startling opportunity gaps that limit far too many of our children's potential."

The proposed Equity in IDEA rule would, for the first time, require states to implement a standard approach to compare racial and ethnic groups, with reasonable thresholds for determining when disparities have become significant. That determination is critical to ensuring students get the supports they need and deserve. Once identified as having a significant disproportionality, the district must set aside 15 percent of its IDEA, Part B funds to provide comprehensive coordinated early intervening services. Further, the policies, practices, and procedures of the district must be reviewed, and, if necessary, revised to ensure compliance with IDEA.

The proposed rule would also provide identified districts with new flexibility to support the needs of students. The Department has proposed to broaden the allowable uses of the 15 percent set aside, currently used to fund early intervening services, to include services to students with and without disabilities, from ages 3 through grade 12. Up until now, identified districts could only use these funds to support students without disabilities, and only in grades K through 12, severely limiting the use of interventions that might address early needs and reduce disparities in the placement and discipline of students with disabilities.

However, data clearly show that IDEA's mandate, as currently implemented, does not fulfil its intended purpose, resulting in limited implementation of early intervening services. That's why the Department is taking action today.

In 2013, the Government Accountability Office released a report showing the status quo has resulted in virtually no action to address this issue. Accordingly, the Department has found that, from year to year, only 2 to 3 percent of districts nationwide are identified with significant disproportionality, and required to take action. Further, the Department's analysis makes clear this figure fails to represent the true scope and breadth of significant disparities we currently see in special education.

Many children of color—particularly Black and American Indian youth—are identified at substantially higher rates than their peers. It is critical to ensure that overrepresentation is not the result of misidentification, which can interfere with a school's ability to provide children with the appropriate educational services required by law.

Disparities are also prevalent in the discipline of students of color with disabilities. With the exception of Latino and Asian-American students, more than one out of four boys of color with disabilities (served by IDEA)—and nearly one in five girls of color with disabilities—receives an out-of-school suspension.

Because of these disparities and their lasting impacts on children's lives, President Obama's My Brother's Keeper Task Force identified restoring equity for students with disabilities as a key priority. Today's announcement delivers on that commitment.

New U.S. Department of Education Report Highlights Colleges Increasing Access and Supporting Strong Outcomes for Low-Income Students

As part of the Obama Administration's commitment to helping all Americans complete a quality, affordable college education, the U.S. Department of Education today released a report highlighting the efforts of colleges and universities to promote access, opportunity and success among low-income students, and identifying areas of much-needed improvement.

"For students from low- and moderate-income families, a college degree is the surest path to the middle class in our country. I applaud the colleges and universities that have taken measurable steps to open up this pathway and make it a successful one for students from all backgrounds. But we need these types of efforts to become the rule and not the exception," said U.S. Secretary of Education John B. King Jr.

The report, *Fulfilling the Promise, Serving the Need: Advancing College Opportunity for Low-Income Students*, shines a light on institutions across the country that have a strong record of success when it comes to ensuring that low-income students are not just attending college, but are completing their degrees. The report highlights schools that excel in providing Pell-eligible students with access to college, as well as schools with strong performance on measures of college success for students eligible for Pell Grants and recognizes the important role many community colleges play in serving more than 40 percent of our nation's undergraduates.

The report is also a call to action for institutions with significant gaps between completion rates for Pell recipients and overall completion rates, as well as institutions that, despite positive outcomes, have not succeeded in enrolling a significant proportion of low-income students.

The report highlights the fact that many similarly situated colleges and universities have divergent outcomes on key measures of college success and access. A key takeaway from this report is that the actions of colleges and universities matter and that institutions of higher education can do more to help Pell students on their campus reach their educational goals and career aspirations, even in an era where the demands on colleges are great and the resources are limited.

Using data available in the College Scorecard, and incorporating the findings of analyses by outside organizations focused on student success, this report focuses mostly on four-year colleges. The data file is available [here](#).

Since the beginning of his Administration, President Obama has worked to ensure more Americans have the opportunity to get a quality, affordable higher education, with promising results—more students are graduating college than ever before. But many American families still feel that college may be out of reach.

This Administration has made historic investments that have made college affordable for more Americans, particularly those from low- and moderate-income families. With more students accessing financial aid to attend college, Pell grant recipients have grown to be nearly 40 percent of all students and the maximum award has risen by more than \$1,000. This year, the bolstered Pell program reduced the cost of college by an average of \$3,700 for 8 million students. Coupled with the American Opportunity Tax Credit (AOTC), which provides up to \$10,000 over four years of college, the Administration has doubled investments in grant and scholarship aid. This year, the AOTC will cut taxes to help families pay for college by over \$1,800 on average for nearly 10 million low-income and middle class families. The Administration has also created pilot programs that would expand Pell Grant eligibility to help high school students get a jump start on college coursework through dual enrollment programs and to help some incarcerated individuals prepare for reentry as contributing members of their communities. To help more students access the over \$150 billion in federal financial aid available, this Administration has simplified and streamlined the FAFSA, cutting down the time it takes to complete by two-thirds – to 20 minutes.

Starting on October 1, students and families will be able to access the FAFSA three months earlier, which allows them to have a more reliable understanding of college costs around the same time that they are searching for, applying to, and even selecting colleges.

The Administration has also taken action to empower students and families to make better college choices by providing critical information about college costs and value through the redesigned College Scorecard. In addition to the work of the Administration, others need to do their part. States must make the necessary investments in colleges and universities needed to keep college affordable and serve students well. And Congress needs to do more to strengthen and further support access, affordability, and completion.

Colleges and universities also have a shared responsibility to expand access to all students and offer targeted supports for low-income students. Already, more than 700 colleges and universities and their partners have made commitments in support of expanding college opportunity under the President and First Lady's call-to-action, showing the powerful potential of collective action across the country to help students access and succeed in college. These commitments to increase the number of college graduates, enhance college readiness through K-16 partnerships, improve access to highly trained school counselors, strengthen STEM education, and expand access to education already have and will continue to reach hundreds of thousands of students in the coming years.

"For us to thrive as a diverse democracy and for individuals to achieve their dreams of success, higher education must fulfill its promise of providing opportunity to all students, regardless of their race, gender, or income level. That opportunity means access, but getting into college is not enough. It's getting in and getting through that matters. There are remarkable institutions around the country succeeding at making access and success a reality for low income students. We need to learn from their leadership and spread the word about practices that work," said U.S. Under Secretary of Education Ted Mitchell.

Today's release of the report will complement efforts to accelerate the momentum to strengthen college performance at all corners of the country. Secretary King and Under Secretary Mitchell will convene college presidents, trustees and campus leaders from across the nation, including several who are included in the report, at an event titled, *Championing Completion: Improving College Outcomes for Pell Students*. The event, hosted by the U.S. Department of Education will celebrate the promising and proven practices developed by these institutions to advance success for low-income students, and encourage broader conversations among the field to accelerate this work.

Key Administration Proposals to Support Access, Affordability, and Success:

- **Pell for Accelerated Completion** would allow full-time students the opportunity to earn a third semester of Pell Grants in an academic year, enabling them to finish faster by taking additional courses year-round and better meeting the diverse needs of today's students. Many full-time students exhaust their annual Pell eligibility after just two semesters and, as a result, are unable to pay for summer courses. Instead, they must wait until the beginning of the next academic year to continue their studies. This proposal will provide nearly 700,000 students next year who are making real progress toward on time graduation with an additional \$1,915 on average to help pay for college and complete their degrees faster.
- **On-Track Pell Bonus** would create an incentive for students to stay on track or accelerate their progress towards a degree through an increase of \$300 in the Pell Grant awards of students who take 15 credits per semester in an academic year. The bonus would encourage students to take the credits needed to finish an associate degree in two years (60 credits) or a bachelor's degree in four years (120 credits). Finishing faster means more students will complete their education at a lower cost and likely with less student debt. This proposal would help an estimated 2.3 million students next year as they work to finish their degrees faster.

Key Administration Proposals to Support College Access and Success:

- **Rewarding colleges that successfully enroll and graduate students from all backgrounds.** The College Opportunity and Graduation Bonus program would recognize and provide a bonus to high-performing colleges that enroll and graduate a significant number of low- and moderate-income students, as demonstrated by high graduation rates for Pell Grant

recipients and low cohort default rates, and encourage all institutions to improve their performance.

- **Making two years of high-quality community college, or two years at an HBCU or MSI, free** for responsible students through America's College Promise, letting millions of responsible students earn the first half of a bachelor's degree and the skills needed to succeed in the workforce at no cost. America's College Promise would create a new partnership with states and would require everyone to do their part: Community colleges must strengthen their programs and increase the share of students who graduate, states must invest more in higher education and training, and students must take responsibility for their education, earn good grades, and stay on track to graduate.
- **Ensure Pell Grants keep pace with rising costs** by continuing to index the Pell Grant to inflation beyond 2017 with mandatory funding to protect and sustain its value into the future. The Health Care and Education Reconciliation Act signed by the President increased the maximum award by the Consumer Price Index from 2013 to 2017. Without permanent CPI indexing, the purchasing power of Pell will erode, making it harder for students and families to afford college. Indexing the Pell Grant means that, compared with current law, the maximum Pell Grant award \$1,300 in the 2026-2027 award year, resulting in larger awards for 9.2 million students.
- **Second Chance Pell Pilot Program** tests new models to allow incarcerated Americans to receive Pell Grants and pursue postsecondary education with the goal of helping them get jobs, support their families, and turn their lives around. Through this pilot program, incarcerated individuals who otherwise meet Title IV eligibility requirements and are eligible for release, particularly within the next five years, could access Pell Grants to pursue postsecondary education and training.

FACT SHEET: Spurring African-American STEM Degree Completion

Early in his Administration, President Obama made improving science, technology, engineering, and mathematics (STEM) education a priority. To meet the nation's evolving workforce needs, America will need to add 1 million more STEM professionals by 2022. ^[1] To meet this need and bring welcome diversity to STEM industries, we must continue to support and encourage STEM degree completion, especially for African-Americans and others who are underrepresented in these fields yet have a long history of achievement in STEM fields.

Historically Black Colleges and Universities (HBCUs) are particularly critical to meeting the STEM challenge, as engines of economic growth and ladders of advancement for generations of African Americans. That's why the Administration has instituted policies that provide \$850 million over the next decade to renew, reform, and expand programs to ensure students have the opportunity for educational and career success at HBCUs. Over the past seven years, the Obama Administration's efforts have resulted in unprecedented levels of public-private collaboration in STEM education; policies and budgets focused on maximizing Federal investments to increase student access and engagement in active, rigorous STEM-learning experiences; and meaningful efforts to inspire and recognize young inventors, discoverers, and makers.

Despite many of the STEM education programs called for by the President not being funded by Congress, the Administration has made significant strides to close the access and equity gaps in STEM education. The Department of Education, specifically, created an Office of STEM to help coordinate STEM programs throughout the Department and across our Federal partners. Also, STEM is now a funding priority in over 60 different ED programs—including the Arts—to raise awareness of the need for and interest in strengthening STEM education.

HBCUs Meet the Challenge

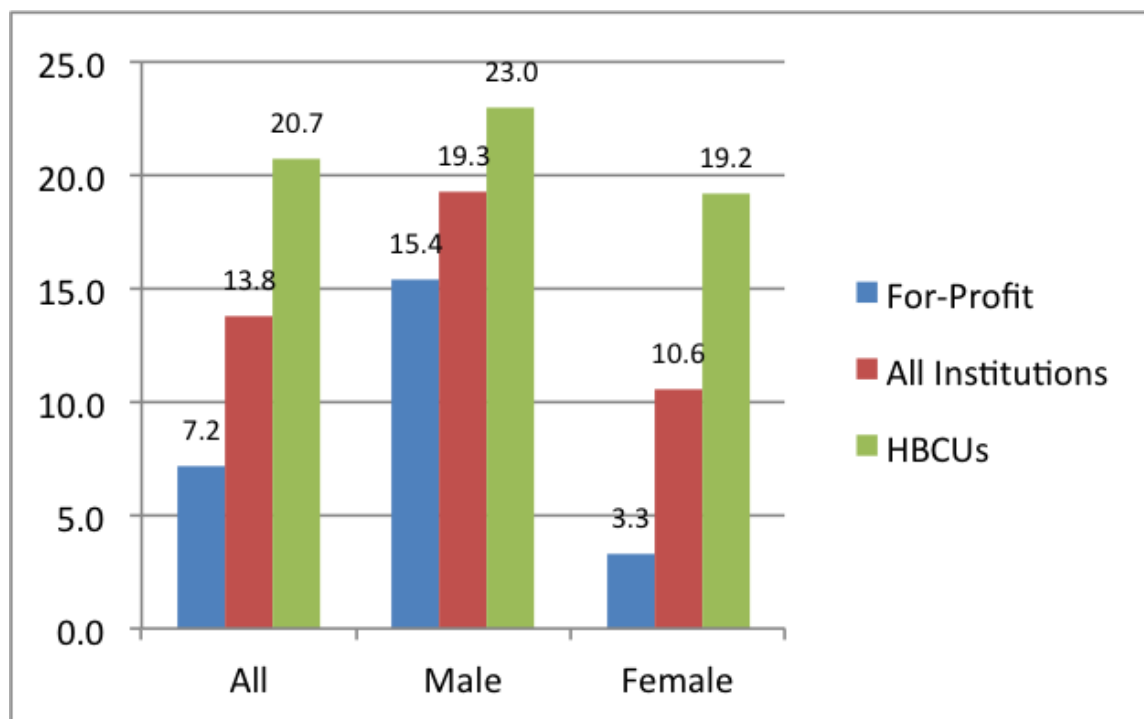
For more than a century, HBCUs have been leaders in educating African-American college graduates who excel in their fields. A recent report from the National Science Foundation revealed that 21 of the top 50 institutions for educating African-American graduates who go on to receive their doctorates in science and engineering, are HBCUs.

The contributions of HBCUs do not stop there:

- Even though our nation's HBCUs make up just 3 percent of colleges and universities, they produce 27 percent of African-American students with bachelor's degrees in STEM fields.
- In 2011, HBCUs conferred one-fourth of the bachelor's degrees in education awarded to African-Americans.
- Xavier University, an HBCU, awards more undergraduate degrees in the biological and physical sciences to African-American students than any other university in the nation.^[2]

HBCUs have implemented proven practices to assist students in STEM fields to obtain rich professional experiences, research opportunities, and mentorships; navigate through courses and financial challenges, and drive students to post-baccalaureate success.

STEM Degrees Conferred per 1,000 Black Students Enrolled in 2009 ^[3]



Need to Further Invest in STEM Degree Completion

African-American and Latino college enrollment is up by more than a million students since 2008. ^[4] While these institutions have made considerable progress, there is more to be done. Students of color still have low degree completion rates and low representation in STEM fields, where needs for professionals and technical personnel are growing tremendously. African-American students, like their Hispanic, American Indian, and Asian counterparts, are underrepresented in STEM programs and courses of study compared to their overall college enrollment rate. African-Americans received just 7.6 percent of all STEM bachelor's degrees and 4.5 percent of doctorates in STEM. ^[5] In 2011, 11 percent of the workforce was black, while 6 percent of STEM workers were black (up from 2 percent in 1970). ^[6]

Need to Further Address Resource and Achievement Gaps to Increase Degree Attainment

Despite educational progress over the past seven years, including climbing graduation rates and shrinking dropout rates, too many African-American students still lack access to the educational resources that offer a fair shot at success. than one-third of public high schools serving predominantly African-American students offer calculus. Only about 40 percent of public high schools serving predominately African-American students offer physics. ^[7] This lack of access to foundational STEM skills puts African-American students at a significant disadvantage in preparing for advanced STEM courses and careers. In addition to the resource gaps, African-American students exhibit achievement gaps, often established by the fourth grade and show little change after, according to the Joint Center for Political and Economic

Studies. Moreover, by the eighth grade, less than one-third of African-American students are proficient in math and science. A 2012 study amongst 34 industrialized countries belonging to the Organization for Economic Cooperation and Development found that the U.S. ranked 27th on the math exams and 20th on the science exams. [8]

Advanced Placement (AP) courses are high school courses through which students can acquire college credit. African-American students represent 16 percent of all high school students, but only 9 percent among students enrolled in an AP course. [9] Moreover, of those African-American students enrolled in an AP course, only 4 percent received AP test scores that qualified for college credit. No African-American students took the AP computer science exam in nine states: Idaho, Mississippi, Montana, New Hampshire, New Mexico, North Dakota, South Dakota, Utah, and Wyoming. Mississippi has the highest share of African-Americans of any state. [10], [11]

Administration and Department Efforts to Support STEM Degree Attainment

From early in his Administration, President Obama has made STEM education a priority. The Administration's actions to accelerate progress include:

- The America's College Promise proposal makes two years of community college free for hard-working students, and also offers two years at four-year HBCUs and Minority Serving Institutions (MSIs) at no or at a significantly reduced cost.
- The Administration has secured more than \$1 billion in private investments for improving STEM education as part of the President's Educate to Innovate campaign.
- Thanks to deep public and private commitments, our nation is 50% of the way towards achieving the goal the President set in 2011, of preparing 100,000 new math and science teachers by 2021, and a historic 25,000 additional engineers are graduating yearly compared to when President Obama took office. [12]
- This White House has announced more than 350 commitments from college and university leadership and others to provide pathways for underrepresented students to attain STEM degrees.
- President Obama has started traditions such as the White House Science Fair to honor young people using science, technology, engineering, and mathematics to improve their communities and the world.
- And in his final budget announced last month, the President sustains this impressive track record with an investment of \$3.0 billion across 14 Federal agencies for dedicated STEM education programs.

The Department of Education, specifically, administers a number of impactful STEM programs to improve student preparedness and increase degree attainment, including:

- The Mathematics and Science Partnerships Program that funds collaborative partnerships between STEM departments at institutions of higher learning and high-need school districts after states hold their own competitions.
- The Teacher Quality Partnership that improves the quality of new teachers by creating partnerships among institutions of higher education, high-need school districts, and early childhood education programs.
- The Minority Science and Engineering Improvement Program that assists predominantly minority institutions in effecting long-range improvements in science and engineering education programs and in increasing the flow of underrepresented minorities, particularly minority women, into science and engineering careers.
- The Upward Bound Math-Science Program is designed to strengthen the math and science skills of participating students. The aim is to encourage students to pursue postsecondary degrees, and ultimately professions, in these fields.

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NCWD: Intersection: Navigating the Road to Work

All information and more details of the information below can be found at:

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

NCWD/Youth Hosts Congressional Briefing on ILPs

On February 23, 2016, two NCWD/Youth partners, the Institute for Educational Leadership and Boston University, hosted a congressional briefing at the Hart Senate Office Building. This briefing discussed how states, school districts, and schools use Individualized Learning Plans (ILPs) to support transition from school to college and careers. School and district leaders and school counselors from Colorado and Wisconsin discussed ILP strategies, related activities, and challenges implementing ILPs. They also emphasized how ILPs can augment, complement, and further the transition goals and priorities of Individualized Education Programs (IEPs) of students with disabilities. School counselors highlighted the impact of ILPs on youth and families and the experiences and challenges faced with whole-school ILP implementation. State leaders shared examples of recommended resources and highlighted their implementation of innovations to support district efforts.

NCWD/Youth Hosts Webinar with CAST on Improving Postsecondary Outcomes with Universal Design for Learning

On February 17, 2016, NCWD/Youth and CAST hosted a webinar for postsecondary institutions on how to use Universal Design for Learning (UDL) to improve retention and graduation rates. The webinar provided an orientation to UDL and explained how postsecondary education professionals use evidence-based UDL practices to facilitate engaged learning for all students. This webinar is part of a series for postsecondary education faculty and staff hosted by NCWD/Youth. The full recording and transcript are available online.

ED Releases NPRM to Improve Equity in IDEA

The U.S. Department of Education (ED) has published a notice of proposed rulemaking (NPRM) to address equity for students with disabilities of color under the Individuals with Disabilities Education Act (IDEA). The press release for this NPRM indicated that this proposed rule would require states to implement a standard approach to compare racial and ethnic groups for determining disproportionality. The proposed rule outlined thresholds for determining when disparities for students with disabilities among ethnic/racial groups become significant. These thresholds would address disparities across educational placement, disciplinary practices, and identification of disabilities. Once identified as having a significant disproportionality, a school district would set aside 15 percent of IDEA Part B funds for comprehensive, coordinated early intervening services. Further, the policies, practices, and procedures of the district would receive review and, if necessary, be revised to ensure compliance with IDEA.

SSA Publishes Advanced NPRM on Ticket to Work Program

On February 10, 2016, the Social Security Administration published an Advanced Notice of Proposed Rulemaking to solicit public input on "whether and how we might revise the current Ticket to Work program rules." SSA noted, "We want to explore improving our Ticket to Work program as part of our ongoing effort to help our beneficiaries find and maintain employment that leads to increased independence and enhanced productivity. If we propose specific revisions to our regulations, we will publish a notice of proposed rulemaking (NPRM) in the Federal Register." SSA is requesting comments by April 11, 2016.

EEOC Proposes Section 501 Regulations for the Federal Government's Affirmative Action Obligation for Employment of People with Disabilities

On February 23, 2016, the U.S. Equal Employment Opportunity Commission (EEOC) published a Notice of Proposed Rulemaking (NPRM) for Section 501 of the Rehabilitation Act. This NPRM addresses affirmative action obligations of federal agencies in employment for people with disabilities. The proposed

rule reaffirms the federal government's commitment to being a model employer of people with disabilities. It would require federal agencies to adopt the goal of achieving a 12% representation rate for individuals with disabilities, and a 2% representation rate for individuals with targeted/severe disabilities.

Targeted disabilities are those on which the government has, for several decades, placed a special emphasis in hiring because of the greatest barriers to employment. Members of the public have until April 25, 2016 to submit comments. EEOC has also published a question-and-answer document on the NPRM and a document providing background information and a summary of the NPRM.

DOJ Seeks to Better Understand Strategies Addressing Needs of Justice-Involved Youth

On January 21, 2016, the National Institute of Justice (NIJ) in the Department of Justice's Office of Justice Programs (OJP) released a new Dear Colleague letter. This Dear Colleague letter solicits information on responses and strategies to address the needs of justice-involved young adults. NIJ has contracted with an independent consultant to conduct an environmental scan of developmentally informed practices for young adults involved in the criminal justice system. This information will help OJP and NIJ establish new program and research priorities for this population. Organizations implementing programs or strategies that address the needs of justice-involved young adults can send information on their practices to YoungAdultCrimJustPrograms@usdoj.gov.

ICI Tracks WIOA State Plans

States are currently developing their state plans for implementation of the Workforce Innovation and Opportunity Act of 2014 (WIOA), which are due to the federal government by April 1, 2016. The Institute for Community Inclusion (ICI) is tracking the status of each state's WIOA plan released for public comment. ICI has also recently released a guide for review of WIOA state plans from a disability perspective. This guide supports reviewing WIOA state plans according to how provisions address the needs of individuals with disabilities in the workforce development system and vocational rehabilitation.

U.S. Chamber of Commerce Hosts National Summit on Career Development

On February 22, 2016 the U.S. Chamber of Commerce and 11 national organizations jointly held a summit on Reviving the American Dream: Using Career Development to Prepare All Young Adults for Career Success. This summit brought together national, state, and regional leaders from the education, business, government, and nonprofit communities. Participants discussed ways to support elevating career development in K-12 education, postsecondary education, and the workplace. They also discussed strategies for scaling up and sustaining career development for youth and the development of collaborations with the business community to help accomplish this. The 12 host organizations for the Reviving the American Dream summit included: Act Inc., Association for Career and Technical Education, America's Promise Alliance, Council of Chief State School Officers, Global Pathways Institute at Arizona State University, Manufacturing Skills Standards Council, National Career Development Association, National Governor's Association, SME, The State Directors of Career and Technical Education Consortium, NCWD/Youth, and The U.S. Chamber of Commerce Foundation.

Superintendents Association Launches Campaign on College and Career Readiness

AASA, the school superintendents association, launched a new Redefining Ready! campaign at the National Conference on Education on February 11, 2016. This campaign seeks to support the introduction of research-based metrics for assessing college, career, and life readiness of youth.

Schools and Businesses Celebrate National Career and Technical Education Month

During February, secondary schools and businesses in the U.S. celebrated the ninth anniversary of national Career and Technical Education (CTE) Month®. The Association for Career and Technical Education (ACTE) established CTE Month in 2007 to recognize the achievements of secondary students enrolled in CTE programs. This year, CTE Month promoted the theme of "Opportunities for Career Success" to highlight how CTE has advanced career opportunities and economic success for youth. CTE has particularly opened new options for students with disabilities. Many school districts have enrolled a larger percentage of students with disabilities in regional and vocational high schools than general high schools.

DOL Celebrates National Black History Month

The U.S. Department of Labor (DOL) celebrated Black History Month during February. Joan Farrelly-Harrigan, deputy director of the Women's Bureau at DOL, authored a blog post on the contributions of black women to the American labor force. Her post highlighted the progress made toward workplace equity and continuing challenges, including a large gap in wages. The latest available data on annual earnings indicated that black women earned nearly 20 percent less than white non-Hispanic women in 2015. Black women earned 40 percent less than white non-Hispanic men. Taryn Williams, chief of staff for DOL's Office of Disability Employment Policy, also authored a blog post on *Celebrating and Expanding the Legacy of Black History for Americans*. Her post highlighted historical parallels between challenges faced by black Americans and Americans with disabilities.

White House to Seek Nearly \$6 Billion in Funding for Youth Employment and Job Training

The President's budget for the next fiscal year includes a \$5.5 billion proposal to help more than 1 million young people secure their first job. This proposed initiative would allocate \$1.5 billion for connecting young people with summer jobs and educational opportunities. It would also allocate \$2 billion to connect 150,000 young people to jobs and job training and \$2 billion in competitive grants to for communities. These grants would "create more seamless pathways for disconnected and at-risk youth to get a high school diploma and start down the path to a job or a degree." The budget proposal additionally allocates \$2 billion for a training fund.

White House Hosts Learning Exchange on Employing Out-of-School Youth

On February 16, 2016, the White House hosted a celebration and learning exchange for 11 teams focused on improving the customer experience for employment of out-of-school youth. These teams presented innovative approaches to improving service-delivery in front of White House and Department of Labor officials. Their initiatives addressed a national call for the Customer Centered Design Challenge under the Workforce Innovation and Opportunity Act (WIOA).

DOL Announces Summer Jobs and Beyond Grant Competition

The Department of Labor (DOL) announced the Summer Jobs and Beyond: Career Pathways for Youth grant competition on February 4, 2016. DOL will award grants of up to \$2 million to 10 workforce development boards to expand summer job programs into year-round employment, career pathway, and work experience programs.

Call for Participants for Survey on Youth Voting

YO! Disabled & Proud invites youth and young adults with disabilities ages 18 to 28 to participate in a voting survey especially for and by youth. YO! seeks to understand how youth with disabilities vote to support planning youth-friendly voting activities and events.

Call for Participants in Patient-Centered Research Survey

Family Voices and the Society for General Internal Medicine (SGIM) are seeking input about experiences with and expectations from participation in medical research. Individuals who have participated in medical research can complete an online survey. This survey seeks to support advancing patient-centered outcomes research among primary care physicians, physician-educators, and physician-investigators.

NCWD/Youth Blog Posts

NCWD/Youth's blog features current and relevant information related to the Guideposts for Success, Youth Development and Leadership, Innovative Strategies, Professional Development, and more *Point, Process, Product: Developing Resources with Youth - 2/26/2016*

NCWD/Youth Celebrates Black History Month! Check out some of our related blogs:

What I Want for Black History Month

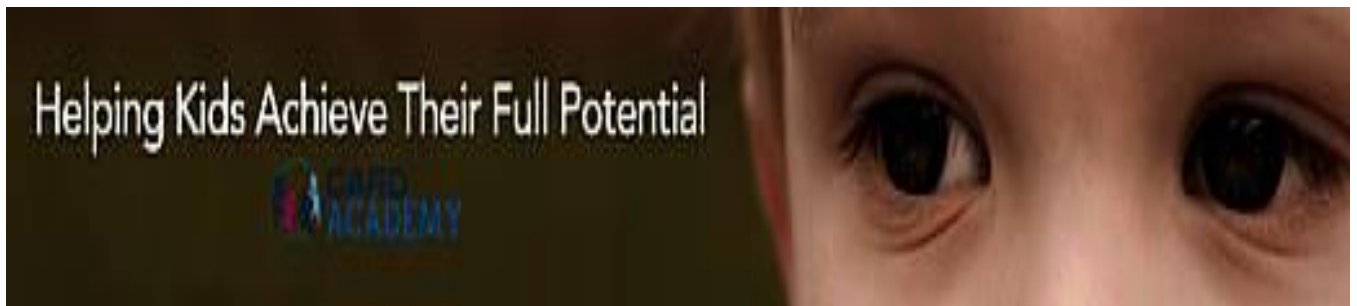
Symmetrical Identities

Black History Month and the Education, Employment, and Wage Gap for Young African American

Males (Part 1 of 2)

Solutions and Strategies for Closing the Education, Employment, and Wage Gap for Young African American Males (Part 2 of 2)

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Centers for Disease Control and Prevention (CDC): Latest Research in the Field

Attention-Deficit/Hyperactivity Disorder and Psychiatric Comorbidity: Functional Outcomes in a School-Based Sample of Children

The *Journal of Attention Disorders* has published a new study, *Attention-Deficit/Hyperactivity Disorder and Psychiatric Comorbidity: Functional Outcomes in a School-Based Sample of Children*. This study looked at the number of children with attention-deficit/hyperactivity disorder (ADHD)(<http://www.cdc.gov/ncbddd/adhd/facts.html>) who also have another mental disorder, and it also reported the impact that these disorders had on affected children.

Researchers from the CDC, the University of Florida-Jacksonville, and the University of Oklahoma Health Sciences Center found that *more than half of children with ADHD also had another mental disorder, and these children were more likely to have other problems, such as struggling with friendships and getting into trouble in school or with the police.*

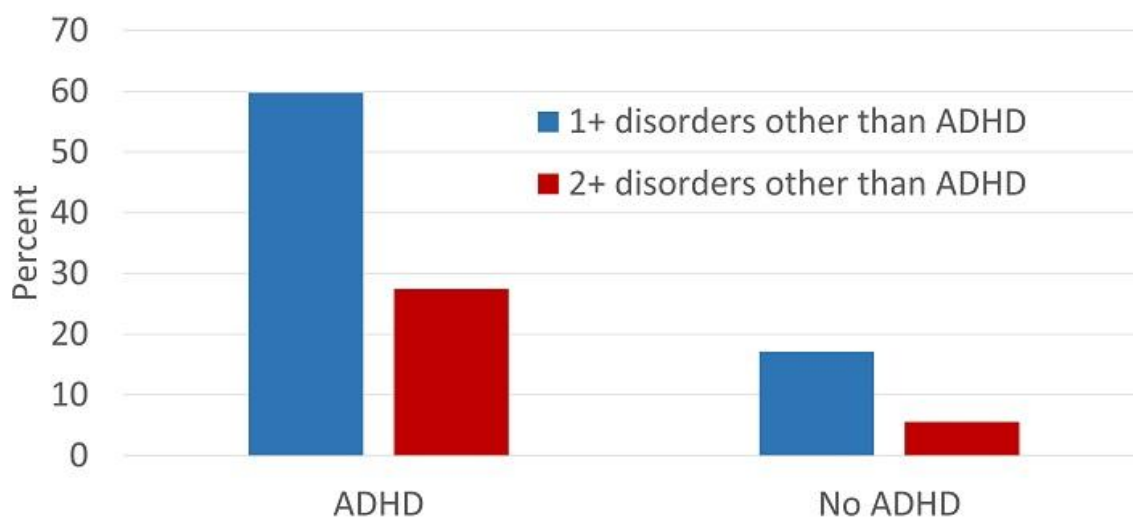
This study can help physicians understand the needs of children with ADHD and inform the care plans developed for these children.

Main Findings

Using data from the Project to Learn about ADHD in Youth (PLAY(<http://www.cdc.gov/ncbddd/adhd/play.html>)), the researchers found clear patterns of co-occurring conditions:

- Children with ADHD were more than twice as likely as children without ADHD to have another mental disorder.
- More than half of children (60%) with ADHD had another mental disorder (blue vertical bar for children with ADHD in the chart), most often conduct disorder (CD) or oppositional defiant disorder (ODD).
- One in four children (25%) with ADHD had two or more other mental disorders (red vertical bar for children with ADHD in the chart).

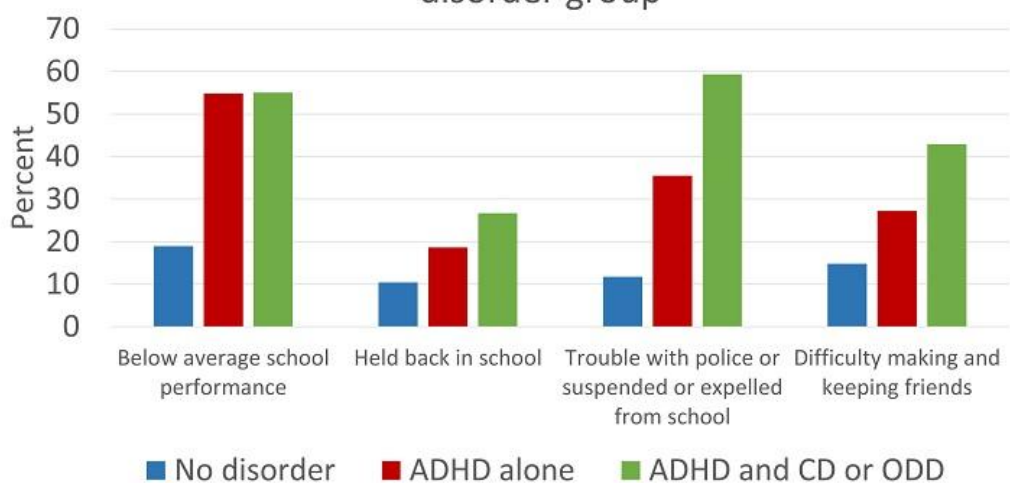
Percent of children with and without ADHD who have another mental disorder



The researchers also found that children with ADHD, CD, or ODD often had more difficulties in school, problems with making and keeping friends, and getting in trouble with the police: (see chart below)

- Children with ADHD often had trouble with police, or were suspended or expelled from school.
- Children with ADHD and CD and/or ODD were the **most likely** to have difficulties in school, problems with friendships, and get in trouble with the police (green vertical bars in the chart).

Percent of children with certain problems, by disorder group



What This Study Means

Physicians can use this information to understand the needs of children with ADHD and inform the care plans developed for these children.

- Most children with ADHD may benefit from treatments beyond those specifically for ADHD.

- Children with ADHD and another mental disorder could benefit from interventions that prevent dropping out of school and criminal activity.
- Physicians can use this information to understand the needs of children with ADHD and inform the care plans developed for these children.

About this Study

PLAY is a population-based project that screens schoolchildren for mental and behavioral problems and then invites some of these children in for a diagnostic evaluation. The goal of this project is to learn more about children with ADHD, the causes, co-occurring conditions, factors that increase the risk for having ADHD, and treatment of ADHD among school-aged children. Two PLAY study sites followed children from elementary school (age 5-13 years) through adolescence (up to age 19) to investigate the short- and long-term outcomes of children with ADHD. These studies provide information on ADHD symptoms and diagnosis, and track children's development over time. Using a community-based approach (for example, screening and recruiting children and their parents from schools) makes it possible to find children who are likely to have ADHD, but have not yet been diagnosed with the condition. The approach also helps us learn more about the development of children with ADHD over time.

From the Journal of American Academy of Special Education Professionals (JAASEP)

Preventing and Responding to Student Escalation: Combining De-Escalation Strategies

and

Function-Based Support

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Abstract

Preventing and responding to intense problem behavior in schools has garnered increased attention. With recent attention focused on the restraint and seclusion of students with disabilities, educators are in need of effective ways to respond to student escalations that result in severe, disruptive problem behavior. By combining the research-based approaches of de-escalation strategies and function-based supports, educators can increase the likelihood of developing proactive interventions and supports. This paper provides an overview of how to integrate and implement these research-based models of understanding challenging behavior.

Preventing and Responding to Student Escalation:

Combining De-Escalation Strategies and Function-Based Support

Many teachers report that aggressive behavior and other incidents leading to physical restraint are becoming more common. Indeed, a number of states have developed rules and regulations to govern the use of safe, effective restraint procedures in schools (Freeman & Sugai, 2013). But despite policy efforts to make restraint procedures safer and transparent, the act of restraining a student can be a physically and emotionally exhausting event for both the student and teacher. Thus, while making restraints safer is a laudable goal, preventing the need for physical restraint is often seen as preferable to restraining a child at all. In this article, we present two frameworks commonly utilized to address and prevent emergency situations (e.g., aggressive behavior, self-harm) that may result in physical restraint. De-escalation strategies and function-based, individualized behavior support both have a long, documented history of effectiveness for students with EBD who engage in aggressive behavior (Crone & Horner, 2003; Wood & Long, 1991). However, these approaches are often utilized independent of each other. If these two sets of tools are used separately without considering the other, we as teachers of students with behavioral difficulties may be failing to comprehensively address the emotional and behavioral needs of this

vulnerable student population. By integrating de-escalation strategies and function-based supports, educators may be better able to meet student needs in a proactive, comprehensive manner. In this article we will discuss a framework for integrating common de-escalation strategies and function-based support. We begin with overviews of both de-escalation and function-based support. Then, we offer a problem solving process for planning the use of effective de-escalation strategies by using a function-based framework. While the focus of this article is on students with emotional/ behavioral disorders, other students with and without disabilities who exhibit challenging behavior may benefit from such strategies as well.

De-Escalation Guidelines

Students with EBD often exhibit aggressive behaviors in the school (Walker, Ramsey, & Gresham, 2004). Teacher-student interactions can either serve to escalate or de-escalate a conflict. Escalating a conflict will result in students' behavior becoming out of control and dangerous, while de-escalation techniques will return the student to a non-agitated state. The teacher's job is to learn to decode behavior and intervene appropriately. With proper interventions and de-escalation practices teachers can prevent the majority of high intensity behaviors.

The Conflict Cycle

Student behaviors can directly influence the attitudes, feelings, and behaviors of adults. Nicholas Long (Wood & Long, 1991) developed the Conflict Cycle, which illustrates a circular process in which teacher-student interactions mutually and continuously affect each other. Wood and Long (1991) describe the process in five steps. The student starts out with a negative self-image that makes him/ her more vulnerable to a stressful event. The student interprets this event in a manner that creates uncomfortable feelings and drives an emotional response. The resulting behavior is often defensive and aggressive. The teacher then reacts to the student's behavior. This reaction can be counter-productive and become another stressful event starting the cycle over again. The repetition of conflict cycles can lead to a behavioral crisis.

Students almost always show precursors to violent or aggressive acts. Therefore it is hypothesized that aggression occurs in stages. Walker, Colvin, and Ramsey (1995) present a seven-phase process in which teacher-student interactions can either heighten or de-escalate conflict. The child starts out in the calm phase. During this time the child is cooperative, compliant, and exhibiting desired behaviors. Next a trigger event creates unresolved problems or stressors. If these problems remain unresolved the child escalates into the agitation phase. Here the child's behavior is unfocused and off-task. In the acceleration phase the child moves onto teacher-engaging behaviors. This is also referred to as the baiting stage. If the coercive process continues, the student will escalate into the peak phase. This phase is characterized by behavior that is out of control and possibly dangerous. As the behavior runs its course, the child progresses into the de-escalation phase and eventually the recovery phase. If teachers intervene appropriately in the early phases they can potentially prevent students from escalating into the more intense phases of aggression.

Preventative Techniques

There are many steps that can be taken during the calm phase to prevent students from beginning to escalate. Muscott (1995) supports teachers creating positive relationships with their students based on mutual respect. This will help build trust and rapport. As teachers get to know their students, they will be able to recognize patterns and remove potential triggers. Muscott (1995) also promotes providing effective, relevant, and motivating instruction as well as the use of positive behavior supports to reinforce appropriate behavior. Teachers will experience less aggressive behaviors because students will be engaged in academic tasks and receive incentives and positive attention for desired behaviors. Additionally, teachers should develop class-wide and individual management plan for addressing aggressive behavior in the classroom (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008). Preplanning helps teachers feel less anxious and practice will allow situations to run smoother. Teaching students coping mechanisms, such as social skills and anger reduction techniques, beforehand will give them the skills needed to de-escalate themselves and prevent a stressful situation (Muscott, 1995).

West (2009) argues that redirection can be a very effective tactic to divert the student from the behavior escalation path. Teachers can redirect students to the desired behavior by a delivering a quick, clam

statement about what the student is expected to be doing and then disengaging. Getting a student involved in a different activity can help them forget about the situation that was causing them discomfort. Distracting the student by changing the topic of conversation can relieve stress that may lead to aggressive behaviors. Redirection must be implemented relatively early in the stages of aggression to be effective on its own. However, even in the later stages redirection can effectively distract a student in order to give them time and space to calm down before addressing the productively addressing the situation at hand.

De-escalation

When prevention steps are not enough, communication will be a large part of de-escalating students (Picone, 2009). A large percent of communication is non-verbal. Therefore, teachers should focus on controlling their body language, voice, and proximity before engaging a student. The most important thing is for the teacher to remain calm. Picone (2009) advises that teachers keep non-verbal cues non-threatening and non-challenging. To start, getting down on the child's level can avoid the child feeling as if the teacher is looming over them. Body posture should remain comfortable and relaxed (West, 2009). Gestures such as crossing arms and pointing fingers should be avoided for the most part. Movements should be kept slow, deliberate, and non-confrontational. Picone (2009) recommends standing off to the side of the student and at an angle. With this method the teacher can avoid standing "toe-to-toe" with the student and give eye contact without demanding it in return, as that can be interpreted as a challenge. This position will also increase the safety of the teacher by ensuring they will be able to avoid the student if they become physical. According to Picone (2009), the teacher needs to respect the student's personal space. This will preserve the child's comfort and the teacher's safety. The specific distance will depend on the child, but in general teachers should keep one and a half to three feet between themselves and the student. This is far enough away to remain out of reach of the child, but close enough to engage them. In general physical contact should be avoided with an escalated child. Tone, volume, rate and intonation of the voice can all convey different messages. West (2009) defines controlling one's voice as remaining calm, firm, and confident. In general a lower tone and volume are preferable. In addition, the rate of speech should remain slow to ensure the child understands what is being said and convey calm and patience.

Once a student begins to escalate the first step towards de-escalation is to open clear lines of communication through active listening. According to Dufresne (2003), in order to actively listen, the teacher must give the student their undivided attention and approach the student without judgment or assumptions. This entails minimalizing external and internal distractions as much as the situation will allow and keeping an open mind as the student talks. To ensure understanding, the teacher can clarify, repeat, and re-state as the child talks. This will help both the child and the teacher identify the child's emotions and connect them to the behavior (Dufresne, 2003). The teacher should remain respectful even if the student is not. During this conversation the teacher can draw on their rapport and relationship with the student to help promote trust and respect (Musott, 1995). Using the student's name helps to personalize the interaction and give it more of an impact. Permit the student to verbally vent without limitation as much as possible (West, 2009). This will allow the student expel energy without becoming aggressive. Dufresne (2003) encourages teachers to allow for moments of silence. Not immediately responding doesn't always represent defiance. Students may need a moment to think about their answers or process what has already been said. Silence can help if a student is disrespectful or inappropriate. Often students want a reaction from adults, by refusing to continue the conversation until students can show that they are ready the teacher is denying the student reinforcement for unacceptable actions. As the student speaks it is important that the teacher validate the student's feelings through empathy (West, 2009). Often students interpret reactions to their behavior as a sign that their feelings are unacceptable. Students need to understand that their feelings are appropriate; it is only their resulting behavior that is not. Even if the situation seems insignificant to the teacher, it is important to the student and therefore should be taken seriously. Often, active listening is all that's needed to de-escalate a child.

Addressing Emergency Situations

If a student does become physically aggressive it is important that teachers remain calm and direct students towards acceptable ways of expressing their anger. When students repeatedly hear "no" and "stop" the words begin to lose meaning and sound like nagging. Instead, teachers should tell the student what they *can* do by offering alternatives. For example throwing objects can be acceptable as long as students are not destroying property or endangering others. Objects such as stress balls or crash pads are safe alternatives for expelling energy. Allowing a student to "stomp/yell it out" can be effective as well. If possible, teachers should request that students to calmly express their need for space by asking for

permission to engage in the action they are exhibiting. Adults should set limits for the student as he/she expresses their anger. This can include visual boundaries, time limits, and choices for acceptable actions. Verbally tell the student that teachers will provide time and space as long as the student remains safely within the limits provided. Using silence is advised in order to allow the student to work through their emotions and prevent the student from tuning out other's voices. Continue to use active listening techniques such as validating feelings and clarifying what the student is saying. At some point teachers need to determine a spot for the student to sit once they are calm and ready to have a conversation. Once the student has sat down teachers should thank and praise them for calming themselves down. At this point another minute of silence can be useful to ensure that the student is truly calm and ready to talk (Dufresne, 2003).

Reasoning with a student that is enraged and out of control is not possible. However, active listening will help move the student out of the peak phase where they will regain the ability to rationalize. At this point the teacher can focus on leading the child through the problem solving process. Muscott (1995) outlines the problem-solving model as identifying the problem, brainstorming possible solutions, evaluating the consequences of each solution, picking the best solution, implementing the solution, and evaluating or following up. Teachers cannot force students to exhibit a certain behavior, but they can help students realize the positive outcomes of choosing the desired behavior. It is important to give students choices and by extension control instead of demanding compliance (Picone, 2009). The problem solving process can also help the teacher realize how to better help the student in the future and what the teacher may be doing wrong that contributes to the student's behavior. Misbehavior can always be turned into a teaching moment by completing the problem solving process and following up with the student. Teachers can help students learn from their misbehavior by teaching new coping skills, practicing replacement behaviors, and developing a plan for next time (Muscott, 1995). It's important to note that some behaviors may be the result of a skills deficit, not a deliberate choice to exhibit an undesired behavior. By turning the behavior incident into a teaching moment the teacher ends the cycle on a positive note and therefore sets the stage for the student to be successful the next time.

During the recovery phase the student may prefer busy work and be subdued. Muscott (1995) points out that escalation can be physically and mentally exhausting, especially if the student reaches the peak phase. Students may require a short time to rest. Once the student is ready, the teacher should aid the student in repairing and restoring relationships and integrating back into the routine. Praise and other forms of positive reinforcement should be delivered to the student as soon as they comply or exhibit the desired behavior (West, 2009). Muscott (1995) recommends reporting and recording behavior escalations. This will help monitor students' progress and may be required by certain students' programs.

When a child is exhibiting acute physical behavior that is likely to result in physical injury, restraint may become necessary to safely de-escalate the child. Increasingly restraint is commonly being accepted as a last resort and only used to contain physical behavior when the child or others are in imminent risk of physical harm (Freeman & Sugai, 2013; LaFond, 2007). It is not an appropriate technique to demonstrate authority, enforce compliance, inflict harm, discipline, or punish. Restraints should be avoided when the child cannot be safely controlled, the staff is not in control, sexual stimulation is the motivation, the child has a weapon, or the child's medical or emotional condition prohibits it. Only trained professionals may attempt to restrain students and every step is forecasted and communicated to the student as it happens. LaFond (2007) indicates that the focus of physical restraint should be to prevent injury while preserving the dignity of the child as much as possible. Many therapeutic holds now focus on restricting a student's movement instead of immobilizing them. A continuum of intrusiveness is used to determine the appropriate level of intervention. Untrained staff members are limited to using the minimal amount of physical contact possible to protect and ensure the student's and others safety until trained staff arrives. If de-escalation and less intrusive techniques are used correctly, restraint should become unnecessary in most situations.

Teacher Needs and Responsibilities

In order for the de-escalation process to be functional in the field it is imperative that teachers be flexible (West, 2009). There is not a strict set of steps for de-escalation. Every behavior incident will be different and students will react differently to certain responses. The general guidelines outlined previously should be kept in mind. However, if the teacher gets too caught up in the process they could potentially escalate a student by providing an inappropriate response. Teachers must assess each situation, listen to students' responses, and adapt the process accordingly.

Continuously managing aggressive behavior can be very stressful. According to Dufresne (2003), teachers need to recognize their personal limits. This involves acknowledging when they need help or a break. It is important for co-workers to work together and take requests for assistance seriously. If staff becomes escalated students may feed off of it and escalate as well. After a behavior is over staff should take the time to debrief and de-escalate themselves.

When students are escalated they will often use insults and threats. Teachers need to keep in mind that these statements are meant to bait them and should not be taken personally. Muscott (1995) suggests that teachers separate themselves from the situation. If teachers take comments personally it will increase the chance that they will become emotionally involved, resulting in counter aggression and escalating the child's behavior. Once a behavior has run its course, teachers should put the incident behind them and move on without holding grudges. Children with behavioral difficulties are often deemed hopeless by staff, which only serves to decrease their self-esteem and cause more behaviors. By offering a clean slate every day and not expecting undesired behaviors from students, the staff allows students to trust them and increases the likelihood of compliance.

Behavior management can be the hardest part of maintaining a classroom. Non-compliant and disruptive behavior can pull the class off-task and decrease instructional time. When behavior escalates safety can become an issue and the student often has to be removed from the environment. By learning how to de-escalate students early in the stages of aggression, teachers can prevent high intensity behaviors and increase the likelihood that the classroom will run smoothly. If students do reach the peak phase of aggression, teachers will know how to safely and calmly help move them back to a non-agitated state and keep students in the learning environment as much as possible.

Function-Based Individualized Behavior Support

Function-based support is an evidence-based, assessment and intervention process (Gage, Lewis, & Stichter, 2012; Crone & Horner, 2003) that involves team-based data collection, data analysis, and plan development. Function-based support includes assessment-based procedures to identify what triggers (i.e., antecedents) and maintains (i.e., function) problem behavior (Umbreit, Ferro, Liaupsin, & Lane, 2007). By understanding what triggers a problem behavior, adjustments to the environment can be made to prevent the problem behavior from occurring in the first place. Function refers to what reinforcement the student obtains by engaging in the problem behavior. Positive reinforcement includes what the student obtains (e.g., social attention, preferred items or activities) while negative reinforcement refers to what the student escapes or avoids (e.g., social attention, less preferred or difficult tasks). When the function is determined, approaches for discouraging problem behavior and increasing desired behavior are effectively identified and implemented. Interventions for discouraging problem behavior can include extinction procedures where reinforcement is removed from the student. For example, an extinction procedure for a student who engages in problem behavior for attention may include planned ignoring by the teacher. Positive reinforcement strategies such as praise, behavior contracts, or token economies should also be utilized to increase desirable behavior. A full discussion of function-based support is beyond the scope of this article but a number of print and web resources are available (see www.pbis.org, Crone & Horner, 2003; Umbreit et al., 2007). Below, we briefly define and describe each of the important pieces of information needed to implement function-based support.

Functional Behavioral Assessment Information and Data

Functional behavioral assessment is an evidence-based process designed to identify conditions in which challenging behaviors are most likely to occur. Oftentimes, the FBA process includes a number of data collection strategies including interviews, direct observation, and checklists (Umbreit et al., 2007). The intent of these data collection strategies is to identify important information that can be used to develop a behavior support plan. This information includes:

1. An operational definition of the problem behavior:
2. The context(s) (including location, activities, others around) where the behavior is most likely to occur:
3. Setting events and antecedents: Setting events and antecedents occur behavior the problem behavior and may include the context in which the behavior occurs (e.g., classroom). Antecedents are proximal events that are likely to trigger the problem behavior. Antecedents may include the

presentation of undesirable tasks or specific commands or demands that the student deems undesirable.

4. Consequences and function: Consequences refer to events that occur after the problem behavior. By identifying consequences, educators can form a hypothesis about the likely function of the problem behavior. Function refers to what reinforces, and thus maintains, the problem behavior. Reinforcers may be positive (obtain) or negative (escape/ avoid).
5. Summary: The above information is then summarized into usable information intended to develop a behavior support plan. This summary typically is displayed in an ABC model (antecedent, behavior consequence) where triggers, problem behavior and reinforcing conditions are documents (Umbreit et al., 2007).

Behavior Support Planning

Once FBA data is collected, a team develops a positive behavior support plan. This includes adjusting or removing antecedent triggers to make the problem behavior less likely to occur, teaching positive, prosocial replacement behaviors, and identifying positive consequences to reinforce desirable behavior. Additionally, consequence strategies designed to reduce the reinforcement for problem behaviors are often identified. These are referred to as extinction strategies. The entire FBA and BSP process can then be used in an integrative fashion for addressing the needs to students exhibiting dangerous or unsafe behavior.

Integrating De-escalation and Individualized Behavior Support

Increasingly, states and districts are asking that school professionals document and respond to emergency situations that result in restraint (Freeman & Sugai, 2013). Often, this process includes completing a form and/ or engaging in a systematic debriefing process where key events of the incident are documented and discussed. One intent of this process is to identify more effective responses to future incidents where a student may become escalated, regardless of whether the escalation results in restraint. By utilizing function-based support planning during this process or other incidents that involve escalated behavior, educators can efficiently process the incident in a proactive manner by developing a comprehensive plan to prevent or address future escalations. Rather than create a new process for addressing the needs of students engaging in escalated behavior, here, we present a research informed problem solving approach integrating Walker and colleague's (Walker, Colvin, & Ramsey, 1995) escalation cycle and function-based planning. Each phase of the escalation cycle is considered by using "function-based thinking" where consideration of setting events, antecedents, and consequences are emphasized. This approach is best utilized as a team-based process where staff members involved in the incident discuss the presenting problem with school administrators and other staff with behavioral expertise (e.g., behavioral consultant, coach, school psychologist). Upon completing of the Function-based Escalation Review (FBER; see appendix), a proactive, individualized plan can be developed to prevent further escalations.

Function-based Escalation Review Process

It is important to note that this process should not replace a full functional behavioral assessment, which may be part of the special education process and/ or the development of a comprehensive behavior support plan which includes indirect (interviews, records review) and direct methods (e.g., observation, functional analysis) of assessment. Similarly, if a student has engaged in the escalation cycle multiple times, a full FBA would likely be more appropriate. It may also be used for students who currently have function-based support plans but the effectiveness of such plans is limited. Thus, the intent of the FBER is to proactively support students beginning to exhibit more significant behavioral challenges and prevent escalations from occurring in the future. It may also be used as a way to develop crisis intervention strategies for individual students. One advantage of using this process is that it simultaneously documents the incident (providing data that could be utilized in a full FBA) while supporting a proactive, function-based plan. Thus, it can support the efficient use of time and resources.

Steps for using the FBER

1. *Identify if student's presenting problem is appropriate for the FBEA process.*

The FBEA process is intended to be an efficient framework to support problem solving. This is in contrast to a full assessment process that includes a functional behavioral assessment. Therefore, this process is intended for students who may have just begun exhibiting challenging behavior.

Students exhibiting chronic challenging behavior that results in escalations may better be served by comprehensive function-based behavior support plans. However, the tool may also be helpful for such students if it is part of a larger, more comprehensive behavior support plan or crisis intervention plan.

2. Complete the function-based escalation review.

Once students are identified, it is important to complete the problem solving process using the FBER. Consistent with best practice in FBA this is a team-based process, which should include any staff involved in the incident as well as at least one staff member with expertise in function-based support (Crone & Horner, 2003). Administrators and parents may also be included in the process as needed. The first step is to document the incident including the time, location, and the task or activity being completed. Then, staff members should discuss the student behavior exhibited throughout the escalation cycle beginning with the calm phase and ending with the recovery phase. It is also important to identify what behaviors staff and other students were engaged in. These behaviors may have served to escalate the student or may be reinforcing the student. Thus, documenting their existence is important. For example, if the student was engaging in escalating behavior such as threats, it may have been to gain the attention of peers. Documenting whether or not peers were actually providing that attention would be critical for developing a proactive plan (see step 3). Once the full incident is documented, staff reviews this objective data to develop a hypothesis about potential antecedents and a function.

3. Develop a plan for each phase of the escalation cycle.

Using the available data including the hypotheses about triggers (i.e., antecedents) and function, the team develops a proactive plan for preventing and addressing the problem behavior in the future. The goal of such plans is to prevent or mitigate further escalation by the student. Each section of the planning tool focuses on a specific phase of the escalation cycle. To make the planning process more efficient and effective, each phase of the plan includes guiding questions.

A major focus of this planning tool is on preventive strategies which teach/ review prosocial behaviors and reinforce positive/ expected behavior. These are emphasized before the student engages in unsafe behavior as attempting to teach or reinforce positive behavior when the student is in an escalated state tends to be less successful and may serve to further exacerbate the problem (Walker et al., 1995). Strategies for supporting and maintaining safety for all are also woven throughout the plan. Safety strategies emphasize arranging or rearranging the environment to minimize danger. The final phase of the plan includes interventions during or after the recovery phase. The emphasis here is on proactive strategies to reengage the student in prosocial behavior. The goal is not to identify harsh punishments. Such tactics have less chance for success and may impede positive teacher-student relationships. Any consequences employed should be done so in a non-confrontational manner (Muscott, 1995). They should also emphasize education, inviting the student to repair any harm that may have been done or re-educate the student on expected behavior.

4. Collect data on the plan's effectiveness.

Having a plan in place to prevent and address escalated behavior is an important step to supporting students. However, it is equally important to collect data on the effectiveness of the plan. Before adjourning the problem solving meeting, the team should identify what data will be collected to monitor the effectiveness of the plan. It should also be known who will be collecting this data. Data may include frequency counts on instances of problem behavior, office discipline referrals, or number of times the student was restrained or secluded.

5. Monitor and review the plan.

The team must also plan to review and discuss the effectiveness of the plan. Given the nature of escalated behavior, it is recommended that the plan be reviewed soon after its development (e.g., within a week). If the student's escalated behavior continues, the need for more comprehensive functional behavioral assessment and behavior support planning may be necessary.

Other considerations

Although this problem solving process holds promise for educators working with students with EBD, it is important to consider important prerequisite needs before implementing this or similar procedures. First, the team working through this process should include at least one professional with experience or training in function-based behavior support (Crone & Horner, 2003). Having the background knowledge of important concepts such as function and antecedent is necessary to accurately complete the form.

Such expertise can also be useful when determining if the student's presenting behavioral challenges are appropriate for this process or if more (or less) intensive assessment and intervention procedures are necessary. Also, it is helpful to integrate this with existing procedures and protocols for responding to school-based crises. For the process to be effective, it is important for it to be part of the standard operating procedures of the school or program so staff can build fluency with the process. Also, this process should be coupled with more formal training on de-escalation and the appropriate, safe use of physical intervention such as restraint.

Conclusion and Next Steps

In this article we presented an efficient problem solving approach using function-based support for students with EBD who engage in problem behavior commonly occurring within the escalation cycle. Although more research is needed on understanding how this and other problem solving approaches can be utilized, using a function-based processing tool to document, review, and discuss student escalations offers an efficient, research-based approach for supporting students with EBD.

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Special Education Teacher

San Jose, CA

Job Category: Teaching

Responsibilities of the Special Education Teacher:

- Develop programs that meet with unique cultural, educational and developmental needs of the students enrolled at the school site and ensure the achievement of excellent educational standards.
- Develop written materials for communicating with parents and teachers.
- Develop and implement an Individualized Education Plan (IEP).
- Promote and safeguard the welfare of the students.
- Ensure the achievement of excellent educational standards at the school.
- Requirements of the Special Education Teacher
- Bachelor's degree or higher in the field of Special Education from an accredited university program
- Preliminary or Level I Special Education Mild/Moderate or Moderate/Severe
- Holds a teaching license, credential or permit
- Administrative credential in special education, a plus

Special Education Teacher Benefits

- Excellent salary, Sign-on bonus, Relocation assistance, Employee Referral Bonus
- Attractive Medical, Dental and Vision benefits (100% covered for employees)
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Contact:

Visit <http://www.alphavistausa.com/jobs/> or call 408-368-7944 to apply.

Email career@alphavistausa.com with questions.

Early Childhood Special Educator

Bahrain

Job Category: Early Intervention

Description:

Magnum Medical has openings for Early Childhood Special Educators to work with children of American military families stationed at Bahrain. Position works in a home-based early intervention program, providing services to infants and toddlers of American military families stationed overseas.

Requirements:

Requirements include a Bachelor's or Master's degree in Special Education, US citizenship, a minimum of two years experience within the last five years working with developmentally delayed children in the 0, 1 & 2-year age population in a home-based early intervention capacity, and a current state teaching license/certification to teach in this capacity.

Benefits:

Benefits, generous paid time off, relocation, and competitive tax-advantaged compensation provided.

Contact:

Lynn Romer at LynnR@magnummedicaloverseas.com or fax resume to 513-984-4909

Multiple Teaching & Staff Support Opportunities

New York, NY

Job Category: JOB FAIR: COLLEGE & CAREER READY HIGH SCHOOL

ABOUT THE EVENT

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To RSVP for the event, please visit:

<http://bit.ly/CollegeCareerHSJobFair4916>

Senior Test Developer, Alternate Assessment

Washington, DC

Job Category: Full Time

Description:

The Assessment Program at AIR is a well regarded organization that is growing rapidly. We focus on providing our clients with customized assessments that not only measure student achievement against state standards, but also provide meaningful score reports that can help students, parents, and educators address any areas of student weakness. Our environment is fast-paced and requires people at all levels who are willing to roll up their sleeves to get the work done on time while maintaining high quality.

The growth in AIR's Education Assessment Program has fueled the need for a Senior Test Developer, Alternate Assessment. This role will be involved with American education test development and alternate assessment projects, working with a number of state agencies and consortiums to meet their educational measurement, professional development, and public outreach needs.

Responsibilities:

The Senior Test Developer, Alternate Assessment will lead state assessment projects and project tasks that include the development and management of alternate assessment programs for students with severe cognitive disabilities. The person in this position also would lead tasks related to test administration accommodations, research on alternate assessment and accommodations, and technical assistance in assessment and special education.

Duties include:

- Managing internal and external item development to meet internal and external deadlines, which includes writing and reviewing items as well as training staff to understand the features of a quality item and work with them to improve the quality of their item writing and reviewing
- Leading client committee meetings in which stakeholders review the content and grade-appropriateness of test items;
- Leading constructed-response scoring activities to identify exemplar student responses, monitor scorer training, and audit scoring sessions;
- Writing, revising, and reviewing test items (questions) based on scientific state standards and benchmarks, content correctness and appropriateness, fairness, and project specifications;
- Helping develop new machine-scored item types;
- Developing ways to use the new item types to assess aspects of science content not amenable to paper-pencil assessment;
- Resolving client feedback on test items and test forms;
- Assembling and reviewing field test and operational test forms, working with technical staff to meet content and statistical specifications;
- Designing, and resolving client feedback on test specification documents, style guides, test blueprints, and specific student aids;
- Supporting technical staff at client committee meetings in which stakeholders review statistical data of administered test forms;
- Managing test item pools.

Required travel for this position ranges from 4 week to 10 weeks per year. Candidates should be able to travel as required for 2-3 days at a time, mostly in the June/July timeframe.

AIR offers an excellent compensation and benefits package, including a fully funded retirement plan, generous paid time off, commuter benefits, and tuition assistance. For more information, please visit our website at www.air.org. To apply, please go to <https://jobs-airdc.icims.com/jobs/8617/senior-test-developer%2c-alternate-assessment/job>. Candidates must apply online for consideration. EOE.

Requirements:

- Advanced degree(s) in special education required (specialization in severe cognitive disabilities desired as well as some coursework in assessment, educational measurement or research).
- At least 5 years of professional experience working in educational measurement is required.
- Project and task management at the state or district level
- Prior teaching experience in a special education classroom or a regular classroom with considerable experience in inclusion.
- Experience working with students with severe cognitive disabilities is desired; experience working with other special education students will be considered
- Must demonstrate the ability to identify problems and conceptualize solutions, prioritize tasks and meet deadlines, work collaboratively with others, and mentor staff.
- Must be comfortable with and interested in learning new technologies.

Benefits:

AIR offers an excellent compensation and benefits package, including a fully funded retirement plan, generous paid time off, commuter benefits, and tuition assistance. For more information, please visit our website at www.air.org.

To apply:

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Learning Specialist Grades 7-12 (Part-time)

Rockville, MD

Job Category: Part-Time Special Educator

Essential Duties and Responsibilities:

- Provide support and intervention in the area of executive functioning and self-advocacy skills.
- Provide support to teachers on differentiated instruction and classroom accommodations.
- Interpret psycho-educational evaluations and make recommendations.
- Appraise student learning levels and needs and establish learning objectives to address these needs.
- Write Education Plans with measurable goals and student reports to monitor progress.
- Provide direct support services to students in Structured Study Hall and/or in their mainstream classrooms.
- Use on-going diagnostic prescriptive teaching methods to assist students in developing skills and strategies to become successful lifelong learners.
- Communicate regularly with parents of students on caseload.

Job Knowledge, Skills, and Abilities:

- Must have high level of interpersonal skills to work with staff and parents dealing with sensitive and confidential issues concerning a child's learning differences.
- Must have leadership skills and experience conducting parent meetings.
- Experience supporting students with executive functioning challenges required.
- Excellent verbal and written communication skills required.

Education and Experience:

- Master's Degree in Special Education from an Accredited University.
- At least 3 years teaching experience preferred.

Benefits:

Comprehensive employee benefits package to include group health insurance, dental, vision, flexible spending account, health savings account, matching retirement plan, life insurance, long term disability and long term care.

Contact:

Qualified candidates should submit letter of interest and resume to www.cesjds.org/careers Job Code LS800.

The Charles E. Smith Jewish Day School is an equal opportunity employer. We evaluate all applicants without unlawful consideration of race, color, age, religion, gender, marital status, disability, veteran status or any other characteristic protected by applicable law.

Elementary School Instructional Specialist

Pittsburgh, PA

Job Category: Faculty/Teacher

Description:

Falk Laboratory School, a coeducational K-8 school in Pittsburgh, Pennsylvania, seeks one full-time educator to work with children with a range of learning profiles and challenges, emphasizing support for their educational needs beginning August, 2016. The candidate must have empathy for, and a genuine interest in, developing positive education experiences for elementary and middle school students with learning disabilities, executive function difficulties, and other learning differences. Collaboration across disciplines and grade levels is essential to this position.

Among the professional duties of an Instructional Specialist are the following:

- Establish strong rapport and productive educational connections with students.
- Collaborate with staff members and parents/guardians in order to create and implement intervention programs that maximize students' access to the general education content.
- Administer initial screening and diagnostic testing in both reading and mathematics to identify students who are in need of remedial instruction.
- Develop and teach motivating, engaging lessons that are grounded in best practices, and are appropriate to students' ages, grade levels and abilities.
- Use appropriate classroom management to support a high-quality learning environment.
- Understand an array of modifications and adaptations to support instruction.
- Observe, evaluate, and prepare reports on students' progress.
- Share your expertise with colleagues as a member of the Student Services Team.

Materials can be uploaded to: <http://www.education.pitt.edu/facultysearch>. For full consideration please submit:

1. Letter of application
2. A resume
3. An educational philosophy that includes ideal classroom experiences in language arts
4. Three letters of recommendation
5. Official transcripts
6. PA instructional certificate or equivalent

The review of applications will begin on March 1, 2016 and continue until the position is filled.

Offer of employment is contingent on candidate satisfactorily obtaining and passing the following prior to commencement of appointment: Pennsylvania Department of Human Services Child Abuse History Clearance, Pennsylvania State Police Criminal Record Check and FBI Criminal Record Check.

The University of Pittsburgh is an Affirmative Action/Equal Opportunity Employer and values equality of opportunity, human dignity and diversity. EEO/AA/M/F/Vets/Disabled

Qualified applicants will meet the following criteria:

- A Master of Education Degree
- Current Pennsylvania state certification in the field of Special Education preferred
- Several years of satisfactory teaching experience in a school environment preferred
- Excellent verbal and written communication skills
- Effective organization and time-management skills

Benefits:

Salary range is competitive and commensurate with experience. Falk Laboratory School, which is a department in the School of Education at the University of Pittsburgh, offers excellent benefits.

Contact:

Materials can also be mailed directly to the co-chair of the search committee, Mr. David Ross

Address:

Falk Laboratory School
c/o Ms. Tina Mattis, University of Pittsburgh, 4060 Allequippa Street
Pittsburgh, PA 15261

Email: dmross@pitt.edu

Website: www.falkschool.pitt.edu

Instructional Specialist - Special Education

Instructional Specialist - Special Education

Job Category: Instructional Specialist

Position Summary

To design the scaling of intervention services for math and literacy across the network
To support lead special education teachers and intervention teachers across the network.
To ensure that the state and federal compliance requirements for students with disabilities are met.

Core Duties and Responsibilities

MEET REGULARLY WITH SCHOOL BASED TEAMS IN CHARTER SCHOOLS TO:

- Develop and facilitate the implementation of a school-wide literacy and math intervention program
- Work through APs to coach literacy intervention and math intervention teachers across the network
- Review student achievement and assist with placing students in appropriate reading and writing intervention and support services
- Lead the development of systems and structures at the school level to track intervention progress
- Manage and support the implementation of these systems and structures across schools.
- Develop a network level team of SPED teachers that provides opportunities for self directed learning through the framework of improvement science.
- Develop and provide ongoing professional development to special education teachers and school leadership teams across the network.
- Design adult learning modules that develop capacity in essential areas of SPED services and instructional strategies that support all learners.
- Ensure that all special services for students at a given school are being coordinated effectively and that schools are in compliance with IEPs.
- Liaise between schools and CSE to advocate for particular students when applicable.

WORK WITH OTHER NEW VISIONS STAFF TO:

- Share user based study of projects that improve outcomes for SPED students
- Understand and monitor the implementation of these systems and structures
- Analyze performance data using the student sorters and special education data systems to track student progress

- Explore electronic platforms and virtual learning opportunities that promote and support special education compliance, instruction and advocacy

Education and Experience

- Masters-level degree
- Minimum of 7-10 years of experience in public education, preferably urban schools and secondary level

Required Skill Sets and Knowledge Base

- Expert knowledge of intervention and differentiation strategies
- Expert knowledge of one or more core content areas at the secondary school level
- Expert knowledge of systems specific to ELLs at a state and federal level
- Skills related to the design, implementation, and assessment of effective secondary curricula for ELLs
- Leadership in providing professional development and supports to educators
- Experience with teaching reading and writing skills to secondary school students
- Excellent written, oral, organizational, and interpersonal skills including strong facilitation skills;
- Demonstrated experience working collaboratively

NEW VISIONS FOR PUBLIC SCHOOLS IS AN EQUAL OPPORTUNITY EMPLOYER.

Apply for the Instructional Specialist - Special Education position on the New Visions for Public Schools website.

<http://www.newvisions.org/pages/instructional-specialist-special-education>

Special Education Teacher

Grand Rapids, MI

Job Category: Education

EXCELLENCE IS CHOICE

Our real masterpiece is the unleashing of human potential. While our main focus is on creating the conditions of success for children to achieve their dreams, we also focus on developing one another through meaningful relationships, challenging work, constructive feedback, sound professional training, and a true commitment to nurturing the career path of each team member.

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To provide students with a first class learning experience, contributing to their development as responsible citizens and leaders in their communities.

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Applications will be accepted until position has been filled.

MIChoice & Choice Schools Associates LLC are an Education Service Provider for charter schools in Michigan and is the employer. EEOC

QUALIFICATIONS INCLUDE

- Valid Michigan Elementary/Secondary Teacher Certificate with an endorsement any of the following:
- Cognitive impairment
- Learning disabled
- Emotional impairment
- Demonstrated competence as a teacher.
- Montessori certification desired.
- Excellent verbal and written expression.
- Strong interpersonal skills.
- Works well in a collaborative environment.

CONTACT:

Courtney Kingma - Human Resources Generalist
courtneykingma@choiceschools.com
616.785.8440

TO JOIN OUR DYNAMIC TEAM

To apply, please visit: <http://www.applitrack.com/choice/onlineapp>.
Applications will be accepted until position has been filled.

Special Education Specialist

Olympic Valley, CA

Job Category: Director

Description:

Squaw Valley Academy is looking for an experienced boarding school Special Education certified teacher to join our team and assist in the daily instruction of our students.

The ideal candidate will hold a Master's degree in Special Education, be currently certified and have 2+ years high school experience teaching in Special Education. Boarding school experience a plus.

Assist students in subjects of concern in two Resource classes (address study and organizational skills) and provide support to students in core classes. Assist in IEP/504 reviews, educating/informing faculty of best modalities for student success.

Evaluate and assist students class work, performance, and assignments. Prepare supplemental course materials such as syllabi, homework assignments and handouts. Individualize curriculum content to address various learning needs Collaborate with colleagues to address teaching and research issues. Prepare and submit required reports related to instruction (Individualized Educational Plan goals, progress reports so on) Participate in all faculty campus and community events. Act as academic advisor to group of students (address study and organizational skills)

Run and coordinate 5 day a week, three hour daily Afternoon Learning Center. Assist with the daily boarding school coverage of afternoon activities, evening study hall and weekend duty.

Room and board included. Salary range is above average plus medical and dental Ins.

Requirements:

The ideal candidate will hold a Master's degree in Special Education, be currently certified and have 2+ years high school experience teaching in Special Education. Boarding school experience a plus.

Benefits:

Room and board with above average salary with medical and dental Ins.

Contact:

No phone calls please.

email: wgrant@sva.org

National Leadership Program Director

Rockville, MD

Job Category: Director of Fellowship Program for People with Disabilities

Description:

RespectAbility's National Leadership Training Director will work directly with **RespectAbility** Fellows to provide the professional work experiences the Fellows need to advance in their careers while also advancing the mission of **RespectAbility**. Although Fellows report to assigned departments, the National Leadership Program Director will ensure that each Fellow has the resources and training needed to complete required tasks.

Requirements:

- Strong commitment to the mission and vision of the organization, including "Nothing about us without us."
- Experience in working with people with disabilities and the disability community (including those with non-visible disabilities such as mental health).
- Detail oriented and highly motivated professional.
- Minimum of 5 years professional and leadership experience, preferably in the area of staff training and mentoring people with disabilities in a professional office environment.
- Advanced proficiency in Microsoft Office Suite.
- Outstanding knowledge of ADA and other accommodations.
- Excellent writing and communication skills.

- Ability and willingness to work flexibly and full time in a fast-paced, fast-growing, dynamic non profit environment.
- Bachelor's degree. Advanced degrees in social work and/or special education strongly preferred.

Benefits:

Paid vacation, paid sick leave, health insurance for employee paid 100%, lunch each day, close to White Flint Metro.

Contact:

Jennifer Laszlo Mizrahi, President, jenniferm@respectabilityusa.org AND Tonya Koslo, Dir. of Admin., tonyak@respectabilityusa.org

Website: www.RespectAbilityUSA.org

Special Education Teacher

Culver City, CA

Job Category: (K-12) Special Education Teacher

Description:

Provide an educational program for students who are developmentally disabled or have special needs. Ensure progress on all IEP goals and district and state requirements. Continually assess student needs, and design and deliver lessons based on those needs and state standards. Work closely with parents/care providers, classroom team, school staff and administrators to ensure students' needs and goals are met.

Requirements:

Education: Bachelor's degree from an accredited college or university and a valid Special Education Internship, or Preliminary Level 1, Clear Level II, or equivalent California State Special Education Credential. Master's Degree preferred.

Experience: Two years teaching experience in special education classroom.

Knowledge/Abilities/Skills: Knowledge of Welligent and MS Office helpful. Behavior Management and Confidentiality Training required.

Benefits:

- Paid time off during Spring and Winter breaks.
- Vacation and sick time accrual.
- Medical, Dental, and Vision benefits.
- Professional Development Plan for Teachers.
- Sign-on bonus.

Contact:

Please submit resume and cover letter to:
hr@ecf.net or fax to (310) 391-1059

Special Education Teacher

Houston, Texas

Job Category: Special Education Teacher

MAJOR RESPONSIBILITIES AND DUTIES:

THE SPECIAL EDUCATION TEACHER WILL:

1. Teach students receiving Special Education services by:

- a.** Consistently using research-based practices in a productive, collaborative, and inviting learning environment challenging all Students with disabilities to achieve high levels of learning
- b.** Effectively communicating learning expectations using both language of the standards and researched-based strategies that engage Students in learning.
- c.** Consistently demonstrating high expectations for all Students with disabilities, including the expectation that students will take responsibility for their own learning and behavior.
- d.** Using accessible instructive or assistive technology effectively to enhance the learning of Students with disabilities.
- e.** Specializing instruction to meet the cognitive and developmental levels, processing strengths and weaknesses, learning styles, and interests of Students with disabilities.
- f.** Delivering instruction to Students with disabilities which fosters the development of higher-order thinking/reasoning skills.
- g.** Establishing classroom rules, practices, and procedures that support a positive, productive learning environment that maximizes instructional time in the small group classroom or in inclusive general education environment.

2. Assess students and utilize assessments to create specialized instruction that fosters continuous improvement for students with disabilities.

- a.** Use formative assessment strategies to monitor student performance and progress on IEP goals and objectives and to adjust instruction in order to maximize student achievement on KHPS and TEA-approved curriculum and to measure mastery of IEP goals and objectives for Students with disabilities.
- b.** Use diagnostic assessment strategies to identify individual and class strengths, misconceptions, and areas of weakness and to specialize instruction in order to maximize achievement of Students with disabilities on KHPS and TEA-approved curriculum and to measure mastery of IEP goals and objectives for Students with disabilities.
- c.** Use a variety of summative strategies to evaluate Student status and to specialize instruction in order to and to measure mastery of IEP goals and objectives for Students with disabilities.

3. Collaborate with general education teachers to plan appropriate instruction for students with disabilities.

- a.** Develops an organizing framework for specialized instructional planning through collaboration with general education and/or related service providers.
- b.** Collaborates with general education teacher and/or related services providers in planning
 - i. specialized instruction that reflects knowledge of both content and effective instructional delivery.
 - ii. accommodating assessments to measure student progress towards achieving mastery of IEP goals and objectives and KHPS expectations.
 - iii. for the appropriate delivery of specialized instruction through flexible grouping or in small group class.

QUALIFICATIONS:

Education and Knowledge:

- Bachelor's degree from an accredited institution, with a focus on Education, plus a minimum of 1-5 years of teaching experience
- Texas Teaching certificate in Special Education
- Qualified in accordance with the Every Student Succeeds Act of 2015

Key Competencies:

- Maximize literacy learning among students;
- Implement positive behavior supports (for students with challenges functioning in traditional settings)
- Ability to teach students with significant disabilities
- Work efficiently, effectively and respectfully with teachers and leadership

- Use technology to support access to the general curriculum, participation, and learning
- Be able to help school teams implement effective practices for diverse learners in general education classrooms.

CONTINUED FROM JOB DESCRIPTION

4. Facilitate the ARD committee process by:

- a. Meeting KHPS, state and federal guidelines for students being considered for and/or in Special education.
- b. Ensuring that ARD committee meetings are scheduled at mutually agreeable times with parents and school personnel, giving notice through written and oral communication, meeting all timeline requirements
- c. Gathering necessary data regarding individual students, such as grades, attendance, and disciplinary reports for ARD committee meetings.
- d. Completing all necessary ARD/IEP paperwork.
- e. Facilitating ARD committee meetings.

5. Lead SPED services on campus and serve as the liaison between campus and the regional Student Support Services team.

- a. Assist in the coordination, planning, and delivery of professional development to meet identified needs of general education teachers.
- b. Continually increase knowledge in special education law, disabilities, teaching strategies, response to intervention, and special education procedures
- c. Be an active participant in the regional Special Education team and attend monthly meetings

Contact:

jobs@kipphouston.org
832-328-1051
<http://kipphouston.org/>

Special Education Teacher Level I and II

Antioch and Pittsburg, CA

Job Category: Full Time

Description:

You have experience developing and implementing IEP's you have experience preparing materials, individualized lesson plans, and activities according to assessment goals.

The position responsibilities Include, but are not limited to:

- Demonstrates knowledge of effective instructional techniques by using a wide variety of materials and mediums of delivery and avoiding overuse of any one medium.
- Demonstrates knowledge of IEP and treatment planning process by reviewing referral and assessment data to obtain each student's history, issues, and disabilities; by preparing for IEP and treatment planning meetings, providing current, specific data, and creating appropriate goals and objectives; by developing and employing strategies and interventions; by monitoring and evaluating student progress; and by sharing information.
- Manages the classroom to maintain a safe, secure, and effective learning environment by providing a high degree of structure, clear expectations, and consistency. Implements expectations and consequences as appropriate for each student as outlined in behavior management plan.

- Maintains a firm, fair, and consistent approach to the instruction of students and promotes student involvement by reinforcing positive behaviors
- Anticipates potential behavior problems in students by maintaining line-of-sight supervision of assigned students at all times and assessing their behavior patterns.
- Ensures the rights of all students are observed and protected through the use of appropriate and respectful communication, proper de-escalation techniques, and correct physical restraint methods when necessary.
- Ensures compliance with all company policies, procedures and other regulatory requirements by reporting any known or suspected violations to the supervisor or through other means identified in company policy. Maintains confidentiality of all student records per program guidelines.
- Demonstrates knowledge of Integrity Assurance Review (IAR) standards by responding to feedback about observations and areas needing development, showing steady improvement or maintenance of 100%, identifying new areas for growth, and expanding skills.
- Promotes and maintains positive community relations by coordinating efforts with outside agencies, groups, and individuals to expand the teaching program. Communicates and cooperates.
- Provides timely, accurate, and professional documentation by recording daily grades/points, progress notes, progress reports, report cards, IEP goals and objectives, incident reports, and behavior data in accordance with standard practices of the facility. Documents all external and internal contacts and relays student information according to company and governmental guidelines.

Requirements:

- California Special Education Credential (Moderate/Severe w/Autism Authorization or Mild/Moderate with Autism Authorization or qualifications met for University Internship, experience with children with special needs.
- Training in applied behavior analysis and experience with functional, community-based curriculum a plus.

Benefits:

- Medical
- Dental
- Vision
- 401k
- Relocation Assistance
- Vacation
- Sick Time

Contact:

Please email resume to: mcasillas@spectrumschools.com

Visit us at: <http://www.spectrumschools.com/>

Director, Special Education - Assessment

San Antonio, TX

Job Category: Professional

Terms of Employment:

12 months/230 days per year. Salary is at Administrative Program Job Group 8 on the SAISD Compensation Plan on a term or probationary contract, as applicable. Annual salary range is \$79,437.40 - \$92,186.30 based upon directly related experience.

Primary Purpose:

Support all aspects of the special education program with a focus on assessment to include: overseeing behavior implementation specialists, LSSP/Evaluation staff, budget, related services, autism, and speech. Work in close collaboration with the Executive Director and the Assistant Superintendent by providing school data, professional development, and current special education pedagogy to include behavior management.

Education/Certification:

- Valid Texas Principal/Mid-Management Certification or Licensed Specialist in School Psychology
- Master's Degree from and accredited four year college or university in Special Education, Curriculum/Instruction, Education Administration, or related
- Candidate must have satisfactory outcome of fingerprinting background check. Non-refundable fee (approximately \$50.00) paid by the employee

Experience:

- Three (3) years of successful teaching in the area of Special Education
- Minimum two (2) years leadership (non-classroom) at the campus or central office level

Contact:

Celeste Macias
(210) 554-8400

Director, Special Education - Secondary

San Antonio, TX

Job Category: Professional

Terms of Employment:

12 months/230 days per year. Salary is at Administrative Program Job Group 8 on the SAISD Compensation Plan on a term or probationary contract, as applicable. Annual salary range is \$79,437.40 - \$92,186.30 based upon directly related experience

Primary Purpose:

Support all aspects of the special education program with a focus on secondary to include curriculum alignment, development and implementation, and compliance. This position will work in close collaboration with the Executive Director and Assistant Superintendent by providing school data, professional development, and current special education pedagogy and practices.

Education/Certification:

- Valid Texas Principal/Mid-Management Certification
- Master's Degree from an accredited four year college or university in Special Education, Curriculum/Instruction, Education Administration, or related
- Candidate must have satisfactory outcome of fingerprinting background check. Non-refundable fee (approximately \$50.00) paid by the employee

Experience:

- Three (3) years of successful teaching in the area of Special Education
- Minimum two (2) years leadership (non-classroom) at the campus and central office level

Contact:

Celeste Macias
(210) 554-8400

Director, Special Education - Elementary

San Antonio

Job Category: Professional

Terms of Employment:

12 months/230 days per year. Salary is at Administrative Program Job Group 8 on the SAISD Compensation Plan on a term or probationary contract, as applicable. Annual salary range is \$79,437.40 - \$92,186.30 based upon directly related experience

Primary Purpose:

Support all aspects of the special education program with a focus on elementary to include curriculum alignment, development and implementation, and compliance. This position will work in close collaboration with the Executive Director and Assistant Superintendent by providing school data, professional development, and current special education pedagogy and practices.

Education/Certification:

- Valid Texas Principal/Mid-Management Certification
- Master's Degree from and accredited four year college or university in Curriculum/Instruction, Education Administration, or related
- Candidate must have satisfactory outcome of fingerprinting background check. Non-refundable fee (approximately \$50.00) paid by the employee

Experience:

- Three (3) years of successful teaching in the area of Special Education
- Minimum two (2) years leadership (non-classroom) at the campus and central office level

Contact:

Celeste Macias
San Antonio ISD-Human Resources
(210) 554-8400

Executive Director - Special Education

San Antonio, TX

Job Category: Professional

TERMS OF EMPLOYMENT:

12 months/ 230 days per year. Salary is at Administrative Management Job Group XX-1 on the SAISD Compensation Plan on a term or probationary contract, as applicable. Annual salary range is \$95,509.80 - \$107,313.40 based upon directly related experience.

Primary Purpose:

This position is responsible for directing all aspects of the special education program to include curriculum alignment, development and implementation, as well as, budgeting and staffing. This position provides information and support to schools regarding compliance with legal mandates, rules and regulations which govern the provision of special education and related services to students. Additionally, this position will work in collaboration with the Assistant Superintendent and School Improvement Office on PBMAS, School Turnaround efforts, and System Organization.

Education/Certification:

- Valid Texas Mid-Management/Principal certification or Special Education Supervisor certification
- Master's degree from an accredited four year college or university in the field of education or a related area
- Candidate must have satisfactory outcome of fingerprinting background check. Non-refundable fee (approximately \$50.00) paid by the employee

Experience:

- Three (3) years as a Special Education teacher
- Five (5) years of administrative experience in education or a related field
- Knowledge and experience in developing/implementing staff development

Contact:

Celeste Macias
San Antonio ISD - Human Resources
(210) 554-8400

Behavior Implementation Specialist

San Antonio, TX

Job Category: Professional

Terms of Employment:

11 months /197 days. Salary is at Administrative Program Job Group 4 on the SAISD Compensation Plan on a term or probationary contract, as applicable. Annual salary range is \$52,673.86 - \$61,357.62 based upon directly related experience.

Primary Purpose:

Build learning capacity of teachers across the district to develop and implement behavior management strategies in classrooms and to provide specific behavior intervention supports to students in a co-teach setting. Effect positive behavioral change in students and provide supportive interventions to families and/or students.

Education/Certification:

- Bachelor's degree from an accredited four year college or university
- Teacher certification or endorsement from TEA in the area of special education
- Candidate must have satisfactory outcome of fingerprinting background check. Non-refundable fee (approximately \$50.00) paid by the employee

Experience:

- Three (3) years teaching or related experience
- Experience developing behavior management strategies for students with disabilities
- Experience consulting with parents, teachers and support personnel

Contact:

Celeste Macias
San Antonio ISD-Human Resources
(210) 554-8400

Special Education Teacher (Arizona)

Phoenix, Arizona

Job Category: Special Education Teacher

EBS is seeking passionate, motivated Special Education Teachers who want to make a difference in the lives of exceptional children! **EBS** Special Education Teachers develop and implement all aspects of student IEPs and classroom instruction in order to maximize academic, communicative, behavioral, self-help, social and emotional success.

Responsibilities include:

- Organizing and implementing an instructional program that meets the developmental level and unique learning style needs of diverse learners
- Creates a positive educational environment for all students using a multi-tiered system of supports
- Utilizes Universal Designs for Learning and multiple modalities of instruction for engagement
- Incorporates a system for data collection and analysis that drives academic decision making
- Collaborates with other educators, related service providers and parents to maximize student outcomes
- Uses professional quality communication skills to convey information to the student's team
- Meets all district, state and federal requirements for the program to which they are assigned including, MET/IEP and Progress Report Deadlines
- Utilize visual supports and structured teaching methodologies as appropriate to population served
- Demonstrates an understanding of appropriate curriculum, differentiation and developmental instruction
- Demonstrates an understanding of behavioral functions and implements a system of positive behavior interventions and supports

EBS offers customized salary packages for each individual employee. An **EBS** special educator's salary varies based on experience, education, employment setting, and location.

Qualifications:

- Bachelor's and/or Master's Degree in Special Education
- Appropriate State Certification/Licensure in Special Education
- Current Fingerprint Clearance Card
- SEI Endorsement (For AZ Candidates)

To Apply:

Please send updated resume to hr@ebshealthcare.com

Special Educator Teacher - (Hawaii)

Honolulu, Hawaii

Job Category: Special Education Teacher

EBS is seeking passionate, motivated Special Education Teachers who want to make a difference in the lives of exceptional children! **EBS** Special Education Teachers develop and implement all aspects of student IEPs and classroom instruction in order to maximize academic, communicative, behavioral, self-help, social and emotional success.

Responsibilities include:

- Creating an optimal learning environment that is responsive to the needs of students with significant emotional and behavioral challenges
- Organizing and implementing an instructional program that meets the developmental level and unique learning style needs of diverse learners
- Creates a positive educational environment for all students using a multi-tiered system of supports
- Utilizes Universal Designs for Learning and multiple modalities of instruction for engagement
- Incorporates a system for data collection and analysis that drives academic decision making
- Collaborates with other educators, related service providers and parents to maximize student outcomes

- Uses professional quality communication skills to convey information to the student's team
- Meets all district, state and federal requirements for the program to which they are assigned including, MET/IEP and Progress Report Deadlines
- Utilize visual supports and structured teaching methodologies as appropriate to population served
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- Demonstrates an understanding of behavioral functions and implements a system of positive behavior interventions and supports

EBS offers customized salary packages for each individual employee. An **EBS** special educator's salary varies based on experience, education, employment setting, and location.

Qualifications:

- Bachelor's and/or Master's Degree in Special Education
- Appropriate State Certification/Licensure in Special Education
- Experience working with children with emotional disabilities and challenging behaviors/self-contained teaching experience preferred
- Current Fingerprint Clearance Card (if required for your state)

To Apply:

Please send a copy of your updated resume to hr@ebshealthcare.com

Special Education Teacher - (California)

California

Job Category: Special Education Teacher

EBS is seeking passionate, motivated Special Education Teachers who want to make a difference in the lives of exceptional children! **EBS** Special Education Teachers develop and implement all aspects of student IEPs and classroom instruction in order to maximize academic, communicative, behavioral, self-help, social and emotional success.

Responsibilities include:

- Organizing and implementing an instructional program that meets the developmental level and unique learning style needs of diverse learners
- Creates a positive educational environment for all students using a multi-tiered system of supports
- Utilizes Universal Designs for Learning and multiple modalities of instruction for engagement
- Incorporates a system for data collection and analysis that drives academic decision making
- Collaborates with other educators, related service providers and parents to maximize student outcomes
- Uses professional quality communication skills to convey information to the student's team
- Meets all district, state and federal requirements for the program to which they are assigned including, MET/IEP and Progress Report Deadlines
- Utilize visual supports and structured teaching methodologies as appropriate to population served
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EBS offers customized salary packages for each individual employee. An EBS special educator's salary varies based on experience, education, employment setting, and location.

Qualifications:

- Bachelor's and/or Master's Degree in Special Education
- Appropriate State Certification/Licensure in Special Education
- Current Fingerprint Clearance Card

To Apply:

Please send updated resume to hr@ebshealthcare.com

Teacher

Washington, DC

Job Category: Teaching

Position: Teacher

Opening Date: School Year 2016-2017

Number of openings: Varies by content area

Our students need your expertise, passion and leadership.

We are looking for highly motivated and skilled talent to join our team at the District of Columbia Public Schools (DCPS). We seek individuals who are passionate about transforming and improving educational outcomes for our students.

In DCPS, 4,500 teachers serve the needs of 49,000 students across 113 schools. As part of a comprehensive reform effort to become the best urban school system in America, DCPS intends to have the highest-performing, best paid, most satisfied, and most honored educator force in the nation whose work drives significant achievement gains for DCPS students.

Responsibilities:

- Develop and implement curricula to meet academic standards
- Thoughtfully plan daily lessons and implement specific strategies to meet the needs of all students, providing extra support, enrichment, or variation of work when necessary
- Be accountable for students' academic growth and increase each individual student's achievement
- Design and implement assessments that measure progress towards academic standards and diagnose areas of student misunderstanding
- Use assessment data to refine curriculum and inform instructional practices
- Create a positive, achievement-oriented learning environment
- Reflect on successes and areas of growth as a teacher, seek to improve performance, and respond to feedback
- Participate in collaborative curriculum development, grade-level activities, and school-wide functions
- Invest parents and families in their children's academic success through regular communication
- Perform other related duties as assigned.

Qualifications:

- Bachelor's degree
- Possesses or is eligible for a valid District of Columbia Teaching License (for more information on DC Teacher Licensure, please visit the website of the Office of the State Superintendent of Education at <http://osse.dc.gov/service/teacher-licensure>)
- Successful completion of Praxis I and II exams (unless holding a standard teaching license)
- Strong instructional skills and classroom management
- Ability to self-reflect on teaching practices and be responsive to feedback
- Personal Qualities of Top Candidates
- **Commitment to Equity:** Passionate about closing the achievement gap and ensuring that every child, regardless of background or circumstance, receives an excellent education.
- **Leadership:** Coaches, mentors, and challenges others to excel despite obstacles and challenging situations.
- **Focus on Data-Driven Results:** Relentlessly pursues the mastery of instruction based on student performance, and is driven by a desire to produce quantifiable student achievement gains.
- **Innovative Problem-Solving:** Approaches work with a sense of possibility and sees challenges as opportunities for creative problem solving; takes initiative to explore issues and find potential Innovative solutions.
- **Adaptability:** Excels in constantly changing environments and adapts flexibly in shifting projects or priorities to meet the needs of a dynamic transformation effort; comfortable with ambiguity and non-routine situations.
- **Teamwork:** Increases the effectiveness of surrounding teams through collaboration, constant learning and supporting others; sensitive to diversity in all its forms; respects and is committed to learning from others

How to apply:

To apply, visit our website at www.joindcpublicschools.com/teachers, and complete our online application.

QUESTIONS:

If you have any questions, please email us at teach.dcps@dc.gov.

STAY INFORMED!

Follow us on Twitter at [@dcpsjobs](https://twitter.com/dcpsjobs), or become a fan of [DCPS Jobs](https://www.facebook.com/DCPSJobs) on Facebook.

Criminal Background Check

In accordance with the Criminal Background Checks for the Protection of Children Act of 2004, this position has been designated and identified as one which requires a criminal background check and/or traffic record check. If you are tentatively selected for the position, a criminal background check will be conducted. A final offer of employment is contingent upon the receipt of a satisfactory criminal background check.

Notice of Non-Discrimination

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990 and the D.C. Human Rights Act of 1977, as amended, District of Columbia Official Code Section 2-1401.01 et seq. (Act), the District of Columbia Public Schools (DCPS) does not discriminate (including employment therein and admission thereto) on the basis of actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an interfamily offense, or place of residence or business. Sexual harassment is a form of sex discrimination, which is prohibited by the Act. In addition, harassment based on any of the above-protected categories is prohibited. Discrimination in violation of the aforementioned laws will not be tolerated. Violators will be subject to disciplinary action. Inquiries regarding the non-discrimination policies of DCPS will be handled as follows:

Employees with inquiries regarding non-discrimination policies related to employment and employees should contact:

Equal Employment Opportunity Specialist
Office of Labor Management & Employee Relations
District of Columbia Public Schools
1200 First St, NE, 10th Floor, Washington, DC 20002
(202) 442-5424

Upper School Math Teacher

Coconut Creek, FL

Job Category: Full Time

Description:

- Ability to articulate the Mission, Vision, and Values of the school both verbally and in writing
- Comprehensive knowledge of curriculum and instruction within the appropriate content area and/or grade level
- Ability to function as a student achievement advocate and advisor
- In depth understanding of all elements, goals, instructional best practice strategies, embodied in the Academic Plan, as well as the ability to clearly articulate the plan to parents and students.
- Outstanding listening skills
- Highly developed written and verbal communication skills
- Highly developed presentation skills
- Effective organizational skills including but not limited to lesson planning, implementing units of study, differentiating instruction, designing and implementing assessments
- Ability to monitor student progress and report information in a timely manner
- Ability to manage, delegate and monitor tasks
- Ability to mentor and coach students
- Highly developed collaborative leadership skills and the ability to work well with and through others
- Ability to prioritize and to expend allotted resources in alignment with stated academic priorities
- Ability to foster and maintain a positive school climate

Requirements:

- Implement the established curriculum as described in the NBPS curriculum maps
- Maintain and update curriculum maps on Atlas Rubicon
- Select and plan appropriate learning and teaching activities that are in alignment with NBPS standards and the Academic Plan
- Exercise good classroom management with the use of fair and consistent standards and appropriate sanctions that are clearly articulated to the students
- Encourage students to ask questions and to express their difficulties.

Benefits:

Full benefits include, medical, dental, vision, 401k plan, employer paid life insurance, short-term and long term disability.

Contact:

Brandon Boston, Director of Lighthouse Point Academy

bostonb@nbps.org

Tele: 954-247-0011 ext 380

Alternative Assessment Developers

Work from Home

Job Category: Freelance/Work from Home

Description:

State departments of education are increasingly interested in developing appropriate and useful standardized assessments for special education students. Ceres Publishing Services LLC (www.ceres-llc.com) is assembling a team of special education teachers or former teachers to lend their expertise to the development of state alternative assessments. Formats will vary, and will be based on team input. Standardized test development experience is a plus, but training and support from experienced test developers can be provided. Work will begin during the summer of 2016 and continue throughout the year. Team members can take on assignments of variable scope, according to their other work demands. Fee will be project-based, but typically test developers can expect to be paid at least \$30 per assessment item.

Requirements:

Create test items for alternative assessments, working collaboratively via email and other online collaboration tools. Expertise in special education, including appropriate educational credentials and teaching experience, is required. Standardized test item development is a plus.

Benefits:

This is a freelance position; no job benefits are offered. Test developers can expect at least \$30 per assessment item.

Contact:

To apply, please send an email detailing your relevant experience, along with a résumé, tocjohnson@ceres-llc.com.

Special Education Teacher

Vestal, NY

Job Category: Special Education Teacher

Special Education Teacher - Institute for Child Development About The Research Foundation for SUNY at Binghamton:

The Research Foundation, founded in 1951, exists to serve SUNY and to capitalize on the scope, scale and diversity of SUNY as an engine of New York state's innovation economy.

The RF supports nearly \$1 billion in SUNY research activity annually, providing sponsored programs administration and commercialization support services to SUNY faculty performing research in numerous disciplines.

The Research Foundation of SUNY is a private not-for-profit corporation that administers externally funded sponsored projects for and on behalf of SUNY. The Research Foundation is a separate employer from SUNY and the State of New York and offers separate compensation and benefit plans.

RESPONSIBILITIES:

- Formulate, write, and implement Individual Education Plans.
- Develop, construct, write and implement habilitative programs for children.
- Objectively evaluate child behavior and performance.
- Monitor and objectively evaluate child behavior and performance and modify programs as required.
- Conduct and Consult on program analyses to determine effectiveness.
- Prepare written reports as needed.
- Maintain frequent contact with parents or guardians of children, in oral and written forms, regarding child progress on IEP goals.
- Participate orally and by providing written material in multiple weekly staff meetings.
- Provide support, in vivo supervision and performance feedback to paraprofessional staff as directed.
- Provide support, in vivo supervision and performance feedback to undergraduate practicum students as directed.

EXPECTATIONS:

- Provide direct child instruction and care for 5-days a week as determined by the Unit calendar. Meetings, preparation, parent contact, etc. will occur outside direct child attendance times
- Be available for ad hoc meetings and consultation during work hours as specified by Director of Educational Services, which may vary.
- Participate in all habilitative, self-help and emotional development programs as requested.
- Maintain appropriate cleanliness, organization and decoration of classroom.
- Assist children to and from bus stop and monitor lunch period.
- Demonstrated proficiency in analytical methods and written English expression.

LEVEL OF SUPERVISION:

Special Education Teachers will be supervised by and work closely with the Director of Educational Services. In vivo supervision of instructional effectiveness will be provided. In addition, consultation on program development, data evaluation and related responsibilities will be held bi-weekly.

REQUIRED QUALIFICATION:

- Bachelor's or Master's degree in Special Education
- New York State teaching certification or eligibility
- Must be fluent and easily understood in English with very good articulation to accommodate the communication and comprehension needs of the children served.

Please see the Research Foundation website for more information on qualifications and organizational policies.

<https://rfbu.interviewexchange.com/jobofferdetails.jsp?JOBID=63321>

ANNUAL SALARY:

\$33,000 dependent upon qualifications and experience.

Full time position includes full benefits package through the Research Foundation of the State University of NY.

Research Foundation Commitment to Equal Employment Opportunity

The Research Foundation for The State University of New York (RF) is committed to the principles of Equal Employment Opportunity and Affirmative Action.

The Research Foundation for SUNY is a private, not for profit corporation.

To apply please submit:

- Cover letter
- Resume
- Three letters of recommendation are required prior to employment
- You may add additional files/documents after uploading your resume.
- After filling out the contact information, you will be directed to the upload page.

Returning Applicants: - Login to your The Research Foundation for SUNY at Binghamton Careers Account to check your completed application.

Please contact us if you need assistance applying through this website.

<https://rfbu.interviewexchange.com/jobofferdetails.jsp?JOBID=63321>

Special Education Teacher

Phoenix, AZ and Tucson, AZ

Job Category: Special Education Teacher

Description:

\$48,000/school year (180 days). Summers off with year round pay. Special Education Teachers needed in Arizona (Phoenix and surrounding cities). Needs are in the self-contained and resource settings serving students with emotional disabilities (ED), Autism (A), Severe/Profound (S/P), and Intellectual Disabilities (ID). **STARS** is the largest school contract agency in AZ. **STARS** is owned and operated by Occupational Therapists. You will be an employee and receive full benefits (see below). With a proven track record, **STARS** is able to offer you an unbeatable support system and resources. **STARS** is hiring for the 2015-2016 school year. **STARS** places Special Education Teachers throughout the Phoenix, Tucson and the surrounding area public schools.

Requirements:

- Certification through the AZDOE, in Special Education
- Arizona Fingerprint Card through AZDPS
- We will help you get the credentials needed and reimburse you for the cost.

Salary:

\$48,000/SCHOOL YEAR, BASED ON 180 DAYS

STARS also offers a fantastic benefit package including:

- 16 weeks off
- 100% Company paid Health, Dental, and Life Insurance
- \$1,000/year Continuing Ed Money
- Paid DOE Certification Fees
- Paid NASET Dues
- Spanish Immersion trip
- Hawaii Trip for two
- 401K
- 125 Plan
- Direct Deposit
- Evaluation tools and treatment supplies
- Two company sponsored parties with professional entertainment
- Company newsletter
- **STARS** sponsored dinner meetings with national/local speakers
- Yearly raises
- Referral bonuses
- Moving \$
- Birthday gifts and other appreciation throughout the year
- **Genuine Appreciation**

YOU WILL FEEL LIKE A STAR!!!

Contact:

Brian Paulsen, COO #480.221.2573; Please email your resume to Jobs@StudentTherapy.com; Apply Online at StudentTherapy.com, we would love to hear from you!

[To top](#)

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To learn more click on the image above or - [Click here](#)

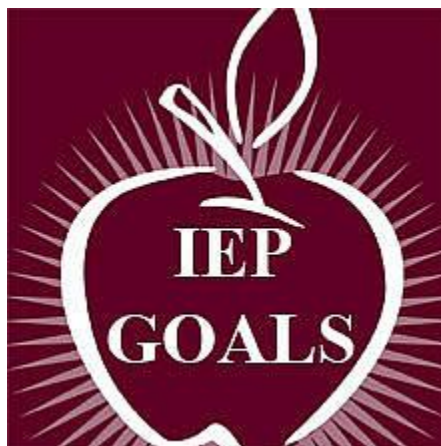
Acknowledgements

Portions of this month's *NASET's 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 Special Educator e-Journal

NASET Application for iPad and iPhone



To learn more click on the image above or - [Click here](#)