NASET Special Education e-Journal

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Special Education Legal Alert

Perry A. Zirkel

This monthly legal alert addresses an IDEA issue and a Section 504 issue. First is the summary of a recent federal appellate court decision concerning the IDEA's LRE mandate. The second is a recently published article reporting the national and state-by-state percentages of "504-only" students. For automatic e-mailing of future legal alerts, sign up at **perryzirkel.com**; this website also provides free downloads of various related articles, including the two summarized in this legal alert.

In *B.E.L v. Hawaii* (2018), one of the relatively few recent court decision concerning the least restrictive environment (LRE) mandate of the IDEA, the Ninth Circuit addressed the parents' contention that their child's IEP, which provided for a special education class for reading and reading and math and a general education class for all other subjects, denied their child FAPE by being overly restrictive. The child was a second grader with SLD who, according to his first and second grade teachers, was failing to meet grade-level benchmarks in reading and math despite receiving various classroom interventions and accommodations. When the IEP team rejected the parents' request for placement in a general education class with supplementary aids and services for these two subjects, they unilaterally placed their child in a private school specializing in dyslexia and sought tuition reimbursement.

In affirming the hearing officer and the federal district court, the Ninth Circuit applied a multi-factor analysis to determine whether the parents' had proven that the child's placement was not in the LRE. The primary factors in this case were (a) comparative academic and nonacademic benefits, and (b) the extent of any disruptive effect. The court deferred to the teachers' testimony for both factors, particularly because the parents' had not presented any expert evidence and the child was effectively integrated with nondisabled peers for the rest of the school day. A private evaluation that diagnosed dyslexia and "low average" reading and math skills did not outweigh other evidence in the record.

Although the various circuits have slightly different variations of the LRE factors, they all primarily rely on these two factors, with the presumption in favor of the placement that maximizes interaction with nondisabled students with appropriate supplementary aids and services. The positions of the parties vary, with the parents favoring the more inclusive environment in some cases and favoring a more specialized, segregated environment in other cases. The judicial outcomes also vary rather widely, depending on several decisional factors, including the burden of proof, the cogency of the evidence, and the individual circumstances of the child.

LRE and its interrelationship with FAPE is not a clearly settled matter, and the levels of inclusion and the extent of supplementary aids and services vary widely from state to state and, in some states, from district to district.	Although no longer a "hot" legal issue in terms of the frequency and novelty of litigations, LRE remains a pedagogical issue that has not yet been resolved at "best practice" level of effective inclusion in many parts of the country.

A recent analysis focuses on the rate of "504-only" students (i.e., those with 504 plans, not "double-covered" students with IEPs) nationally and for each state, based on the 2013–2014 Civil Rights Data Collection (CRDC). For the full version of this analysis, see the most recent item under the Section 504 and the ADA subheading of the Publications list on my website—"State-by-State Rates of 504-Only Students in K–12 Schools." A follow-up analysis based on the recently available 2015–2016 CRDC will appear on this website within the next 1–3 months.	
The national average was 1.8% for 504-only students, while the corresponding average was 12.2% for IDEA IEP students.	This average represents almost a doubling of the rate before the ADA Amendments Act of 2008, which broadened the interpretive standards for Section 504 eligibility, largely by expanding the illustrative list of major life activities and the determination of substantial limitation.
The states with the highest average rates were New Hampshire (5.5%), Louisiana (5.0%), and Vermont (4.4%). The states with the lowest average rates were New Mexico and Wisconsin (.5% each) and Mississippi (.3%).	This inter-state variance is higher than that for the IDEA IEP rates in terms of the ratio between the highest and lowest percentages. The reasons for this variance are complex and not clearly known. The likely contributing factors include litigiousness, socioeconomic status, and various interrelated situational features such as responses to high stakes time testing and the corresponding pressures with regard to IDEA identification.
These rates are not likely to have increased dramatically in more recent years, given the notable passage of time since the ADA amendments. However, the follow-up analysis of the biennial CRDC information will, in all	The inter-district variance further reflect the same systemic contributing factors, such as socioeconomic status. The intra-district variance is likely attributable to the subject

likelihood, reveal major differences from district to district and even between elementary and high schools.	matter orientation and SAT/ACT test pressures at the high school level.
Although not yet subject to research, it may well be that these rates include over-identification of some impairments, such as ADHD, and under-identification of various low-incidence health impairments.	These hypotheses are respectively based on (a) the over-diagnosis of ADHD and/or its interaction with IDEA identification and (b) the unwarranted importation of the educational-impact factor of IDEA eligibility and the undifferentiated use of individual health plans.
Recent unresolved issues for 504 eligibility include the recent prevalence of anxiety among adolescents and the increased emphasis on concussions.	Such determinations require careful adherence to the eligibility criteria for Section 504 eligibility. See, e.g., the 2015 article, "Are Students with Concussions Qualified for Section 504 Plans?" in the Section 504 and ADA section of the publications list.

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Book Review: For White Folks Who Teach in the Hood…and the Rest of Y'all Too (Reality Pedagogy in Urban Education) By Devon Daulton

Abstract

For White Folks Who Teach in the Hood…and the Rest of Y'all Too serves as a transformative call to inclusion and accountability in urban education systems. The purpose of this review is to reiterate a deeper social issue that pours into our school systems and fosters discrimination. Emdin's reality pedagogy focuses on the need for educators and curriculums to celebrate different cultures and reflect that of students' communities. The core of this reading urges teachers and administrators from different backgrounds, grade levels, general/special education, and socioeconomic status to acknowledge an issue of assimilation and discover ways in which to teach impartially.

Emdin, C. (2017). *For White Folks Who Teach in the Hood … and the Rest of Yall Too Reality Pedagogy and Urban Education*. Beacon Pr. 208 pp. $16.00

"The time will always come when teachers must ask themselves if they will follow the mold or blaze a new trail." In Christopher Emdin's *For White Folks Who Teach in the Hood…and the Rest of Y'all Too*, readers are taken on an informative and relevant journey of the deplorable truth behind urban education.

Prefacing from Emdin's own experiences working with minority students, he brings awareness to the oppressive system of education that many children face today. Introducing his reality pedagogy, Emdin asserts that teachers and administrators need to build curriculums made specifically with students' culture and individual perception in mind. In a society that contends on students assimilating to that of white culture, it is imperative that we obtain teachers who understand the role they play as leaders in their school systems. I argue that this text needs to be read by every teacher in urban America, sold in every book store with an education section, and recognized for the transcendent message it accelerates into the field of leadership.

One of the most significant themes from this book is that educators need to connect with their students on a personal level. For teachers who are racially different from their students, it is essential to merge into their communities to gain insight to their traditions, communication styles, and values. From commanding the classroom to teaching and discipline, educators must relate the outside world to the school environment effectively. Emdin advocates that when teachers learn about their students first, they can then build an adequate teaching style and approach for the classroom. The deeper interpretation of this argument is that it is acceptable for students and teachers to be racially different, so long as these differences are both celebrated and validated within the school culture.

"The work for white folks who teach in urban schools, then, is to unpack their privileges and excavate the institutional, societal, and personal histories they bring with them when they come to the hood." It is important to note that when Emdin refers to "white folks," he is not only talking about race but also people of power and those who abuse it. The next compelling theme from his book is that of stereotyping and discrimination. Often times, new educators in urban schools come in with preconceived notions about their students. By instructing through bias, the teacher is depriving students of influential learning. Without communication and understanding, students don't get a platform to discuss where the education system may be failing them. In the

words of Martin Luther King Jr., "In the end, we will remember not the words of our enemies, but the silence of our friends" (1967). As educators and administrators, it is crucial to be the voice for students who are falling victim to a specific narrative. How we choose to educate and interact with students will stick with them for a lifetime, affecting how they perceive education.

The final theme of Emdin's book is teaching children how to play the game in our society. This involves cultivating varied styles of languages to adapt to different environments. When teaching "in the hood," one must provide students with dialects and introduce them to different cultures so they can thrive in society once they graduate. This is not to say that their own culture and dialect is less than, it is merely teaching them how to be fluid within conversation and how to respond to people in distinct positions. By priming students for these scenarios, they are prepared to face job interviews, give speeches, and show diversity in their language.

After reading this book, there is a realization that it is not only beneficial for education but also for the domain of leadership. Much like that in *Leading in a Culture of Change* by educational reformer Michael Fullan (2014), Emdin also pushes for leaders who inspire through moral purpose. They both realize there is a difference between leaders who sit back and remain quiet and those who have an internal commitment to raise awareness to pertinent issues. Great leaders understand the need to make connections and build relationships with those seeking their guidance. For teachers who work "in the hood," a leadership mindset is required to attain successful change and achievement. The purpose of this book not only addresses the need for serious modifications in curriculum but also a pressing demand for leaders in the school systems.
The strongest points in this book were found through accountability. Emdin acknowledged that the success of our young people starts within our schools. Their failure or success is a direct reflection upon the guidance they received. There needs to be an ideologic change in the belief that educators work *for* students, but instead work *with* students. Making connections and understanding those that are racially different will reconstruct education and society. We will begin seeing changes in achievement gaps, more people of color in power, and a standard rejection of discrimination and racism. I, personally, found no weak points within the text. This book is a must-read for everyone, but especially for those working within the education system. "Avoid people who are unhappy and disgruntled about the possibilities for transforming education. They are the enemy of the spirit of the teacher."

The title of this publication is one in which grabs the reader. It is intentional and meant to address a "necessary truth," as Emdin argues. I urge those who struggle to see discrimination in school systems to read this book. I implore those who don't realize that the political world is a driving force in educational resources and opportunities to read this book. And I encourage all who intend to lead children impartially to read this book. Emdin's pedagogy conveys aspects of a larger social issue that can be breached with great teachers. His honest writings bear audience to people of all color and those who wish to see the youth of today become the society of tomorrow. "The longer teachers teach, the better they are at their practice. That practice may serve to empower students or it may break the students' spirit. That decision belongs to the teacher."

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About the Author

The author of this publication, Devon Daulton, is a current graduate student at Florida International University in Miami, FL. She was a childcare provider for six years within the community of Memphis, TN and received her Bachelor's Degree in Psychology at the University of Memphis. Continuing her education and professional development, she was accepted into the Master's Program at FIU to study and research Early Childhood Education and Development. Because of her involvement in cities like Memphis and Miami, she presents a unique perspective to the culture needed within education. She also provides insight from that of a present student and childcare provider, indulging wide audiences in identifiable and engaging academia. As an advocate for representation and inclusion in our school systems, her literature proves relevance and necessity in today's society, as well as the current journal.

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Building Collaborative Partnerships Among Community, Home, and School

By Danielle Williams

Abstract

School professionals must take intentional steps to develop and nurture collaborative relationships with students' families, particularly those who are culturally and linguistically diverse (CLD). When CLD families participate in their children's education, it can produce a cascade of positive effects including increased student achievement and parent confidence. Practical strategies for increasing CLD parent involvement such as offering creative programming in convenient and friendly locations, integrating churches and community organizations into school events, and planning meetings that are respectful of cultural beliefs and facilitate mutual understanding are discussed.

Building Collaborative Partnerships Between Home, Community, and School. The United States Department of Education's National Center for Education Statistics (2017) states that, out of 50.7 million students projected to enroll in prekindergarten through 12th grade, 26.3 million students were expected to come from minority or mixed-race cultural backgrounds. Some of these students will come from families who are not only culturally diverse, but linguistically diverse as well. Culturally and linguistically diverse (CLD) students and their families face barriers in the classroom as well as in school activities, including special education processes (Chen & Gregory, 2010). Due to these barriers, families may not become active participants in their children's education which can result in decreased student achievement, disconnect between home and school settings, and decreased parent satisfaction and lack of confidence.

This literature review offers a survey of research focused on strategies for increasing family engagement such as expanding parental rates of contact and volunteerism with the school and implementing parenting practices which encourage children's participation in school including homework support. These strategies are important since parents' (and presumably, other relatives') involvement positively influences their children's education, including increased grades and fewer discipline issues (Chen & Gregory, 2010). Education professionals must make extra efforts to reach out to CLD families, particularly those with students involved in special education processes who often have "increased responsibilities and a lack of time" (Latunde, 2017, p. 268).

Schools should extend their reach into communities. Special events such as parent workshops, support groups, and extracurricular activities (academic or club-based) allow families multiple options for supporting their children's growth. Families may benefit from training regarding school culture and curriculum, classes in responsive behaviors and strategies for home teaching, and instruction in how to advocate for their children's needs (Latunde, 2017). Advocacy training for interested community members provides an ongoing support system for families of students with disabilities (Burke, 2013). Since the school may be inconvenient or distasteful for some families to visit, activities may be held at other facilities within the neighborhood, such as churches and community centers. As Latunde (2017) points out, African American churches have historically been sources of support in child-rearing and education, so they are likely allies for community schools. They also are viewed positively by many in the community and are considered friendly, safe spaces (Latunde, 2017).

School staff from reception to administration must also learn to communicate effectively with families. They can begin by examining their own culture-- their beliefs of what behavior is appropriate and inappropriate, how the roles of family members differ, and their expectations of how families should provide support to their children in school (Harry, 2008). Following that, education professionals must take it upon themselves to discover each family's cultural definitions of disability, ascertain family members' responsibilities, and find out how each family views their interactions with school staff in order to collaboratively identify goals for the student.

Communications with family and community members can and should take multiple forms. Face-to-face visits either in school, homes, or other venues in the community may be best for some families. Others may be best reached by paper flyers or posters, or by electronic means, such as email or social media. To address possible language barriers, education professionals should, upon first contact with the family, ascertain their preferred language and share that information with others at the school. If needed, interpreters should be trained before any meetings and be prepared to explain any specific education terms to be used (Reiman, Beck, Coppola, & Engiles, 2010). With that said, however, school professionals should limit their use of educational jargon for ease of interpretation and to avoid confusion and misunderstandings (Burke, 2014). When using an interpreter, staff should keep sentences brief and provide plenty of pauses to allow time for translation, questions, and note-taking (Reiman, Beck, Coppola, & Engiles, 2010). Audiovisual materials may also make communication more effective (Latunde, 2017).

Education professionals can demonstrate respect for students' relatives during meetings by following the above guidelines as well as being conscientious about how family members are treated before, during, and after the meetings. Adults should be addressed formally as "Mr." or "Ms.," not by their first names, unless they ask otherwise. Family members should also be offered pragmatic supports such as options for the date and time of a meeting and assistance with transportation and childcare (Harry, 2008). Incentives for attendance may also offset costs for families. In addition, school staff should take great care not to show up late or leave a meeting early (Reiman, Beck, Coppola, & Engiles, 2010). School staff should also take care to be honest regarding expectations and timelines. When they are unsure, it is better to give a range of possibilities or to offer further clarification at a later date. Parent input forms, translated into the family's preferred language, should be sent home in advance of meetings, so that families know what to expect and are able to plan their remarks. If possible, school forms should not be pre-filled before meetings as this can make families feel that their input is not expected nor welcomed (Reiman, Beck, Coppola, & Engiles, 2010). Carefully plan seating so that family members are located beside at least one staff member who can act as a guide, and be sure to offer reassurance to relatives that it is acceptable to disagree with school staff as everyone wants to find the best solutions for the student. If there is a parent advocate program, the family should be introduced and encouraged to connect with an advocate for continued support.

Individualized Education Plans (IEPs) should be written with not just the student but the entire family in mind and should include their unique strengths and needs (Reiman, Beck, Coppola, & Engiles, 2010). Teachers should sit down with the family (either before the meeting or during it) to learn how the student's behavior and functional living skills can be strengthened to improve the family's quality of life (Harry, 2008). It is also crucial to list the resources the family can contribute toward interventions. If the teacher is able to meet the family prior to the actual meeting, it can be a great opportunity to answer their questions and prepare them to fully participate and advocate for their child (Reiman, Beck, Coppola, & Engiles, 2010). During and after the

meeting, staff should provide instructions and support materials for any interventions that the family will implement in the home (Salas, Lopez, Chinn, & Menchaca-Lopez, 2005). Reiman, Beck, Coppola, and Engiles (2010) suggest that part of the IEP meeting be used to train parents in specific intervention strategies.

Building and maintaining trust bonds with families of students, especially those with disabilities, has a huge impact on caregivers' satisfaction and confidence as well as on student achievement (Salas, Lopez, Chinn, & Menchaca-Lopez, 2005). Education professionals should communicate frequently with families, using interpreters or translation services as needed. When speaking, staff should use language that is friendly and easily understood, pause often in order to invite family members' input, and restate relatives' questions and comments in order to avoid misunderstandings (Reiman, Beck, Coppola, & Engiles, 2010). Teachers should also take notes during meetings and provide prompt follow-through on any promised action (Reiman, Beck, Coppola, & Engiles, 2010).

In conclusion, education professionals have a duty to create and sustain relationships with their students' families. Frequent communication and collaboration can boost relatives' confidence, increasing the likelihood that they will actively participate in their children's schooling experience, positively impacting students' success. Many effective practices such as using innovative programming in diverse settings, learning how to communicate effectively with families through multiple formats, being aware of how to use interpreters and tailoring speech so that it is more likely to be understood, demonstrating respect for families, preparing family members to be full and active participants in meetings, and building trusting relationships are all essential elements of collaboration. Future studies should focus on specific strategies to determine their long-term impact on families' behaviors and students' achievement.

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Mrs. Danielle S. Williams is a graduate student in the M.S. Sp. Ed. program at Florida International University (FIU). She has been the inclusion special education teacher at Brooker Elementary School for the past three years, developing close relationships with students and their families and learning how to integrate local churches, businesses, and other organizations into school activities. She lives in Hampton, Florida, with her husband, two daughters, and a spoiled housecat.

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Book Review: Helping Children Succeed
By Samantha Ashley Forrest

Tough, Paul. *Helping Children Succeed.* New York: Houghton Mifflin Harcourt Publishing Company, 2016. pp. 128. $18.99 (hardback). ISBN: 978-0-544-93528-0.

In continuum of the success of *How Children Succeed*, Paul Tough elaborates on the topic of what works and why it works to help guide educational leadership towards helping children succeed despite uncontrolled variables. Paul Tough is a successful author, who has been on the *New York Times* best sellers list for his publication on various topics, such as education, poverty, and politics. He has done research on Harlem Children's Zone, school systems after Hurricane Katrina in New Orleans, No Child Left Behind Act, and charter schools in America.

Paul Tough's *Helping Children Succeed* starts where he left off in *How Children Succeed*. After meeting with different educational leaders, Tough took action on the questions asked in these meetings, what works and why does it work (4). The book documents the journey of observing different levels of education that allowed him to come up with the three essential elements that is needed in order for children to succeed across the board—leveling out the playing field. Children respond to life with three criteria—autonomy, competent, and relatedness (63). Children need the senses of engagement, challenges within reach, and belonging as well as "small and insignificant" moments are what children truly respond to not only just in education, but in their everyday lives.

Paul Tough argues that the importance of these "small and insignificant" moments guide our growth mindset (82). He uses works from Carol Dweck, Deci and Ryan's concept of motivation among his first hand observations and international educational and psychological studies to validate his thesis of what works and why it works in *How Children Succeed.* He does not specify on what is the perfect method, considering each child is different, but acknowledges proper techniques that work effectively with examples. Turnaround's methods it focuses on relationships and pedagogy. Tough discusses an example with an EL (formerly known as Expeditionary Learning) Education program called Crew that has students in an ongoing, multiyear advisory group (93). In their groups, students are engaged and encouraged to work together to solve problems by collaborating on different methods of action. The study shows that children respond to the sense of belonging and that they are not just passengers, but are a crew working together. Tough describes the process that occurs when "neurobiological adaptations that result from an adverse early childhood evolve into the social and academic struggles (48-52)" that children of a variety backgrounds experience (113). As an educator, I found it necessary for children to work together geared towards a specific task. Children in these collaborative groups allow them to be engaged and each use their own individual strength to problem solve together; which are skills that they will need later on in life. Behaviorism, which has been used in educational system since the 1990's (56), creates an environment that children need incentives and reinforcements in order to behave a specific way in school. Tough followed another study conducted by Roland Fryer that created an incentive program to see how children respond to different levels of what is considered effective rewards and punishments. He conducted these studies to see how children who came from low-income backgrounds responded to different methods of encouragements on various of topics from test scores to attendance. The study found no real evidence for support the idea that children will perform better academically or come to school more when large

incentives were involved (57-58). Creating the idea that funding is not always the solution to our problems. Children should not depend on always getting incentives for behavior or doing what they are supposed to be doing because then it changes their mindset that they are completing a job rather than challenging themselves to their fullest potential.

To compare the works of *Leading in a Culture of Change* by Michael Fullan, another educational leadership book, elaborates on a similar topic that offers realistic approaches with the use of concrete studies. Fullan's book offers specific framework and specifications on methods that work effectively, yet Tough's book leads the reader to understanding that children are all different, so not one method can be used as the base. Tough argues that education should be treated as a continuum between early childhood and school systems considering the idea that bridging the gap will help eliminate long term obstacles. For instance, children in a highly structured preschool or an early childhood program can help prevent children from lagging behind when they continue their education into elementary, middle, and high school. This helps children understand clear set rules and classroom expectations, managing their emotions, and how to self regulate them selves (44-46). Fullan's book primarily focuses on educational leadership on the bases of teamwork and each team member's responsibility working with the children for success in general, but not necessarily working directly with the children in mind. He leads more methods of practice with modeling of a leader's perspective. Tough focuses on direct contact with the children involving parents, teacher, counselors, and administrators working together to target different areas to help a child succeed versus Fullan's detailed description of practices.

To conclude, Tough's *Helping Children Succeed* gives valid reasons and expresses the importance that we all play a role in how children succeed. We do not always have to follow one right path to help children, but we must put the effort. Teachers, parents, and anyone working directly with children would benefit from reading this book to establish a team that would be geared towards helping a child. The clear message is that the effort will not be easy, but it will be worth it.

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About the Author

Samantha Ashley Forrest is a graduate student at Florida International University. She is currently a Special Education teacher at Cutler Ridge Elementary. Growing up, Samantha was diagnosed with dyslexia and with the support of her mother, teachers, and family; she continuously worked hard to graduate in the top 10 percent of her graduating high school class and top 5 percent in her Exceptional Student Education bachelor's degree. She lives with her dog, Blues, in Miami, Florida.

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Parental Advocacy and Involvement

By Nathalee Reyes

Abstract

In this review of the literature, the effects that parental and family advocacy has on special education. This paper will address what is parental advocacy, how to help parents be more involved, and why parent advocacy is important in education. Another topic to be discussed is how family advocacy can affect the services and benefits that the child receives. The relationship between advocacy and cultural background will be addressed.

Parental Advocacy and Involvement

It is always important to have a good support system when working with children of any ages. Frequently, this support system is made up of the child's inner circle and includes parents, teachers, administrators, coaches, and other professionals or family member. However, in the view of many, it is crucial for a child to have this support starting at home. Parental involvement is vital for education, especially for children who have disabilities because parents can influence the services that they can receive.

Parental Involvement is one of the biggest influences in the educational lives of their children. According to Burke, 2013, “parental involvement impacts students’ academic achievement both directly and indirectly.” When parents are involved in their child school, it will affect the achievement that their child has. For example, if a parent has effective communication with the child’s teacher and it is up to date with class assignments and grades; it can influence how hard the child works, and he/she accomplishes. Studies have also shown that there is a great association of parental involvement “with a wide range of positive student indicators, including higher grades, more consistent school attendance, and fewer discipline problems.” (Chen & Gregory, 2010). Having parents involved in school will affect the life of their children due to them knowing that their parents will be aware of what it is going on in the classroom. This is important because most of the times there are behavior problems in the classroom, however, with the help from home, both behavior and academics can improve. Parents do not only affect the academic lives of their children but the services they receive in special education as well. As Burke stated, in special education, parents and schools collaborate to ensure that children with disabilities receive appropriate services. This goes beyond having good grades in the classroom because it is now dealing with the services necessary for the wellbeing of the child. Sometimes parents are not informed of the services available or the services that their child qualifies. A "total of 70% of parents of children with disabilities believe that their children lose services because parents do not know their rights” (Burke, 2013). Many times, teachers and administrators have a limit on what they can do, having parents advocating for the services their child needs and demanding such services can be influential for their child's education. It has also been stated that parental advocacy “has been integral to the development of special education services” (Chen & Gregory, 2010). This proves again that having an excellent parental involvement is fundamental for children to receive the services that they need.

Another area in which having parental advocacy is beneficial is when diagnosing children with disabilities. It has been proven that parents attending these meetings, decreased the “likelihood that the child would be referred for special education evaluation” (Chen & Gregory, 2010). There is already significant disproportionality in the overrepresentation of children who are minorities, however, having parents advocate

can change this. To achieve this, teachers, administrators, and parents need to have good communication between each other's to be able to provide the best educational experience for all children no matter their disabilities.

In conclusion, parental advocacy is crucial in the educational lives of their children because it influences the level and quality of education that they receive. Parental involvement is of great importance in special education, and it is essential for everyone, including parents, students, and teachers. As teachers, it is necessary to know the significance of it that it has, and we help to create a support network to guarantee the progress and success of all student. Not only this, but we must implement strategies to reinforce good communication between home and school. Another way that as teachers we can help is by promoting parent involvement at school or in the classroom through different activities. For example, creating workshops, family nights, teacher and parent night, and providing volunteering opportunities. All these strategies can be implemented to give better quality education to the students and to keep parents informed with relevant information that they should know regarding their child and their disabilities.

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About the Author

Nathalee Reyes is a 4th and 5th-grade teacher for children with Autism Spectrum Disorders and Pervasive Developmental Disorder-Not Otherwise Specified. She graduated with a Bachelor of Science in Exceptional Student Education (K-12) from Miami-Dade College. Asides from a Bachelor of Science, she obtained a Reading Endorsement, ESOL Endorsement, and an Elementary Education K-6 certificate. She is currently a graduate student at Florida International University where she is pursuing a Master of Science in Special Education with an Autism Endorsement.

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Book Review: Future Focused Leaders Relate Innovate, and Invigorate for Real Educational Change

By Jodie Ray

Ziegler, Bill, and David Ramage. *Future Focused Leaders Relate, Innovate, and Invigorate for Real Educational Change*. Corwin, a SAGE Company, 2017. 192 pp. $33.95.

In Future Focused Leaders Relate, Innovate, and Invigorate for Real Educational Change Bill Ziegler and David Rampage provide a comprehensive guide to empower educational leaders to make sustainable changes that will ultimately prepare students and educators for the future. Ziegler and Rampage focused on three domains, Relate, Innovate and Invigorate. In their book, the authors provide the reader with a compilation of school leaders' stories, in order to encourage and equip future leaders and educators with strategies to successfully implement necessary changes in their own schools.

Common themes throughout Future Focused Leaders include building relationships, nurturing creativity, changing school culture, inspiring others to greatness and servant leadership. Ziegler and Rampage emphasize that effective leaders should be driven by relationships, listening and communication, outlining steps to improve readers conversational leadership, harness communication to build community, and build relationships with the entire school community to affect positive change. According to the authors, "Relationships are at the core of what we do as school leaders. Without the ability to build positive caring and sustaining relationships, school leaders will struggle in their daily and long-term work" (3).

Another theme addressed in the book Future Focused Leaders is nurturing creativity. Ziegler and Rampage respond to the Future of Jobs Report, which claims that by the year 2020 creativity will be one of the top three skills required by workers, by sharing several examples from practitioners to emphasize that creativity is imperative in promoting the skill sets and experiences that will equip students to thrive in the future. Ziegler and Rampage remind readers that "Creativity is a mindset and proper questioning can help all of us increase our creative capacity and creative output. Creating space to reflect, allowing incubation time when considering a problem/decision, or just resisting the urge to get a quick solution" can cultivate creativity (97).

Ziegler and Rampage also tackle the challenge of building a positive school culture in which every child is valued and celebrated. Ziegler and Rampage believe that "When a school culture is relational, caring, nurturing, and respectful, all students and adults in the school community are free to live out the core mission, vision, and core values of the school. A relational culture is a safe place to engage learners (students and adults) and work to connect each person to the larger community" (12). Throughout the book Ziegler and Rampage equip school leaders with the skills and strategies to build a positive school culture. Another way Ziegler and Rampage promote a positive school culture is by building on the strengths of their staff, energy and innovation flourish when people are celebrated for their strengths rather than criticized for their deficits. Ziegler and Rampage remind readers that "the greatest school leaders are in the work to serve others" (139).

Ziegler and Rampage's notion that school leaders have a responsibility to educate the future generation keeping in mind the changing educational needs, echoes those of Michael Fullan in Leading in a Culture of Change.

Fullan states that "Whatever one's style, every leader, to be effective, must have and work on improving his or her moral purpose. Moral purpose is about both ends and means" (13). Both authors strongly believe how they relate to other people, and inspire others to greatness is of vital importance. While Fullan's framework to becoming an effective leader incorporates the basic tenets of moral purpose, Ziegler and Rampage provide readers with best practices, practical tools, and research-based strategies that educators can immediately integrate for sustainable innovation in their leadership.

Future Focused Leaders provides school leaders a wealth of resources to incorporate into their own practices, however the abundance of information may overwhelm the reader. The books organization and activities broken down by relate, innovate and invigorate, and Team Talk section at the end of each chapter make increase the readability and make it a valuable and practical tool for educational leaders. Another advantage of the book is the use of technology, using augmented reality Ziegler transcends the expectations of and educational leadership book and literally guides you through the process of reforming your school. The Chase Learning website facilitates sustained reform by connecting leaders to a community of inspiring future focused school leaders enabling readers to build their Personal Learning Network (PLC). This book is a clear blueprint for real change to create future focused schools.

About the Author

In 2016 Jodie Ray graduated from Florida International University (FIU), graduating Summa Cum Laude from the School of Education and Human Development with a bachelor's in special education. While teaching full-time Jodie pursued her master's degree from FIU. This Spring Jodie Ray just completed her graduate studies at FIU graduating with a Master of Science degree in special education as part of the TEACH Lab cohort. Jodie's graduate studies concentrated on academic and behavioral intervention. Currently, Jodie is completing her second-year teaching at Eugenia B. Thomas in Doral, Florida, teaching eighth grade English Language Arts. Jodie teaches a diverse population of students including gifted, advanced, typically developing, students with disabilities and English Language Learners.

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Buzz from the Hub

All articles below can be accessed through the following links:

http://www.parentcenterhub.org/buzz-may2018-issue2/
http://www.parentcenterhub.org/buzz-june2018-issue1/

Tipping the Scales: The Resilience Game

In this interactive game, you will learn how the choices we make can help children and the community as a whole become more resilient in the face of serious challenges. Negative events can occur at any moment, and it's your job to choose positive events to counteract these negatives. From the Center for the Developing Child at Harvard.

Summer and Sensory Processing Issues

This article discusses how to help kids stay comfortable in what can be overstimulating outdoor activities. It's great for sharing with families, and it's accompanied by a host of links to information on sensory processing issues. From the Child Mind Institute.

Seriously Speaking: Delayed Speech or Language Development

(Also available in ***Spanish***) | Knowing what's "normal" and what's not in speech and language development can help parents figure out if there's cause for concern or if their child is right on schedule. From KidsHealth.

Infographic for the entire network of Parent Centers: Parent Centers in Action

This infographic is provided in PDF format and shows the cumulative impact and work of all Parent Centers last year. You can print and share–or just marvel at the work this network does.

Infographic that you can adapt to show your own Center's results

Use this PowerPoint file to insert your own data from last year—there are spaces for how many total contacts you made, what kinds of services you offer, what families had to say about your work, and your Center's contact info, logo, and any branding you'd like to do. Then save as a PDF and print!

Quick guide to adapting the infographic for your Center

We thought this little 2-page guide might make the process of adapting the infographic easier. At least it points out all the places where you need to substitute your data!

Does My Child Have Physical Developmental Delays?

*(Also available in **Spanish**)*

Parents can use this online tool (developed by the American Academy of Pediatrics) to learn more about physical developmental delays in children ages 5 and under, and see if their child is on-track with milestones in physical development. Accompanied by fact sheets on developmental delay in both English and Spanish.

Off to a Good Start

Want to share information about social and emotional development in children? Consider this resource from The Urban Child Institute. It's actually a multi-chapter book made nicely available for reading online. You can also download it as a PDF, to a Kindle, or as an iBook. Look in particular at Chapter 2 (on social-emotional development), Chapter 3 (Factors in the Home), and Chapter 4 (Factors in Child-Care Settings).

Being a Helper: Supporting Children to Feel Safe and Secure after Disasters

How do disasters affect children's well-being? How children may react to traumatic events? (Lots of suggestions for what parents and others might try, do, or say to help.) This resource also discusses how to support families

through crises and the importance of remembering yourself. From the National Association for the Education of Young Children.

Supporting Brain Development in Traumatized Children and Youth

Early trauma can alter a child's brain development and affect mental, emotional, and behavioral health into adulthood. This 12-page bulletin discusses what professionals can do to promote healthy brain development for vulnerable children and youth and to put families and service providers in touch with the most effective, evidence-based interventions.

Suicide Prevention: Facts and Resources

In the wake of many recent high-profile suicides, this SAMSHA 2-pager may be a timely resource for families and professionals alike. It summarizes statistics, lists warning signs, and connects people with key resources of more information or emergency help.

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

Social Skills and Students with Moderate to Severe Disabilities: Can Community Based Instruction Help?

By Carissa Hernandez, M.A.
Saili S. Kulkarni, Ph.D.
California State University Dominguez Hills

Abstract

The purpose of this research study was to determine how Community Based Instruction (CBI) affects the social skills of middle school students with moderate to severe disabilities. Existing literature is limited in findings related to the influence of CBI on middle school students with moderate to severe disabilities. This qualitative study was completed using interviews and observations. Participants included students, teachers, and paraprofessionals from a middle school in Southern California. The findings of this study are intended to support the use of CBI in middle school special education classrooms and to demonstrate how a functional program can improve the social skills of students with moderate to severe disabilities. Educators and administrators who may want more information on CBI and its benefits may also utilize the findings.

Keywords: Community Based Instruction (CBI), severe disabilities, Autism

Social Skills and Students with Moderate to Severe Disabilities: Can Community Based Instruction Help?

The ability to navigate throughout one's own community is essential to one's ability to thrive in the community and in life. For typical individuals, navigating the community may seem like a necessary and mundane part of life. However, for individuals with disabilities, navigating the community in a functional way can be difficult and filled with many adversities such as how to navigate public transportation, how to complete a monetary transaction or how to access one's local public library or park. Recent research indicates that children who have learning disabilities often have significant difficulty developing social skills (Siperstein, 2009). In addition, the severity of one's disability directly impacts the cultivation of those skills (deBildt, 2005). Social skills impact our quality of life so heavily that those who lack them may ultimately experience a lower quality of life if those skills are not effectively developed. A prime example of this is spending time in the community. Spending time out in the community is beneficial to students with disabilities because it aids understanding of typical social exchanges and builds social skills. It also gives students the opportunity to learn about resources available in their local neighborhoods. Examples of community living skills that may require specific instruction are: learning how to utilize the public bus system, purchasing groceries and selecting leisure activities. While some of these tasks may seem mundane for non-disabled individuals, they may require intentional instruction for many individuals with disabilities.

Community Based Instruction (CBI) may be a strategy to support those with developmental disabilities become more self-sufficient in that they too can functionally participate in social interactions within the community. There is a gap in research when it comes to the specific details of the types of influences that CBI

may have on the fostering of social skills. Research has yet to determine exactly how CBI impacts the social skills development of middle school students with moderate to severe disabilities.

The purpose of this study is to understand how CBI affects the social skills of middle school students with moderate to severe disabilities. Parents who wish to educate themselves of the benefits of CBI may utilize this research. Teachers and school administrators who may be interested in how to organize a functional CBI program or how to improve an already existing program can also utilize the information provided.

This research plans to answer the following question: how does Community Based Instruction (CBI) influence social skills among middle school students with moderate to severe disabilities.

Literature Review

This literature review discusses Community Based Instruction (CBI) and the lower expectations that educators place on students with more severe disabilities regarding their ability to participate in CBI. It examines several suggested methods of CBI implementation and various difficulties experienced when implementing a functional CBI program. This literature review also considers the advantages and reasons for CBI as well as reasons for continued research on this topic.

Low Expectations

Recent research suggests that individuals with moderate to severe disabilities are often held to lower expectations. Pickens and Dymond (2015) found that approximately 25% of special education directors interviewed in their study felt that CBI was not appropriate for students with moderate to severe disabilities (p. 301). Similarly, Roessler & Foshee (2010) found that low expectations of students with disabilities were one of the major factors negatively influencing the development of students' social skills (p. 23). Perspectives of special education directors play a pertinent role in the success of a functional CBI program and will also play a highly relevant part in the following research.

Langone, Langone & McLaughlin (2000) uncovered similar results in their study, finding that teachers held adverse beliefs regarding students with difficult behaviors being allowed to participate in CBI, indicating that negative behaviors should be completely "eliminated before participating in CBI" (p. 24). Because the following research will examine the effects that CBI has on social behavior, some negative behaviors are an essential part of the research process. According to Langone, Langone & McLaughlin (2000), teachers who had no experience with CBI held more pessimistic views of CBI and believed that students would not generalize skills learned in the community even if they participate in a functionally sound CBI program (p. 29). Are teachers thinking about students' safety and level of benefit they will receive from the program or are their lowered expectations pre-determining their students' failures? Students must first be given an opportunity to succeed in order to have any chance at doing so.

Barriers to Implementation

In addition to low expectations and negative perspectives held by teachers and special education directors, recent literature indicated other various barriers to implementing a successful CBI program (Pederson, 2015). A major contributing factor is the predisposition towards inclusive general education placements for students with disabilities (Siperstein, Glick & Parker, 2009, p. 97). Pickens and Dymond (2015) also explain that IDEA 2004 places greater emphasis on academic achievement, rather than life, functional and social skills

(p. 292). This may be a determining factor related to why directors and administrators appear less willing to approve a functional CBI program. The No Child Left Behind Act of 2001 (NCLB, 2001) similarly mandates that students receiving special education services access general education curriculum (Walker, Uphold, Richter & Test, 2010, p. 264). Because of this emphasized mandate, students with moderate to severe disabilities are less likely to participate in CBI and learn the life and social skills necessary for post-secondary life. There is an increased focus on in-class core curriculum time, making it difficult for many teachers and administrative staff to understand the relevance of CBI and the benefits it can have on students, especially when paralleled with in-class instruction time.

Walker, Uphold, Richter & Test (2010) also found that because of NCLB (2001) and IDEA (2004), present barriers to implementing a CBI program that include a lack of administrative support, lack of community resources needed to design socially applicable experiences to students and lack of staff to provide meaningful instruction (p. 264). Pickens & Dymond (2015) had similar results, finding that the most barriers to CBI establishment and implementation include "insufficient staff and inadequate public transportation" (p.290). Other concerns that burdened the implementation process include liability and scheduling (Pickens & Dymond, 2015, p. 292). Concern of possible behaviors that may occur in the community were also expressed in a study by Zion & Jenvey (2006), who reasoned that historically students with disabilities have struggled to adapt to others' emotions and new social situations. Considering the possible positive outcomes of a consistent CBI program, these concerns are worth sorting out.

In addition to lack of administrative support, transportation and scheduling issues, teachers also find it difficult to implement CBI in an "optimal way" (Steere & DiPipi-Hoy, 2012, p. 60). If school administration is concerned about scheduling and students losing in-class time, teachers will have more difficulty executing a CBI program that is regularly and consistently scheduled. This then raises the concern that students with more severe disabilities need repetition, variety and consistency to learn in the most optimal way possible. Langone, Langone & McLaughlin (2000), determined some ways in which teachers were able to overcome the barriers of developing a CBI program (p.28). These include persistence, showing school administration positive results of other CBI programs and in one instance, a meeting with the superintendent when no progress was made at a lower level of administration (p.25). These barriers and methods used to overcome them can be great resources for educators when they find themselves struggling to implement a well-designed CBI program.

How In-Class Instruction Relates to CBI

Another topic frequently noted in the literature focused on how teachers are expected to implement the CBI instruction itself. Should teachers only teach core subjects inside the classroom and save all CBI for outside of class? Should they expose students to CBI both inside and outside of the classroom? And finally, what types of CBI activities should be implemented to ensure the best possible learning outcome for students?

Teachers with no CBI experience felt that in-class instruction needed to parallel the topics in the general education curriculum, making it difficult to leave time for instruction that would benefit skills necessary for CBI (Langone, Langone & McLaughlin, 2000, p. 24). This concern was addressed by Dukakis, Valkanos & Brinia (2013) regarding vocational training. The study emphasized the direct correlation between teaching a subject or area of concern in class before introducing it to students out in the community. Teachers in the study by Steere & DiPipi-Hoy (2012) felt that CBI trips into the community must be frequent in order for students to reap any benefits from these trips (pp. 62-63). This especially applies to students with more severe disabilities

because they need repeated exposure to social situations in the community in order for learning to be most effective. Frequent CBI trips offer the repetition with variety that many students with disabilities need in order to completely grasp a concept.

Other teachers in the study believed that role-play should supplement CBI. Students who struggle with social skills can engage in role-playing activities that relate to the current social skills being focused on in class and/or in the community (p. 63). For example, if students were going on a CBI outing to the local grocery store, teachers could first model an appropriate role-play activity, underlining the social skills necessary such as greeting the cashier with a "Hello, how are you?" and saying "Thank you" when the transaction is finished. After modeling this activity, the teacher could have two students act out this transaction in front of the rest of the class or even have students complete this activity in small groups. An activity such as this could then be discussed, focusing on the students' strengths and weaknesses.

Another supplement to CBI that teachers in the study believe to be valuable for those who struggle with social skill development related to social narratives (p.63). Social narratives tell a story and focus on a particular social skill. These stories may include photos of students in that class inside to make them more engaging and to help students envision themselves using that particular social skill. Teachers who are partial to this method feel that it is best for students who understand what social skills are, but who may have difficulty with the practical steps of implementing the skills (DiPipi-Hoy, 2012, p. 62). Like any other teaching method, social narratives may be more effective for some students than others.

In addition to the above methods of supplementing and implementing CBI, Steere & DiPipi-Hoy (2012) have also suggested that teachers take notes during the CBI outings to determine students' strengths and weaknesses. This may seem difficult to some teachers with CBI experience, as the outings can be more than enough to keep a teacher busy without being concerned with note-taking. If this is not a feasible option, ask an aid who is also attending the CBI outing to take thorough notes on any strength and/or weakness she has seen and that any adult on the trip reports to her. This can then guide both school based instruction and community based instruction, allowing teachers to provide students opportunities to improve areas of weaknesses and fine-tune areas of strength.

In addition to these specific methods of implementation, Alberto, Cihak & Gama (2005) suggest that scheduling is a key factor for successful CBI implementation (p. 327). Their study suggested that CBI must be well planned and thoroughly supplemented with other instructional methods. Classroom-simulated instruction and concurrent instruction in the community and in school are some examples of the suggested methods of scheduling (Alberto, Cihak & Gama, 2005, p. 327). No matter which method an educator chooses, scheduling that is consistent and frequent is essential.

Purposes of CBI

One of the main purposes for instituting a CBI program is the lack of social and life skills training students receive post-high school. For example, if students can learn to manage their time during CBI outings, this will help prepare them to manage their time when they apply for jobs and need to report to work on time (DiPipi-Hoy, Jitendra & Kern, 2009). E.C. Bouck (2010) found that only 24% of individuals with moderate to severe disabilities in her study received life skills training or therapy after high school and only 10% of individuals with moderate to severe disabilities receive relationship skills training post-high school (p.1098-1099). This

indicates that if students do not receive social and life skills training during primary and secondary school, it is highly likely that they will never receive this training. Even if individuals do receive this training post-high school, it will be more difficult to explain a concept that is brand new to someone at the age of 18, as opposed to providing this training to an individual who has been practicing these skills since their early primary grades. IDEA requires every student with an IEP to have a transition plan by age 16, which indicated the importance of students acquiring these skills early on (Williams-Diehm & Lynch, 2006).

E.C. Bouck (2010) also discovered that when social and life skills are provided to individuals after high school, they are not adequate and often do not relate to necessary training after school (p. 1093). If training does not relate to the actual skills necessary to individuals after high school, is it really doing them any good? Overall, E.C. Bouck's study (2010) suggests that students with disabilities benefit from a life skills curriculum, yet few individuals receive this type of instruction in school (p.1100). This appears to be a prime example of the impact a functionally sound CBI program can have. Without CBI, students may never be exposed to the actual environments in which they will one day need to utilize their social skills. Without CBI, students are likely to complete high school never having any social or life skills training in any setting other than a classroom.

Individuals with disabilities lag far behind peers without disabilities in terms of employment. When individuals with disabilities are employed, they are often employed with far less hours than their non-disabled peers and receive lower wages. They are more likely to be living in poverty and rarely receive medical benefits from their employers (Pickens & Dymond, 2015, p. 290). This is another reason why CBI is vital to individuals with disabilities. When exposed to the different community settings, students are more likely to form an idea of what they may want to do when they complete high school. This is more likely to happen at the high school level. According to Pickens & Dymond (2015), high school special education teachers have reported that CBI and Community Based Vocational Instruction (CBVI) helps students learn work behaviors, job skills, increased self-determination and independence. These high school teachers also reported that CBI and CBVI assisted students in "identifying vocational goals and interests and provided opportunities for socialization with typical peers" (p.291).

It has also been found that students with severe disabilities struggle to generalize skills learned (Steere & DiPipi-Hoy, 2012, p. 60). This is why teachers and administrators at school site, elementary, middle and high school, should consider implementing a CBI program that offers frequent outings into the community. The intent of CBI is for students to learn functional skills within the most natural environments and contexts (Steere & DiPipi-Hoy, 2012, p. 60).

Methodology

This study involved qualitative data collection. Qualitative research is useful for this study because it allows in depth to expose ways in which CBI can be utilized. Qualitative research is very specific and focuses on all of the complexities of the particular group and issue being studied; in this case middle school students with moderate to severe disabilities.

Participant Selection

Participants were contacted in person on the school campus where the research took place to inform them of the intended research. A consent form detailing the study was also provided. The form explained the overall scope of the research, the research process including the research methods, what the researcher hoped to

discover and whom the researcher believed could benefit from the findings. The participants were receptive to the focus of the study and quickly agreed to be part of the study. They shared the same desire as the researcher to expose how CBI can affect the social skills of students with moderate to severe disabilities. The researcher earned the necessary training certificate and approval from the Institutional Review Board (IRB) and was approved to research this group. The researcher maintained confidentiality and protected the privacy of all participants through the entirety of the study.

Participants were selected using a convenience sample. Participants were students and educators at the school site where the researcher teaches, which also makes this a purposeful sample because students at the school site were easily observed. In addition to the classroom teacher, other participants included two classroom paraeducators who work with all eight students on a daily basis. The classroom teacher is a Caucasian female in her late thirties. This was her first year as a full time teacher of record. One of the paraeducators is a Lebanese female in her fifties while the other is a Latina in her early twenties. The two paraeducators have worked at this particular school site as para-educators for a combined total of fifteen years. This also made it easy for the researcher to contact educators to schedule interviews (Creswell, 2002). Below, Table 1 provides the participants' demographic information.

Table 1

Participant Demographics

Participant	Ethnicity	Age	Occupation	Experience	Education
R.C.	Latina	23	Para-educator	5 years as para-educator	Will complete B.A in May 2016
L.K.	Caucasian	39	Special Education Teacher	First year teaching 2 years of long-term substituting 10 years of behavioral therapy	Has completed B.A. and preliminary education specialist credential
A.K.	Lebanese	54	Para-educator	9 years as a para-educator	Some college

Research Design

The researcher chose to complete a qualitative study on this topic because of the detailed information that an in-depth interview could yield. The researcher was not trying to quantify anything or find any statistics. Conversely, she sought to gain insight and draw conclusions from the words people use when answering interview questions and the actions of students during observations that took place in various locations. Data for this study was conducted using two methods: interviews and observation. Interviews took place at a location that is not on school campus (i.e. a coffee shop or local eatery). Observations took place during times that were convenient and preferable to the teacher of the student participants. Nothing was

purchased for this study. However, participants were compensated with gift cards to a coffee shop. Because this research may be valuable to participants who work with these students daily, the researcher will also offer the findings of this research to them once the research has been completed.

Interviews

Teachers and para-educators were interviewed regarding the changes they have seen in their students' social skills since participating in a comprehensive and consistent CBI program. The researcher asked questions such as "How would you describe Student A's social skills before she began participating in CBI?" and "How would you describe her social skills now that she is currently participating in CBI?" Interviews were approximately thirty minutes each. Interviews took place in a local coffee shop that was quiet enough so that the participant and researcher did not become distracted. The volume level and atmosphere was calm so that interviewees felt comfortable speaking their most true and genuine thoughts without fear of any repercussion or negative consequence. The researcher audio recorded the interviews using a mobile device with the permission of each interviewee. She then transcribed each interview in full into a Microsoft Word document.

Observation

Observations took take place in the classroom where children could be observed in an environment in which teachers and students are familiar and feel comfortable. Observations also took place out in the local community during CBI outings. Before observing students, the researcher was sure to greet them and let them know she would be visiting the classroom sporadically and joining them on their CBI outings. This way, students were well aware of the researcher's presence and not distracted by it. While observing, the researcher took notes on the actions and behaviors observed. Notes were fact-based, and attempts were made to remain unbiased and objective by taking fact-based notes without any inference of the motivation behind behaviors. Overall, this research took place in the classroom at the school site in Orange County, CA, in the lunch area where most social opportunities present themselves and in the local community where students and staff go on their CBI outings. Students, teacher, and para-educators participated. Social skills were monitored throughout the course of the research. Notes about students' social interactions were made during observations. This research addressed and explored the quality of social skills among middle school students with moderate to severe disabilities. This research also exposed how CBI influences social skills among these students.

Data Analysis

Data was collected for this research via observations and interviews. The teacher and para-educators were interviewed, answered questions about a Community Based Instruction (CBI) program that was initiated at the school site, how it was structured and what social skills they saw the students exhibiting during the CBI outings as well as on the school site campus. The researcher also observed all eight students in the special education classroom on the CBI outings, during their thirty-minute lunch period, and during their general education elective periods, which totals approximately thirty-six hours of observation. Each observation that took place inside the special education classroom was approximately thirty minutes long. Each CBI outing, including the walk to and from the destination, took approximately two hours. The observations that took place in the general education class were approximately forty minutes per session.

Data Preparation

Before arriving at these themes, the researcher audio recorded the interviews with the teacher and two para-educators. After audio recording the interviews, the researcher transcribed the interviews verbatim. Once the interviews were transcribed, the researcher read each transcription in their entirety one time through. After reading them each one time through, the researcher analyzed which themes were recurring among all three participants. Once the researcher had a reasonable idea of some recurring themes, she read through the transcriptions once again, looking for specific similarities in ideas and language. The researcher utilized first-cycle coding methods; the first method used was in vivo coding by creating a code from similar expressions spoken by the para-educator and teacher during the interviews. The researcher also used descriptive coding by summarizing each topic of interest. As the text was read through a second and third time and these similarities were found, the researcher gave each theme a code name. These codes were titled and color-coded, making it easy for the researcher to distinguish which code(s) applied in certain sections of the interview transcriptions. After creating and color-coding the themes, the researcher read through each interview transcription two more times each to be sure no relevant themes or codes were ignored. When writing about the codes, the researcher applied interpretations to the data for each portion of the coding and analysis process.

Coding

Throughout the duration of the interviews, observations and coding and analysis process, the researcher found several recurring themes. The researcher used a combination of In Vivo coding, beginning with first cycle coding (Saldana, 2009) and Descriptive Coding (Saldana, 2009). The themes that naturally arose included social norms, travel time, math skills, cooking, social skills practiced during CBI, who students socialize with and "hopes for the future." In Vivo coding was used to create the theme "hope for the future." Two participants stated the exact phrase "hope for the future" during their interview with the researcher when discussing the social skills they hope the students will have learned. They expressed that certain skills could aid the students in living as independently as possible once they are finished with school.

The researcher felt that this exact phrase spoken by participants spoke directly to the research question of whether or not CBI can improve the social skills of middle school students with moderate to severe disabilities. The participants expressed that their hope for the future was that the students could put the skills they learn at school and out on CBI outings into practice in their own personal lives at home with their parents now. Additionally, they expressed their hopes that the skills would carry over into their own adult personal lives so they would live independently. These themes were relevant to the research question of how CBI can affect the social skills of middle school students with moderate to severe disabilities. They were also created using descriptive coding. With descriptive coding, the researcher summarized each topic that repeatedly arose in both the interviews and observations. The following themes were revealed through the analysis: social norms, travel time, math skills, cooking, social skills practiced during CBI, and individuals with whom students socialize.

Trustworthiness/Reliability

Trust was established in several ways throughout this study. The researcher held multiple interviews with multiple participants. Multiple collection tools were used which include observations and interviews. The researcher audio recorded all interviews and transcribed each interview verbatim. The intent of the study was

to show that CBI can positively affect the social skills of middle school students with moderate to severe disabilities, was made clear to the participants. The researcher also assured participants that all names and places where research took place would be kept confidential. Therefore this study involved very little risk. There was no potential risk of physical or psychological harm because students were simply being observed and teachers were interviewed only to their own personal level of comfort. All of the above factors created a trustworthy rapport between researcher and participants.

Results

The purpose of this study was to determine whether community based instruction influenced the social skills of middle school students with moderate to severe disabilities. The study was conducted at a public middle school in one of the largest school districts in Orange County, California. Students involved in the study were 7th and 8th graders who spent more than 50% of the instructional day in a self-contained special education classroom. During the study, the researcher answered the following question:

How does community based instruction influence social skills among middle school students with moderate to severe disabilities?

Chapter 4 provides the results of this study. The chapter begins with social norms, which explain the theme that recurred during the interviews. Next, the themes of travel time, math skills, cooking, social skills practiced during CBI and socialization are explored and discussed in relation to the research question. Then, the theme of "hopes for the future" and independence are discussed in detail. Finally, chapter 4 concludes with a summary of the results of the research.

Social Norms

Social norms were a repetitive concern indicated by both the special education teacher and one of the para-educators. During the interview with the special education teacher, L.K., she stated that during CBI, "students are exposed to social norms such as how to greet someone, appropriate ways to ask for help and how to handle certain unpredictable situations such as seeing a person with a dog walk by." A situation like this has the potential to be a trigger to some students and may incite anxiety or fear. Para educator R.C. stated during the interview, "There are a lot of teachable moments for the students that come up when we are walking around the community." This suggests that CBI offers many opportunities for students to learn social norms during the weekly CBI outings. Learning social norms appeared to be one of the top concerns of the teacher and para-educator, focusing especially on how to handle unexpected social encounters. These social encounters usually occurred during the travel time to and from the weekly CBI destination.

Travel Time

The travel time to and from the destination was another recurring theme throughout interviews with the participants. The significance of this theme was also found during the observations that took place on the CBI outings. During the time that students spent walking to and from that week's destination, they were given a chance to converse about school, friends, family, weekend activities and anything else of interest to them. It was an opportunity to practice initiating conversation, taking turns during conversation, maintaining eye contact during conversation and working on appropriate responses to one another. The para-educator A.K. stated, "The kids have a lot of social opportunity just on the walk to and from wherever we are going. That's

kind of like their time to socialize without structure." This statement is a representation of how important it was to the staff in this classroom that students had unstructured social opportunities where they could practice skills they had learned prior. Travel time during CBI seemed to be just as, if not more, important than the skills learned at the destination itself. The researcher also observed similar behaviors. When out on a CBI to a local eatery, student A.N. expressed to student L.H. "I'm going to order chicken strips. What are you going to get?" This gave student L.H., one of the least social students in the class, a chance to respond and continue in some peer-to-peer conversation.

Math Skills

A consistent skill that was practiced and applied at every CBI destination was math. The skill of math in this context included budgeting, totaling costs, finding the best bargains, calculating and estimating time, counting money, calculating and confirming the accuracy of change given to students by the cashier. As observed by the researcher, students utilized math skills when estimating a budget for items needed from a particular location such as a local grocery store. In class, when estimating and budgeting, student A.V. said "I have three dollars. I think I'll be able to buy one snack and a gift for my mom." During the researcher's CBI observation, students decided which brands to buy to get the most product for their money. In the store, they discussed amongst themselves about which product they should buy. For example, before making her final decision, student J.P. asked teacher L.K. "These chips are the best deal right?" They also learned and practiced how to pay for items and count money in order to be certain that correct change was given after the transaction.

The researcher noted students practicing their time skills by estimating how much time they would have at each destination. The majority of students knew what time they needed to be back to school and were prompted by staff to calculate how much time they would have at the destination and what time they should leave to give themselves enough time to walk back to school. The special education teacher also expressed the importance of this skill by saying "The kids learn to be responsible by estimating how much time they have. Some like to ask what time it is and how much time we have until we get back. Now, most students know to simply ask for the time so that they can estimate it themselves." The researcher was surprised to see how often this is a very real-life skill that anybody with any type of schedule would use and need on a daily basis. It was clear from the observations of the researcher and the interview of the special education teacher that keeping a schedule and following it independently is a skill that is highly valued inside and outside of this classroom.

Cooking

In this research, the theme of cooking included the following: deciding what to cook, making a list of grocery items needed, calculating a budget, finding the most valuable prices at the store, navigating the store to find the necessary items, paying for the items needed for cooking, preparing the food items bought at the store, using those items in a safe and sanitary manner in the classroom, eating the food that was prepared, cleaning up and storing leftover food properly. The researcher observed students practicing all of these skills on an average of one to two times per month in combination with weekly CBI outings. Students observed in this research were not only learning the entire process of cooking for themselves, but also how to budget and shop for healthy foods at a reasonable price. The special education teacher stated how important she felt cooking was when she stated that "Cooking the ingredients we buy at the store really brings CBI and life skills full circle. It's almost like a mini project where every week students get to choose what to cook and buy the ingredients which are skills within themselves, but then they also learn the life skill of cooking which is extremely valuable." The para-

educator shared similar views and expressed "The kids get to cook, which they love. They are having fun while learning and it doesn't really get any better than that." Based on observations and interviews, the researcher found that CBI did not happen in an isolated manner. Many skills were interwoven into the program and cooking was the most common skill that was practiced and applied after the CBI outing.

Social Skills Practiced During CBI

The theme of "social skills practiced during CBI" refers to the skills that are exclusively put into practice during CBI. A major common theme conveyed by participants was safety within the community. Specific examples given during the interview with the para-educator included learning to obey the safety and community signs on the streets such as "walk," "don't walk," "stop" and "beware of dog." During observations, the researcher heard several students point out these signs while simultaneously gesturing along with it saying, "Wait, the red hand means stop" and "Look both ways first. Are there any cars? No." Students practiced navigating their communities on a weekly basis. Another example of social skills practiced during CBI given by a para-educator was that students treated each other with more kindness while at the park engaging in structured sports games together. Teacher L.K. stated, "The students argue less during CBI outings compared to the amount of arguing that takes place here on campus." Students appeared to understand that CBI was a privilege and behaved in a friendlier and less argumentative manner than while in the classroom.

The researcher observed that many of the students wanted to be in the front of the group when walking to their CBI destination. The skills of patience, respecting personal space and saying "excuse me" if and when a student passed by another student, were regularly demonstrated during every CBI outing. The special education teacher stated, "A lot of the kids tend to want to be in front of the group, but now they know that they will have to walk in the back of the group if they are not polite or don't say 'excuse me' when passing by another student." Once the destination was reached, options were often presented to students; whether it was the option of which game to play at the park or which section of the store they wanted to head toward first, students learned to make decisions together by discussing amongst themselves and received advice from adults when solicited. The social skills that emerged and were practiced during CBI included such activities as community safety, politeness, manners and personal space were not only noted by participants, but also observed by the researcher on multiple occasions. During CBI, students practiced these skills with one another and then practiced the same skills on campus with their typical peers as well.

Socialization

The theme "Socialization" refers to how students put their social skills into practice both on campus with their peers and off campus with other members of the community. Many of the skills practiced during CBI were not only applied on the CBI outings themselves, but also at the school site. For example, para-educator R.C. stated in an interview that she noticed students greeting friends they have made at lunch "more often than in the beginning of the year." The researcher observed similar skills in the general education elective classes. Students with moderate to severe disabilities called on their general education peers for help in class, which was encouraged by both the general and special education teachers.

Additionally, students had the opportunity to be social with their typical peers every day during lunch as observed by the researcher. Typical students who were part of a club called the Kindness Club would sit, eat and converse with the special education students during lunch. Most of the special education students enjoyed

this time and were very open and friendly, greeting their peers properly and asking friendly and appropriate questions such as "how are you?" or "how was your weekend?" The skills practiced during CBI were clearly being applied onto the school campus, which demonstrates the students' ability to generalize the social skills they have learned. While students were improving their social skills that were being used on campus, they were also getting the chance to socialize with members of the community such as cashiers, grocery store clerks, members of the community at the park and local small businesses. These social skills are likely to positively impact each student's independence and in turn, their futures.

Hopes for the Future/Independence

Another theme that arose during the course of this research was "hopes for the future" and independence. A common hope that was expressed by both the classroom teacher and para-educators was that all of the students would one day have the ability to live independently. Para-educator A.K. expressed that she "just hope[s] students will be able to feed and clothe themselves, shop for groceries independently, keep a clean living space and obtain and maintain a steady job." The teacher, L.K., also expressed her hopefulness by genuinely stating, "I hope so much that they will be able to wake up on their own and follow a schedule throughout the day. This schedule would include cooking breakfast, making their beds, going to work, visiting with family and doing household chores." It was made clear to the researcher that although CBI is taking place when students are in middle school, it has the accompanying educators thinking into each student's future and how it may affect their independent living skills.

Summary

Of these skills listed, scheduling and shopping for groceries and within the context of consumer math skills, were two that were consistently practiced throughout the CBI program. Students were very aware of the time they needed to be back to school and how much time that gave them to spend at the destination. Shopping for groceries happened at least once per month throughout the duration of this study, giving students ample practice with that life skill.

In addition to the hopes that were expressed during participant interviews, the researcher observed the teacher and classroom staff conversing on several occasions about possible jobs the students could maintain and what their living situation might look like after high school. Overall, it was understood that there was an emphasis on the future of each student and his/her independence was the overall long-term goal and purpose for CBI at this school site.

Discussion and Conclusion

Overall, this study focused on whether or not CBI influences the social skills of middle school students with moderate to severe disabilities. It also focused on how CBI affected their social skills, specifically in the school setting. The researcher observed the students at their school site for a total of approximately thirty-six hours. In addition to observing the students, the researcher also interviewed the special education teacher and two para-educators who work with the students daily. The researcher interviewed the educators several times to discuss student progress throughout the duration of the study as well as when CBI trips occurred throughout the school year.

As the study progressed, the researcher observed different themes that consistently arose; for example, socialization and math. These themes were frequently present because students were given both ample opportunities to socialize informally during CBI and practice their math skills, specifically time and money skills as they related to the students' CBI outings and daily schedules. Moreover, these skills were reinforced by the adult participants who were interviewed. They informed the researcher that they felt CBI gave students an opportunity unlike many others available on campus, which are valuable and can benefit them in their post-high school and adult lives.

How does Community Based Instruction (CBI) influence social skills among middle school students with moderate to severe disabilities?

After extensive observations in various locations including the classroom and local community, the researcher gleaned that CBI increased the amount of self-initiated socialization during CBI outings. This increase was especially noticeable in comparison to the average school day on the school site campus. This socialization did not only happen among students and between students and staff, but also between students and local community members. These community members included families at the park, local store-owners, grocery store cashiers and local residents in general.

A pivotal example of student interaction with a community member took place during a monetary transaction. The student, J.C., was ready to purchase an item and looked to the teacher for help, saying "Help me, please." Inferring that J.C. could not complete this transaction independently, the teacher turned and began to walk away from the student hoping to force him to interact with the cashier and complete the transaction. This action indeed forced what otherwise would have been a prompted interaction. J.C. responded to the cashier's greeting and completed the transaction independently. He also waited for his change, which, as stated by his teacher, had been difficult for him to remember on past occasions.

The experience of completing monetary transactions is a prime example of a skill that can be practiced by students out in the local community. Students can hone these skills in the classroom by practicing their addition and subtraction skills, specifically with money. However, being out in the community and having real life experiences where these skills are put into practice cannot be substituted in the classroom. The teacher, L.K., later informed the researcher that when she walked away from her students during that transaction, she was trying to force the cashier to interact with her student instead of the cashier assuming that she would speak for J.C. to help him complete the transaction. The teacher, L.K., informed the researcher that this was not the first time she had done this. She said she noticed that the further away she was in proximity to both the cashier and her students, the more independent her students acted and carried out social interactions.

Practicing these skills in the community displays how valuable they are and that the environment cannot be substituted on the school campus. On the school campus, teachers and para-educators are there to facilitate and provide instruction as well as to prompt students until they are able to solve the task at hand. However, once students venture into the local community where they live, they gain the opportunity to undertake these tasks independently and more often than not, they rise to the occasion.

Similar to the research of Langone, Langone and McLaughlin, (2000) who found that 67% of teachers in their study said they saw a decrease in inappropriate behaviors during CBI outings, this study revealed that fewer negative behaviors occurred during CBI outings. Participants in this study also stated that they noticed

students' behavior was generally more positive on CBI outings when compared to their behavior inside the classroom. Para-educator A.K. stated, "I think they feel more comfortable during CBI and they know that it is a privilege. That is why I think they behave better than they tend to at school." The researcher's observations indicated the same information. Students seemed happier, more respectful and more comfortable with less pressure to perform well on assignments or obtain correct answers.

The researcher also gathered sufficient data from the interviews held with the teacher and para-educators. Much of what was observed by the researcher was reaffirmed during the interviews. For example, when asked about the social opportunities during CBI, para-educator R.C. stated, "I notice the students initiating conversation and being themselves more while we're out on our trips. It seems like they feel more comfortable in a setting that is different from the classroom." The teacher, L.K. made a similar point saying, "I don't think my students would be as social as they are here at school if it weren't for CBI." The students were presented with more social opportunities during the CBI outings. The teacher and staff reviewed what happened during the CBI outing so the skills were constantly reinforced on campus.

Limitations

Limitations for this study included duration and location. This study could have consisted of a pre and post treatment, meaning the students could have been observed and the staff interviewed prior to ever having been exposed to CBI at all. The researcher could have then observed students and interviewed staff throughout the school year as well as the following year to get a more long-term view of how CBI may have affected each student's social skills. Also, the researcher could have observed a class of middle school students with moderate to severe disabilities at more than one school site to see how the location of the school may have impacted the social skills of students. The difference in staffing may have also played a part in the outcomes.

Conclusion

In working to find an answer to this question, the researcher found that Community Based Instruction positively influences the social skills of middle school students with moderate to severe disabilities. Skills that have been practiced and improved over the course of this study include counting money and correct change, telling and estimating time, calculating the most affordable prices, following directions, making eye contact, following safety and community signs while out in the community, greeting people, taking turns, working as a team, making decisions together, using manners, respecting personal space, conversational skills with peers and adults and conflict resolution. Students appeared to enjoy the CBI outings and greatly benefited from it in terms of social skills, including grocery shopping, following a recipe and math skills. Both para-educators and the special education classroom teacher noticed improvements in student behavior, specifically in terms of group decision-making and expressing disagreement. Overall, this study has found CBI to have a positive impact on student behavior.

Implications for Practice

This study was intended to help any K-12 teachers who might be considering starting a CBI program on their campus. While this study took place on a middle school campus, the researcher recommends starting CBI at the elementary level. If students were exposed to CBI at the elementary level, even as often as once or twice per month, they may be able to focus more of the complexities of the social skills once they reached middle school. Students typically do not gain exposure to CBI until secondary school and are expected to apply the

skills that are practiced out in the community as well as function independently all within four to six years. If students began CBI earlier, they may be able to cultivate their social skills at the elementary level and refine those skills once they have reached the secondary level.

In addition to beginning CBI earlier, providing professional development to teachers, para-educators and administrators, may be beneficial and lead to more administrative support. If entire districts understood the benefits, more students with disabilities would be exposed to a consistent and age-appropriate CBI program throughout the entirety of their school careers. This study may also be helpful for parents to understand the rationale for CBI programs.

Implications for Research

In order to improve future research on Community Based Instruction, researchers may focus on CBI at the elementary and high school levels. They may also interview parents regarding the social skills of students and how they feel CBI has influenced the social skills of their children. Completing a longitudinal study with students who begin CBI at the elementary level and continue it throughout secondary school may provide more in-depth results. Furthermore, researchers completing a longitudinal study may observe how their social skills progress throughout the K-12 school system and into post-high school life.

If a follow up study were to be conducted, the researcher may want to consider having a control group of middle school students with moderate to severe disabilities and a group who is participating in a consistent and functional CBI program, so that the two groups can be compared and contrasted. The researcher would observe and accompany both groups during their CBI outings and interview the teacher and staff of both groups regarding their experiences with CBI. Future researchers may want to include school administration in their study. This could provide an understanding of why some school sites do not have CBI programs.

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Book Review: Building a Better Teacher: How Good Teaching Works (and How to Teach it to Everyone)

By Zoe Lovay

Elizabeth Green's Building a Better Teacher: How Teaching Works (and How to Teach It to Everyone) is an exceptional book that deserves a wide audience. I found this book very insightful and engaging, and it has the potential to change public discussions of teacher education for the better. Education as a whole has grown and evolved very quickly, and there aren't enough courses to prepare novice and veteran teachers to become experts. Just because you consider yourself a "dinosaur teacher" does not mean you're an expert...after all, dinosaurs are extinct.

I felt as if this Elizabeth Green wrote this book for me. As a first-year kindergarten teacher struggling to wrap my head around all the data that needs to be collected while at the same time trying my best to integrate all the visible thinking skills and playful pedagogies I so firmly believe in, this book gave me the positive feedback I didn't know I needed. The purpose of Green's compelling and friendly narrative is to dismiss the popular myth of the "natural-born teacher" and shines a light on nonconformist teachers pursuing the science behind their art. The core of this book develops around the question: "what's the best way to teach teaching?" The tension in this book tells that exceptional teaching is not magic, but a skill that can be developed. Now with an appendix that gives a guide on how to identify, support, and encourage great teachers, this intriguing and inspiring book should be part of every principal and current teacher, and developing teacher's education. This book traces the failure of traditional education schools to give teachers the skills they need to do their jobs well and urges efforts on all sides of the reform spectrum to do better.

The author finds the "Myth of the Natural-Born Teacher" to be played out and ancient. It implies that great teaching is due to personality traits that you're born with rather than studied: "You either have it, or you don't." This mindset is staggering and keeps us from expanding into the professional culture that aims to improve the quality of instruction. What seems to be happening is that administrators continue to hire people who have "it" without defining what "it" is.

Green outlines the teacher-training controversies and parts them into two proponents. On the far left there are those of accountability and one the far right there are those of autonomy. The accountability advocates want to use test scores to identify gifted teachers and separate them from the rest of the team while the autonomy advocates want to give teachers the creative control they deserve over their own classrooms. According to the accountability advocates, teachers' effectiveness must repeatedly be measured based solely on the testing scores of their students. From the data collected, teachers will be held accountable (read: punishments and rewards) without any advice on how to improve their students' performances. When reading about the autonomy argument, they argue that only the teachers themselves can understand what goes on in the classroom, not test scores. Educating is a personal and unique experience that must be respected and trusted. There needs to be a level professional trust that allows the teacher to decide freely.

The myth and the arguments between the two opposition keep our school system from achieving what the famous philosopher John Dewey called for decades ago-- to develop "an analysis of what the gifted teacher does intuitively." When comparing educators to Dewey's philosophy, there seems to still be a wide gap between his

framework and the actions occurring in the school system. Even though many teachers are aware of the importance, they still fail to realize that there is a science to education. By modifying our schema to adapt to the reality of what education should actually look like, we will be able to successfully create a culture in which effective teaching and deep learning take place.

Green does an excellent job getting her point about how critics are quick to judge teachers yet fail to assess where these teachers are graduating from. Future teachers in preparation programs may struggle when they begin teaching simply because they were not exposed or taught how to enact what they learned during the teacher preparation process in their classroom. Novice teachers, like myself, are completely blown away by the amount of data collection and requirements. It's hard to juggle everything. Her prominent contribution to this debate is illustrating exactly why we should view teaching as a set of skills to be learned, instead of a mystical art that people have to figure out on their own. From the book's very first page, Green takes us inside the minds of teachers at work and reveals that teaching is one of the most complex and cognitively demanding jobs on the planet. How should I deal with a student who's not following directions? How should I respond to a wrong answer? Which students are not engaged with the lesson—and how can I get them back on track? All of this, of course, while trying to steer a lesson in the direction it actually needs to go.

For anyone who's never taught, it's likely to be a revelation. It's also the best argument yet for why teaching deserves to be in the pantheon of the country's most elite professions, one that the nation's most talented college graduates aspire to be part of in a way they don't today.

I admire her persistence and love that she has spoken about these topics that should be addressed and worked on, however, there are two points she makes that I can't wrap my finger around. I'll begin with this: Green can illustrate that teaching requires an extensive repertoire of complex pedagogical skills and mastery in academic content. However, the question that continued to linger in my mind was: what skills, and what content? There is an endless list of pedagogies, and the author fails to present the pedagogy she claims to be significant. The same goes for the content. She doesn't specify the type of material that would "Build a Better Teacher."

Lastly, in setting out to smash the myth of "the natural-born teacher" and show that teaching can be learned, she opens the door to an even more controversial myth: the idea that anybody can be a good teacher given enough of the right training! The problem here is that she offers readers only two choices for how great teachers come to be: either they're "born" or they're "made." If you're a teacher and this doe does not shake you, allow me to elaborate. Think about what it takes to become a successful surgeon. You certainly can't slip your way into the operating room. You need the right kind of training which includes years studying biology and medicine and practicing specific procedures. But none of the studying and practice will do you any good without unique skills such as the ability to thrive under pressure, and the ability to accept your flaws that may lead to patient's death. Surgeons are not born or made; they are born and made. The same is true of most other professions including teachers.

Green ends her book by recounting her own first and last day of teaching as a guest teacher in someone else's classroom. She came away from the experience convinced that "a person absolutely can learn to teach." It's a sentiment that neatly sums up the best and the worst of her book. People can learn to teach, and we need to do a better job teaching them. But not everybody can make the grade. Acknowledging that truth and acting on it—even when it's difficult—is an attitude adjustment every bit as important as the one Green argues for in the

realm of teacher preparation. It's going to take better training and real accountability to give students the great teachers they deserve.

About the Author

Zoe Lovay is a kindergarten teacher with a passion for learning through play, which she discovered during her youngest brother's early years. After completing her undergraduate degree in Early Childhood Education with an emphasis in development, and a bit of world travel, she returned to Florida International University to purse a graduate degree in Early Childhood Education. Zoe finds young learners to be the most genuine and loving human beings. She feels so grateful to have the opportunity to teach her students how to think critically and become respectful and courageous global citizens.

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