

NASET Special Educator e-Journal



February 2019

Table of Contents

- Special Education Legal Alert. By Perry A. Zirkel
- Collaboration and Advocacy between Parents and Teachers: A Literary Review. By Denise Cruz
- Barriers to Involvement in the Special Education Process for Families of Culturally Linguistically Diverse Backgrounds: A Review of Literature. By Christopher Salerno
- Visual Supports to Improve Outcomes for Culturally Diverse Students with ASD. By Valeria Yllades, Jennifer B. Ganz & Ching-Yi Liao
- Culturize Every Student. Every Day. Whatever It Takes: A Book Review. By Rebekah Caballero
- The Use of Graphic Organizers and Other Tools to Aid in the Writing Process. By Stephanie Fletcher
- U.S. Department of Education Announces Initiative to Address the Inappropriate Use of Restraint and Seclusion to Protect Children with Disabilities, Ensure Compliance with Federal Laws
- Teacher – Parent Collaboration for an Inclusive Classroom: Success for Every Child: A Research Critique. By Samantha Ashley Forrest
- Book Review: Lead Like a Pirate. By Emily Glick
- Action Research: The Effectiveness of Leveled Literacy Intervention (LLI) in Early Elementary Grades. By Mallory Goodson
- Repeated Reading in the Middle School Setting. By Hannah Grim
- An Academic Review of: The Mind of the Leader: How to Lead Yourself, Your People, and Your Organization for Extraordinary Results. By Aimie Young
- Buzz from the Hub
- Latest Job Postings Posted on NASET
- Acknowledgements

Special Education Legal Alert

By Perry A. Zirkel

© January 2019

This month's update concerns two issues that were subject to recent court decisions and are of practical significance: (a) contingent IEPs for students in third-party placements, such as Medicaid-provided residential treatment facilities; and (b) restrictions on parental communications to district personnel based on a previous pattern of excessive or intimidating e-mails, calls, and/or visits.

In *L.T. v. North Penn School District* (2018), a federal district court in Pennsylvania addressed the extent, if any, of the IDEA obligations of the school district of residence to a child who is may be discharged from a residential treatment facility (RTF) that is outside of the district's boundaries. In this case, a 16-year-old with severe autism was in an RTF located in another Pennsylvania school district and at the expense of state Medicaid based on medical necessity. The parents received a notice that the student would be discharged due to a determination that the placement was no longer medically necessary. The district of residence took the position that it had no obligation to develop an IEP for the student until he re-enrolled upon discharge from the residential facility.

First, the court cited a previous federal court ruling in Pennsylvania (*I.H. v. Cumberland Valley School District*, 2012), which required a contingent IEP in an arguably similar cyber-school situation based on (1) the difference between FAPE and an IEP, and (2) the remedial purposes of the IDEA.

The court explained that (1) although overlapping, an IEP is merely "an offer of FAPE"; it is a prospective proposal for as compared with the actual delivery of FAPE, and (2) the remedial purpose of the IDEA outweighs the possibly futile purpose of returning the child for a day to establish actual residency or leaving the child in legal limbo.

Next, applying these two factors to the circumstances of this case, the court ruled that the resident district has the obligation under the IDEA to develop a contingent IEP

This ruling is not likely limited to RTFs or this jurisdiction because *I.H.* was beyond this circumstance and it cited case law beyond Pennsylvania. Where this contingent-IEP ruling does extend, so does the accompanying

for a child in an RTF beyond the district's boundaries.	obligation for evaluation, which was not at issue in this case.
The reference to a "contingent" IEP is a potential source of confusion. Although the RTF's notice of discharge prompted the action, the real trigger appears to be the parents' request, and the contingency ultimately is that the IEP is a proposal conditional upon the parents' agreeing to the IEP or challenging it as not meeting the FAPE requirements.	In this case, all the parents actually won was the right to have a due process hearing to determine whether the IEP provided FAPE (in the LRE), because (1) the district had gone beyond what it had regarded as legally required by developing an IEP, (2) the proposed placement was at the district's high school, and (3) when the parents originally filed for due process, the hearing officer had granted the district's dismissal motion.
For the separate but similar issue of the respective but overlapping obligations under the IDEA of the district of location and the district of residence for parental private placements, see Perry A. Zirkel, <i>Legal Obligations to Students with Disabilities in Private Schools</i>, 351 688 (2018), which is available as a free download at perryzirkel.com.	
A recent cluster of cases illustrate the courts' position on school district communication protocols that limit, but do not prohibit, interactions from parents with disabilities in response to a previous pattern of disruptiveness. Although these unofficially published federal district court decisions are of limited precedential weight, they illustrate the various legal bases that the parents have asserted to challenge these restrictions and the relatively consistent outer boundary that the resulting rulings have demarcated.	

One basis for parental challenge is the IDEA. In <i>Forest Grove School District</i>(2018), a federal district court in Oregon ruled that the successive limitations that the school placed on the e-mails of a parent of a child with autism, which were based on their continuing excessive amount and increasingly aggressive tone, did not significantly deny the their opportunity for participation in the IEP process.	The district first required the parents’ e-mails to go only to the case manager, then limiting these communications to one weekly e-mail to the case manager, and ultimately only to the district’s attorney in response to the e-mails’ increased excessiveness and aggressiveness. These restrictions did not affect the parents’ telephone and in-person access. The court used the IDEA’s FAPE standard for parents’ rights—the opportunity for meaningful participation.
First Amendment expression and state civil rights legislation are other potential bases. In <i>L.F. v. Lake Washington School District #414</i> (2018), a federal district court in Washington State ruled that the successive restrictions that the school district placed on in-person meetings with the divorced father of a child with disabilities in response to his continuing pattern of angry and hostile encounters with district personnel did not violate the freedom of expression under the First Amendment or the anti-discrimination provision of the state civil rights act in relation to sex and marital status.	The district successively limited all parental communications first to one biweekly meeting with three designated school representatives; second, in response to the parent’s continued violations, to one meeting per month; and finally, upon further violations, to e-mail only. The restrictions did not apply to the parent’s access to the child’s school records, the activities open to parents, and any emergency situations. For the First Amendment, the communication limits were based on the means, not the content of expression, and they met the resulting test of being reasonable and viewpoint-neutral. For the state civil rights statute, the parent did not show sex or marital discrimination.
Another possible basis consists of Section 504 and the Americans with Disabilities Act (ADA). In the aforementioned <i>L.F.</i> decision, the court rejected the parent’s Section 504 retaliation claim based on the lack of a causal link between the protected activity of the parent’s lawsuit and the district’s adverse action of the communication restrictions. In <i>Lagervall v. Missoula County Public Schools</i> (2018),	Section 504 and, more specifically, the ADA prohibit disability-based retaliation. Both the <i>L.F.</i> and <i>Lagervall</i> decisions concluded that the parent failed to show a causal link between any protected activity and the adverse action; the likely reasoning was that the restrictions applied to this pattern of parental communications regardless of whether they were on behalf of a child with disabilities. This pair of statutes also prohibits disability-based coercion, but,

a federal district court in Montana provided a more comprehensive analysis in response to the more specific pertinent provisions of the ADA to reach the same overall outcome.	as <i>Lagervall</i> ruled, the requisite causal link again was fatally missing. Finally, the ADA specifically requires “equally effective communication,” but the <i>Lagervall</i> court found no violation in the specific case circumstances.
The bottom line is for school districts to make sure that any limitations on communications from parents with disabilities (a) have a legitimate, nondiscriminatory basis, and (b) are tailored to the level of disruptiveness without being all-encompassing or absolute in terms of access and interaction.	

[To top](#)

Collaboration and Advocacy between Parents and Teachers: A Literary Review

By Denise Cruz

Abstract

Collaboration and advocacy are two areas where both parents and teachers agree that more can be done. Two possible ways in which this can be accomplished are by having better communication between parents and teachers as well as better understanding of the different cultural views that parents and teachers may have. Acknowledging that improvement is needed and seeking assistance in these areas is the first step in achieving better collaboration and advocacy for all parties involved.

Parents want what they believe is best for their children. Teachers want what they believe is best for their students. However, getting both to agree on what is best educationally can be a challenge. This is especially true when the child has a disability. Some of these challenges are: (a) apprehension on the part of the parent, (b) miscommunication from both the parent and the teacher, (c) language barriers, (d) cultural barriers, and (e) disagreements on goals. Each of these variables when looked at separately can be justified or explained. However, when the collective significance of these variables is considered, it often creates the “perfect storm” for not being able to “do what is best for the child”, and often negatively impacts collaborative efforts. Collaboration is an integral part of ensuring that the child receives the best possible support both at home and at school. Collaboration requires knowledge on the part of the parent, the student and the teachers. From knowledge comes advocacy and from advocacy comes reaching a “middle ground”, the best possible support for all parties involved. In order to achieve this middle ground, all parties must agree to work together on a common goal and give each other the needed support to bring out the best in all (plug the reference here, just the authors’ names and year of publication).

In order to create a common goal, one must have as much information about the subject as possible. In education; teachers, parents, caregivers, doctors, and students should be included in the gathering of such information. Unfortunately, this process has been plagued with obstacles from the very beginning. However, with the passing of the Individuals with Disabilities Education Act of 1975 (IDEA), families began the slow process of educating themselves on their rights as well as on the rights of their children. School systems began the process of working with parents and other professionals in order to provide the best possible education for all students.

Research has shown how the knowledge that parents and students bring to the table is just as valuable as the knowledge that educators and doctors convey. According to *(Just add authors’ last names and year of publication)* collaboration between parents and teachers is one of the most important factors to increase student success. “Parent advocacy and collaboration activities became a clear factor influencing children and youth’s social and academic success within the school setting.” (Shultz et al, 2016, must add page number for direct quotes). However, reaching this point has proven to be difficult. Teachers’ “...negative stereotypes of parents...” (p. # for direct quotes) as well

as parents' distrust has created an adversarial relationship (Wischonowski and Cianca, 2012). That is why "rewriting the script" is such an important concept. Programs like the partnership between The Advocacy Center and the St. John Fisher College in Rochester, N.Y. are vital in order to bring about change. Their goal was to bring forth positive stories from families so that educators and other families could see that a positive relationship was achieved by supporting each other (Wischonowski and Cianca, 2012).

This partnership required a thirteen-week commitment on the part of all the participants. The program included different types of families with different backgrounds and ethnicities, as well as children with different types of disabilities. The program began when The Advocacy Center approached a professor at St. John Fisher College about speaking to parents on what to expect on curriculum and academic outcomes. The professor then turned it into a project where his students would work with actual families and thus help to build a positive relationship, were both parties would be able to achieve a common goal: student success.

The project included 25 college students, who were divided into groups of 5 and were paired with a family from The Advocacy Center. The program was a semester long project where the group would work with the family in learning how to work best together. First the group would go over the IEP and write an introductory letter to the parents, and the parents would then arrange a meeting where all parties would meet. For the next six-weeks, the groups and the parents met and discussed the different issues that the parents encountered at the schools. At the end of the six weeks, the parents shared their views on the meetings and what they hoped to accomplish. Subsequently, the groups would research the different concerns that parents brought to the meetings, and gave recommendations on how to minimize these concerns. In the end (week thirteen), "...collaboration and rapport between the parents and teachers by identifying problems and seeking solutions together to achieve better outcomes for students." had been achieved (Wischonowski and Cianca, 2012, add page number for direct quotes).

Other factors that do not allow for collaboration are the misunderstanding and misconceptions on the part of both the parent and the teacher. One of these r factors relates to culture. As of 2007, about 26% of school-aged students in the United States spoke another language other than English at home (Shin and Kiminski, 2010). This has created a communication barrier between parents, students, and teachers. "Culturally diverse students' distinctive set of cultural values, beliefs and norms is often incongruous with the cultural norms and behaviors of schools." (Irvine, 2012, add page number for direct quotes). This phenomenon has often created misunderstandings, , as teachers sometimes fail to recognize certain cultural behaviors. For example, students not raising their hands to answer questions but instead shouting the answer, can be considered disruptive and uncontrollable; therefore, the student may be referred to special services and thus creating a mistrust from parents (Irvine, 2012). Using stereotypes like race, educational level, marital status and social class can also create misconceptions by automatically believing that the student will be an underachiever and/or have emotional or behavioral issues. These negative stereotypes can keep the student from academically advancing and can result in the student being wrongly referred for Special Education services (Irvine, 2012).

Irvine (2012) recommended the use of Culturally Responsive Pedagogy or CRP in order to better prepare special education teachers and avoid common misunderstandings and misconceptions. CRP follows four basic principles: 1) developing caring relationships with students while maintaining high expectations, 2) engaging and motivating students, 3) selecting and effectively using learning resources, and 4) promoting and learning from family and community engagement (Irvine 2012). Irvine suggested that in order to achieve CRP both relevant course work and hands-on experiences are necessary (Irvine, 2012). “Culturally responsive learning activities build on the lived experiences of diverse learners and supported instructional outcomes.” (Irvine, 2012, add page number for direct quotes) should increase the likelihood that educators will apply more culturally responsive pedagogy. Irvine (2012) also suggested the use of cooperative team learning strategies and flexible grouping, for a more effective diverse learner as well as culturally diverse materials. Lastly, Irvine (2012) recommended increased communication with parents on students’ progress, including motivation and preferences in order to build a more cohesive learning environment, and a better communication method with parents.

Communication as well as collaboration is one of the key elements that parents across the board state as the number one reason for satisfaction with their child’s education (Shultz et. al, 2016). “Unfortunately, research indicates education professionals often do not view parents as equal partners.” (Shultz et. al, 2016, add page number for direct quotes). This “attitude” makes communication as well as collaboration extremely difficult. Therefore, changing the script once more becomes vital, and advocacy is one of the best ways to reach this goal. Even though, advocacy in education is sometimes viewed as a negative word, it can be a very rewarding and positive experience. According to Ridnour (year of publication, and page number for direct quote) “An advocate is a person who supports or promotes the interest of another, and that is what a teacher is doing when he or she works to engage students and their parents as partners in a positive, learning-focused classroom community”.

This new venture where parents and teachers work together can begin with a simple invitation from the teacher. This invitation can be to the school’s open house, a special school-wide activity, a classroom activity, or to the child’s Individual Educational Plan (IEP). Notably, the IEP is usually one of the most controversial times where both parties are advocating for what they each believe is the best for the child. Unfortunately, “...research suggests families who participate in traditional IEP meetings have expressed their primary role included listening and answering questions.” (Childre & Chambers, 2005, add page number for direct quotes) instead of collaborating. Again, changing the script is recommended. To accomplish such goals, Shultz et. al (2016), looked into teacher’s perceptions, specifically teacher’s perceptions of parents with children with Autism Spectrum Disorder (ASD). Shultz et. al (2016), also focused on how parents support children with ASD in the classroom setting by using advocacy and collaboration.

Shultz et. al (2016), conducted the research in a southeastern rural school district and invited teachers who taught students with ASD to participate. Thirty-four teachers from elementary, middle

and high school participated in the research. The participants included special education teachers, general education teachers, and special areas teachers. The teachers were divided into focus groups of no more than eight and met over the course of a year for no more than an hour at a time. The facilitators were either a university faculty member or a graduate assistant who followed a script to ensure fidelity as well as maintaining group focus. Each focus group was given a fictional case-study in which they were to analyze the case and answer questions related to parent advocacy and collaboration. The meetings were taped and later transcribed. The results showed that teachers felt that parents were either over involved or under involved, but that in either case parents needed assistance in accepting the child's diagnosis and were in need of learning better advocacy strategies .

These meetings brought about how to positively encourage collaboration and advocacy between parents and teachers.. Some of the recommendations made by the teachers were for them to share more information with parents through booklets, help parents find ways to teach social skills to the child at home by possibly working with siblings and other family members, and to teach their child how to self-advocate (Schultz et. al, 2016). Shultz et al (2016), in his discussion went further into detail on how this could be accomplished. Shultz et. al (2016) suggested that teachers "Recognized a continuum of parent involvement" in which both parents and teachers recognized each other's shortcomings and worked together to reach a consensus. One way to achieve this was through Making Action Plans (MAPS) (Vandercook, York, & Forest, 1989) where parents provide input on how to develop the goals for the coming IEP. Another suggestion was to "Provide extra support during diagnostic process" in which not only the diagnosis was given but what roles each of the professionals working with the student has as well as resources within both the school and the community (Shultz et. al, 2016, add page numbers for direct quotes). Next, was how to support parent in their advocacy role. This was one of the most challenging as sometimes parents can be unrealistic or have no idea what to advocate for. For this reason, Shultz et. al (2016) suggests "careful conversations" in which teachers guide parents through the services and help them on how to advocate for the child as well as how to teach the child how to advocate for themselves. Lastly, Shultz et. al (2016) suggests to "Target key areas for ongoing collaboration" like social skills which ASD students usually lack. According to Shultz et. al (2016, add page number for direct quotes), teachers recognize that the curriculum is not always built to accommodate time for social skill building and therefore, parents need to work on it at home. One of the ways to accomplish this is through Circle of Friends Model (Taylor, 1997) in which siblings or other family members become the ASD child role model on social skills. The model suggests that the family member take the child on outings with their circle of friends to allow the ASD child to witness proper social interaction and at the same time the non-ASD child to guide the ASD child through the process of social interaction.

Teachers and parents can guide each other in the academic process that the child will be navigating throughout their academic experiences. By doing this, the hope is that a new script is written, where both parents and teachers can collaborate and create common goals, where the student can move forward and be successful. Reaching this goal is often hard and has an extremely long journey; as

communication and misconceptions will continue to riddle the process. If all parties continue to practice the script, progress can be made in improving communication and dispelling the misconceptions that are brought to the process.

References

- Amy Childre, & Cynthia R. Chambers. (2005). Family perceptions of student centered planning and IEP meetings. *Education and Training in Developmental Disabilities*, 40(3), 217-233. Retrieved from <https://www-jstor-org.ezproxy.fiu.edu/stable/23879717>
- G. Taylor. (1997). Community building in schools: Developing a 'circle of friends.'. *Educational and Child Psychology*, , 45-50.
- Hibel, J., & Jasper, A. D. (2012). Delayed special education placement for learning disabilities among children of immigrants. *Social Forces*, 91(2), 503-529. doi:10.1093/sf/sos092
- Irvine, J. J. (2012). Complex relationships between multicultural education and special education. *Journal of Teacher Education*, 63(4), 268-274. doi:10.1177/0022487112447113
- Jacob Hibbel, George Farkas, & Paul L. Morgan. (2010). Who is placed into special education? *Sociology of Education*, 83(4), 312-332. doi:10.1177/0038040710383518
- Michael W. Wishchnowski, & Marie Cianca. (2012). Reading a new script for working with parents.
- Ridnouer, K. (2011). *Everyday engagement*. Alexandria, VA: ASCD.
- Shin, H. B., & Kominski, R. (2010). *Language use in the united states, 2007*. Washington, D.C.: U.S. Dept. of Commerce, Economics and Statistics Administration, U.S. Census Bureau.
- Tia R Schultz, Melissa A Sreckovic, Harriet Able, & Tamira White. (2016). Parent-teacher collaboration: Teacher perceptions of what is needed to support students with ASD in the inclusive classroom. *Education and Training in Autism and Developmental Disabilities*, 51(4), 344-354. Retrieved from <https://search-proquest-com.ezproxy.fiu.edu/docview/1843276153>
- Vandercook, T., York, J., & Forest, M. (1989). The McGill action planning system (MAPS): A strategy for building the vision. *Journal of the Association for Persons with Severe Handicaps*, 14(3), 205-215. doi:10.1177/154079698901400306

[To top](#)

Barriers to Involvement in the Special Education Process for Families of Culturally Linguistically Diverse Backgrounds: A Review of Literature

By Christopher Salerno

Abstract

Throughout the process of identification, evaluation, placement, and continued support of students with disabilities, the involvement and engagement of the parents is a vital aspect that will have long term effects on the student's academic progress. Under the guidelines of the Individuals with Disabilities Education Act (IDEA, 2004), it is required that parents are given the opportunity to be active participants in the decision-making process and the development of a student's Individualized Education Plan (IEP). However, when working with families that come from culturally and linguistically diverse backgrounds, several barriers may present themselves that effect involvement in the process including language, availability of parents to participate, and diverse cultural views. It falls on the shoulders of the special education teachers and school staff to accommodate to the individual needs and to respect the individual cultural aspects of the learners and their families using a variety of best practices and strategies.

The vital role that the family plays in the outcomes of students with disabilities is one that can favorably sway the pendulum of support and success. Public schools are becoming more diverse over time as evidenced by the increasing number of students with disabilities (SWD) from families of culturally and linguistically diverse (CLD) backgrounds being served by special education programs. The families of these students each have a unique situation, as well as needs and barriers that can impact their education. The term family is often used in a flexible manner when working with CLD students. The family unit in some cultures may only include the parents and children, while in other cultures it may extend to grandparents, aunts and uncles, cousins, or any other blood relative. Based on the individual dynamics, a 'parent' may be a guardian, family may include close friends that have no blood or marital connection, or the student may have been sent to live in the United States with a relative, while their immediate family remained in their nation of origin. Families may face unique hardships such as supporting multiple family members financially, both at home and in their nation of origin; they may be recent immigrants, illegal immigrants, or may be migrant workers. With such a wide range of individual situations, being culturally responsive and accepting of the family's participation, and encouraging it as well in the special education process, is vital to the student's progress.

Throughout the process of identification, evaluation, placement, and continued support of SWD, the involvement and engagement of the parents is a vital aspect that will have long term effects on the student's academic progress. Under the guidelines of the Individuals with Disabilities Education Act (IDEA, 2004), it is required that parents are given the opportunity to be active participants in the

decision-making process and the development of a student's Individualized Education Plan (IEP). However, when working with families that come from CLD backgrounds, several barriers may present themselves that effect involvement in the process including language, availability of parents to participate, and diverse cultural views. When not identified and effectively supported, these barriers may make families feel marginalized and can obstruct the development of a collaborative relationship between parents and school staff.

Language can be a major barrier for any parent involved in their child's special education process. The support for communicating with parents and families in their home language is one that schools are required to provide (U.S. Department of Education, 2015). Ensuring parental understanding of items discussed during all parts of a special education meeting is imperative, as any errors in communication or translation can lead to confusion and misinterpretation. It is highly recommended that special education team members build a trusting collaborative relationship with the parents as the process begins, promoting more open communication that will support the learning outcomes of the student (More, Hart, & Cheatham, 2013). In some cultures, disabilities are perceived as a source of shame and are something not to be discussed outside of immediate family (Pang, 2011). Accordingly, having interpretation support that is effective and properly conveys the information presented to the parents is a key factor. It is considered a best practice to utilize an interpreter that understands special education terminology, is sensitive to cultural nuances, and acts in a manner that is professional and respectful of all parties involved (Lo, 2012; More, Hart, & Cheatham, 2013; Pang, 2011). Additionally, providing copies of documents that are translated into the parents' home language ensures that they are given proper access to records and can make informed decisions.

Aside from the obvious difficulties that parents may face if they speak a different language from that of the school staff, a larger issue concerns the use of technical language during meetings and in documentation. For professionals outside of the field of special education, the use of various acronyms, initialisms, and specialized terminology can be extremely confusing. When parents are presented with the complex terminology that they are often unfamiliar with, it can cause a divide in the home-school relationship or further alienate the parents if a rapport has not developed. It is considered a best practice to avoid using acronyms and complex terminology when meeting with parents and to present information in plain language to support their understanding and ensure translators are knowledgeable enough to accurately translate the meaning of specific terminology and explain details to families in an effective manner (Pang 2011). When working with the family and special education team during a meeting, it is helpful to check for understanding and summarize key points as the conference progresses, and thus providing multiple opportunities to clarify or allow for questions from all parties involved (More, Hart, & Cheatham, 2013). However, this must be done in a respectful manner, as to not appear condescending to the parents' knowledge or abilities.

A further area of concern with regards to language and communication is the procedural safeguards which provide guidelines for parental rights, ensure accountability, and lay out the method for

resolving disputes that potentially arise when engaging in any IEP process. A 2012 study by Mandic, Rudd, Hehir and Acevedo-Garcia, found that in an analysis of the procedural safeguard documents available on the department of education websites for all 50 states and the District of Columbia:

- 55% of the documents scored at a college reading level range,
- 39% were considered to be at a graduate or professional reading level,
- 6% were scored at a high school level

According to the 2003 National Assessment of Adult Literacy, 22% of adults in the United States read at a below basic level and 33% read at a basic level. This difficulty is compounded for CLD families where their literacy skills in English may be minimal. This disparity in reading levels of adults and the readability of the procedural safeguards can be disparaging to many parents regardless to how willing they are to engage in the process. Mandic et al. (2012) argue that if the purpose of the procedural safeguards is to provide parents with concise information to facilitate effective home-school partnerships in developing the IEP, then it must be developed using plain language that parents can clearly understand and make informed decisions on the part of their child.

When engaging families during the IEP process, encouraging their participation is a key component that is required under IDEA. However, this can become a major barrier that can have a significant effect on the student and the parent. When working with families from CLD backgrounds, parental availability to attend meetings can become a substantial barrier that professionals may face throughout the special education process. In some cases, the barrier to attending meetings may be attributed to work schedules of the parents. Parents from CLD backgrounds may work hourly wage jobs that do not provide paid personal leave time and where missing several hours from their work schedule can cause a major financial hardship (Murray, Finigan-Carr, Jones, Copeland-Linder, Haynie, & Cheng, 2014). Some families may have members working multiple jobs to support extended family locally or even from their nation of origin. The members of the special education team need to be sensitive to the individual situations of each student's families and attempt to accommodate as much as possible when scheduling meetings (Pang, 2011). In a study by Murray, et al. (2014), it was determined that the barriers related to socioeconomic status affect the time a parent has to participate in school meetings, as well as negatively impact their socio-emotional state by adding additional stressors. Accommodating to the individual situations can provide relief to the parents and aid in fostering a stronger collaborative relationship. Professionals can arrange meetings at times that are more convenient for the family, provide support for transportation needs, hold teleconferences, or utilize web-based video conferences in effort to promote parental involvement (Fishman & Nickerson, 2014; Murray, et al., 2014). Furthermore, encouraging parental involvement beyond the context of special education meetings can have a multifold effect on student achievement by shaping the student's attitude toward their education, improving parent-child communication, and developing positive academic expectations (Fishman & Nickerson, 2014).

When working with families from CLD backgrounds, the aspect of respecting and accommodating to varying cultural views on special education is one that professionals face daily. Engaging families in a manner that promotes effective collaboration and sharing of information can be a difficult task when the professional may be unaware of how their actions and mannerisms can be misinterpreted by the families of students. The protocol of meetings, such as seating arrangements, access to quality translators, team members arriving on time to conferences, using respectful communication during pre-conference communications, and recognition of the parents as valued members of the process; can affect their willingness and comfort in participating throughout the special education process. Further, preconceptions of the capabilities of the parents to act as meaningful members of the special education team can affect the mood of meetings and the overall relationship that develops through the process.

Some families, view their role in the development of their child's education plan as cursory and believe that their feedback is not needed or welcomed. In some cultures, the teacher is seen as a highly respected professional that is not to be questioned and thus conflict with them should be avoided (Lee, Rocco Dillon, French, & Kim, 2018). In these situations, the parents may feel that their questions may be a sign of disrespect. For other cultures the converse occurs, the parents feel they must question each component of the process to ensure the teacher has the child's best interest in mind, and are not just going through the motions that are required by the government. In the myriad of cultural views and expectations of the special education process, the role of being culturally responsive falls on the teacher. According to research by Rossetti, Sauer, Bui, and Ou (2017) teachers should develop a practice of cultural self-reflection, examining their own beliefs and cultural views, then they can identify their personal habits that may be counterproductive to building rapport with the families of their students. The teacher and team members need to communicate with the family, and explore their cultural views on education overall, on the needs of individuals with disabilities, as well as identify their expectations and goals for their child. Engaging parents and families in a manner that focuses on their concerns for their child, and uses it to build the foundation of the student's IEP, will likely solidify their role as a stakeholder in the process. The families of students with disabilities that come from culturally and linguistically diverse backgrounds face a variety of challenges while supporting their child's needs including language barriers, socioeconomic difficulties, and cultural responsiveness. It falls on the shoulders of the special education teachers and school staff to accommodate to the individual needs and to respect the individual cultural aspects of the learners and their families using a variety of best practices and strategies.

References

- Fishman, C., & Nickerson, A. (2014). Motivations for Involvement: A Preliminary Investigation of Parents of Students with Disabilities. *Journal of Child & Family Studies*, 24(2), 523–535.
- Goldman, S. E., & Burke, M. M. (2017). The Effectiveness of Interventions to Increase Parent Involvement in Special Education: A Systematic Literature Review and Meta-Analysis. *Exceptionality*, 25(2), 97-115. doi:10.1080/09362835.2016.1196444

- Lo, L. (2012). Demystifying the IEP Process for Diverse Parents of Children with Disabilities. *Teaching Exceptional Children*, 44(3), 14–20.
- Mandic, C. G., Rudd, R., Hehir, T., & Acevedo-Garcia, D. (2012). Readability of Special Education Procedural Safeguards. *Journal of Special Education*, 45(4), 195–203.
- More, C. M., Hart, J. E., & Cheatham, G. A. (2013). Language Interpretation for Diverse Families: Considerations for Special Education Teachers. *Intervention in School & Clinic*, 49(2), 113–120.
- Murray, K. W., Finigan-Carr, N., Jones, V., Copeland-Linder, N., Haynie, D. L., & Cheng, T. L. (2014). Barriers and Facilitators to School-Based Parent Involvement for Parents of Urban Public Middle School Students. *SAGE Open*, 4(4). doi:10.1177/2158244014558030
- Pang, Yanhui. (2011). Barriers and Solutions in Involving Culturally Linguistically Diverse Families in the IFSP/IEP Process. *Making Connections: Interdisciplinary Approaches to Cultural Diversity*, 42–51.
- Rossetti, Z., Sauer, J. S., Bui, O., & Ou, S. (2017). Developing Collaborative Partnerships with Culturally and Linguistically Diverse Families During the IEP Process. *Teaching Exceptional Children*, 49(5), 328–338. doi.org/10.1177/0040059916680103
- Seo Hee Lee, Rocco Dillon, S., French, R., & Kyungjin Kim. (2018). Advocacy for Immigrant Parents of Children with Disabilities. *Palaestra*, 32(2), 23–28. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=130206299&site=ehost-live&scope=site>
- U.S. Department of Education (2015). *Information for Limited English Proficient (LEP) Parents and Guardians and for Schools and School Districts that Communicate with Them*, Washington, DC: U.S. Government Printing Office.
- U.S. Department of Education (2003). *National Assessment of Adult Literacy, 2003* [Data file]. Available from National Center for Education Statistics Web site, nces.ed.gov/naal/

[To top](#)

Visual Supports to Improve Outcomes for Culturally Diverse Students with ASD

By Valeria Yllades, Jennifer B. Ganz & Ching-Yi Liao

Abstract

Gilberto is a young immigrant child with autism spectrum disorder who is growing up in a Mexican household. He often has trouble understanding his peers and teachers who speak English. With the help of the school, he is adjusting to a new culture, learning a new language, and working on educational outcomes. The example stated above illustrate issues related to conflicting language and culture between school and home contexts. Practical supports and interventions to address language and cultural barriers, for individuals with autism spectrum disorders (ASD) whose families are English Language Learners (ELLs), will be discussed in this article. The purpose of this paper is to draw from the evidence bases on interventions for children from bilingual families and intervention for children with ASD. Future recommendations are described to help bridge the gap between bilingual families and educators working with children with ASD.

Keywords: Autism spectrum disorder, English Language Learners

Introduction

Autism spectrum disorder (ASD) is a neurodevelopmental disability that impacts social communication interactions (American Speech-Language-Hearing Association, n.d.). It also includes restrictive, repetitive, and stereotypical behaviors (DSM-5; American Psychiatric Association, 2013). Currently, there is a growing number of children with ASD in the U.S. (Centers for Disease Control and Prevention, 2016). In addition, there has been an increase of children identified in the U.S. as bilingual or English Language Learners (ELLs). Bilingualism is the ability to speak two languages and ELLs are individuals whose first language is not English, but who are living in English-majority communities and are learning some English (Klingner, & Soltero-Gonzalez, 2009). ELLs are the fastest-growing student population in the country, growing 60% in the last decade, as compared with 7% growth of the general student population (Grantmakers for Education, 2013).

Due to the rising rates of bilingual individuals and of individuals diagnosed with ASD, it is likely practitioners will work with this population during their career (Lund, Kohlmeier, & Durán, 2017). It is crucial that practitioners and caregivers have access to effective interventions to ameliorate language and communication barriers for this population. Furthermore, high-quality professionals are critical for this growing population (Lund, Kohlmeier, & Durán, 2017). Currently, educators are suggesting to parents not to speak two languages at home. Research shows language exposure in the home of two or more languages does not affect language development for children with ASD (Lund, Kohlmeier, & Durán, 2017). Practitioners suggesting to parents to speak a second language should carefully make such decisions as it can have negative repercussions on the family and child with ASD. It can lead to stress on the parent if they are not fluent in the language, further isolation for the child with ASD, and limit social interactions with family members. Early intervention that

incorporates appropriate and culturally responsive communication instruction are recommended (Vesely, 2013).

Visual supports provide children with ASD environmental structure and predictability, which helps them to be more successful in learning and communicating (Cohen, & Sloan, 2007). This is particularly true for bilingual children with ASD, as they often have difficulty understanding content because they have deficits in attending skills or experience language barriers. Pictures, objects, written words in their home and community languages, or drawings may help children with ASD who are ELLs function better in different environments (Hodgdon, 1995). This article provides recommendations with regard to visually based communication strategies for educators or caregivers who work or live with individuals with ASD from culturally and linguistically diverse (CLD) backgrounds. The following discusses how the literature on research-based practices can inform implementation at home or at school.

Why it Works and Benefits

Visual supports are graphic and pictorial representations of stimuli that enhance comprehension of language and learning (Meadan, et. al., 20011). They can be beneficial tools for teaching communication skills to bilingual individuals with ASD (Fahim, 2014). Visual supports simplify communication for the practitioner while providing a tangible model for learners to appropriately express needs and wants. This will allow the opportunity for the individual to meaningfully make choices in his or her environment while communicating effectively (Meadan, et. al., 2011). The practitioner will provide information in a way that is easier to understand for learners who have a difficult time processing auditory words, who come from different cultural backgrounds, and who may not understand social contexts around them. It helps learners make sense of their environments, predict scheduled events, comprehend expectations placed on them, and anticipate changes made throughout the day or to routines (Dettmer, Simpson, Myles, & Ganz, 2000). The use of visual supports is a practical strategy that has been demonstrated to have positive effects on individuals with ASD, educators, and caregivers (Meadan, et. al., 2011). For example, a four-year-old child with ASD from Saudi Arabia, who spoke only Arabic was introduced to a school environment in the U.S. He did not know any English, so they printed out words in Arabic to display in the classroom. If the child requested milk (haleeb), the therapist would then give the item to him while saying, “milk, you asked for milk.” This is critical for bilingual learners with ASD, helps maintain engagement for learners with and without ASD (Yamanashi, 2016).

Visual Supports and Instructional Strategies

Visual supports and associated instructional strategies are discussed in detail along with various complementary strategies that are used for successful implementation. First, this article describes particular strategies that can be used to teach learners how to use and understand the

selected visual supports. We will expand on visual supports, the use of modeling, types of prompting procedures, fading, and reinforcement.

Instructional Strategies for Teaching Visual Supports

- Modeling or imitation are effective prompting procedures to help teach a skill to individuals with ASD (Rao & Gagie, 2006). There are two forms of modeling. Verbal modeling requires the practitioner to say exactly what they want the learner to say and the individual will imitate. (e.g. the practitioner: “Story time is next”, the child repeats after practitioner: “Story time is next”). Physical modeling is the use of showing the learner through specific movements that you want them to imitate (e.g. tracing with a pencil).
- Prompts can be either verbal, gestural, partially (by the wrist or elbow) or full prompt (by using hand over hand). Verbal prompts include giving the instruction to the learner (e.g. “It is time to work”). Physical prompts are those that include assistance to complete an activity or to transition between activities (Dettmer, Simpson, Myles, & Ganz, 2000). For example, providing physical prompt by assisting the learner using hand over hand to finish the work. Gestural prompts include pointing to the activity (e.g. pointing to the work).
- Gradually fade your verbal instructions from continuous to intermittent. Reduce prompting once you start to see the child become independent (Banda, 2009).
- Reinforcement is used after the individual engages in the targeted response. (e.g. high fives, smiles, saying, “Good job!”, pat on the back, tickles). Every individual is unique and reinforcement should be considered according to his or her wants and needs. These items or activities should also be age appropriate. If not pair the item they are interested in or activity with novel items or activities. (e.g. a 7 year old child playing with a baby play cube could be presented with a puzzle as the practitioner models how to play and reinforces the child when they imitate).
-

Descriptions of Types of Visual Supports

Visual Schedules. Visual schedules are a form of visual supports that could aid in comprehension of novel topics or expectations as a model and the preparedness of transitioning between activities (Meadan, et. al., 2011). Visual schedules, or across-activity schedules, are pictures, written words, or photographs that describe a series of activities to help understand upcoming events in a daily routine (Rao & Gagie, 2006). This is particularly important for learners from diverse backgrounds that might have difficulty understanding cues that indicate a transition time given by a practitioner in a classroom. With the help of visual schedules the learner then knows what to expect, which may lead to smoother transitions (Cohen & Sloan, 2007). Practitioners can use these in any setting where the child is struggling the most. Several studies have found support for the use of visual schedules with learners with ASD (Banda, Grimmer, & Hart, 2009; Rao & Gagie, 2006; Meadan, et. al., 2011). These may be particularly useful for those who have communication deficits or come from a diverse background (Fahim, 2014). Visual schedules have been demonstrated to a) successfully teach young

children with ASD to transition between activities such as in Rao & Gagie (2006); b) improving a range of behaviors including communication skills (National Research Council, 2001); c) help decrease challenging behavior (Dettmer, Simpson, Myles, & Ganz, 2000), and d) help in the area of academics (Banda, 2009). Below are instructions on how to use a visual schedule in your classroom.

- A visual schedule is presented in a place that the child can see and the practitioner can go through with them as transition to different activities.
- First take a picture of the different steps that will be included in the schedule.
- Print the photographs in a sequence to indicate the order they should follow (Meadan, et. al., 2011).
- Next, guide the individual to the schedule and prompt them when it is time for the next activity while showing them or pointing the pictures. Do this for every different activity and before transitioning so that they anticipate what is to happen next.

Look at figure 1 for more examples.

Tasks Analysis. Visual schedules, sometimes called within-activity schedules, may also be used to break down a task into discrete steps, by the use of a task analysis (Banda, 2009). Task analysis strategies have been used for young children and adults for learning how to perform different tasks by breaking them down into manageable components (Test, et. al., 1990). This procedure help children complete challenging activities in their daily lives independently. Using a task analysis in the form of a mini schedule, steps of self-help (e.g., shoe tying, tooth brushing), or other tasks may be displayed on a visual schedule. This strategy could be a tool to help with a diverse learner without the need to rely on auditory processing (Fahim, 2014). Below are ways to select the types of symbols for a CLD child with ASD.

- Collaborate with parents and other professionals who work with the child on items or activities that the child prefers.
- Language usage should be discussed and recommendations for language preference should be based on the individual case.
- Gather information about what the child can and cannot have.
- Come up with realistic and measurable goals that the practitioner can document to observe progress.

Once goals and materials have been gathered, use the task analysis as you would the visual schedule. Refer to the bullets above for more detail.

For example, upon group collaboration with the parents, it was decided that Devan a 5 year old with ASD who is from Nigeria would work on following instructions in the classroom. Devan is learning to hang his backpack upon arrival to classroom. The educator would place the discrete steps in a place that is visible for the student and preferably around the area where he will conduct the task.

The discrete steps would serve as an aid to supplement verbal or gestural instruction. Use prompting procedures, reinforcement, and gradually fade as he reaches independence.

Linguistically and Culturally Responsive Adaptations in Implementation

Cultural Backgrounds and Activity Considerations for the Use of Visual Supports

In order to select appropriate use of visual supports based on culturally responsive activities, it is crucial to get to know the family (Meadan, Ostrosky, Triplett, Michna, & Fettig, 2011; Rao & Gagie, 2006). Knowing the family and their belief system can allow the practitioner to form build rapport with the families and to better understand the decision making process experienced by parents (Klingner & Soltero-Gonzalez, 2009; Matusznyi et al., 2007). Concepts such as eye contact, asking questions, or joint attention could be viewed differently depending on cultural background. For example, in some cultures, direct eye contact with elders or women is considered inappropriate for children, while in other cultures, it would be considered rude or inappropriate to not look at a speaker (Wallis & Pinto-Martin, 2008). Eye contact is a common goal for children with ASD, as in the example earlier with Hayato, a young boy from Japan with ASD. Additionally, practitioners might work with a family in which the child with ASD is expected to complete certain tasks at home, such as household chores. Knowing this, the practitioner could determine communication needs and goals to address within natural contexts. How families view disability may also impact the type of supports needed for individuals. Cultural sensitivity is an important approach because it can affect planning and how well parents accept interventions and target skills to be taught; parent buy-in is a critical aspect in consideration of likelihood of maintaining use of new skills and evidence-based practices (Matusznyi et al., 2007; Vesely, 2013).

These recommendations are to build and support collaborative relationships from families. The following strategies help teachers get to know their families' priorities and backgrounds.

- Ask questions about the languages spoken at home and what languages the caregivers are comfortable speaking. Questions regarding cultural norms and family culture are also important to establish appropriate supports (Matusznyi et al., 2007). Questions may include what language(s) are spoken at different times of the day, such as mealtime or play.
- Practitioners should listen to and clarify the information given by caregivers and respect their decisions or answers, which may be different from the culture of that practitioner, while giving their professional opinion for the learners needs (Matusznyi et al., 2007).
- Practitioners could get to know the family through home visits, interviews, and periodically checking in with parents.
- Educators should avoid stereotyping and to get to know each family to encourage the development of relationships between school and home.

The above-mentioned activities can provide opportunities to teach and perform communication skills in home using the communication mode that is appropriate for the learner's needs. It can also inform the practitioner regarding what communication modes may be most useful for the children. Suggest using visual schedules and verbal prompts in the language that is most comfortable speaking that they understand in order to eliminate dependency and promote independence while reducing language barriers.

Provide Visual Supports in Both Languages Using a Functional Communication Mode

Consider using multimodal ways of communicating such as an augmentative and alternative communication (AAC), photos, drawings, written words, sign language, gestures, and speech. Many children with ASD have difficulty using speech and ELLs have difficulty with English; therefore, it is crucial to find a functional and alternative ways to communicate with others to access reinforcement (Fahim, 2014). The item or activity that are being presented will most likely be available at home, where items, such as the child requesting a banana, will be readily available. Use all opportunities in the home, school, or clinical setting to increase communication for the child in either language. The practitioner is not advised to communicate in a language they don't speak fluently, but they would want to reinforce the child for every opportunity they communicate in either language they use. Use visual supports while talking in the language that is most comfortable to the practitioner while accepting words the practitioner understands from the learner. Especially if it is an item or activity that the child requests frequently. For instance, if a child says "carro" and he is reaching for the car, the practitioner would say, "you asked for the car, here is the car", while handing them the car. If a visual schedule is used with the child during school, then the words in both languages should be written under the photos or drawings to enhance the child's understanding of both languages and promote the use of the same vocabulary across service providers and caregivers (Fahim, 2014). Written visual supports and instruction in both languages will enhance receptive and expressive communication as a result of constant pairing of spoken words with corresponding objects or other visual cues. Using the same or similar visual in every environment will help with consistency and generalization of the skills.

When teaching new vocabulary or introducing a new visual aid, make sure to implement consistently in all environments if possible. Consistency is key for developing and establishing behaviors; this will help the child build independence, feel confident in the skills they acquire, while learning new skills. It also allows them to practice the skills in a novel environment so they are successful in multiple situations.

Scenarios

Mateo was a three-year-old boy with ASD and complex communication needs, who had significantly delayed receptive and expressive skills upon registering in the school setting. His parents were asked

what languages they spoke and they confirmed that they spoke their native language, Spanish, at home. The practitioner asked the parents if there was anything that motivated him to speak. They mentioned he would ask for trampoline and food a majority of the time. After asking a couple more questions regarding their home activities, the practitioner developed a treatment plan that included learning additional vocabulary to use to make requests and planned use of reinforcement to provide contingent access to the desired items when Mateo used word approximations. The child used AAC supports for break, the restroom, and mealtime while providing the word in both languages. Upon saying the name of or providing a picture for the preferred or needed item or activity, he would be praised and given the item or activities immediately. This approach increased the chances that he would use speech or other communication modes, such as AAC, to obtain these items and activities. Sheng was a 5-year-old boy who had complex communication needs; he comes from a family that spoke Mandarin at home. His parents mentioned that he had never spoken and they mostly communicated with him in Mandarin. Sheng's parents also indicated that he typically pointed to items to communicate his wants and needs and that he often cried to get what he wanted. Through collaboration with family members, the teacher decided to use pictures with Sheng. Every time he gave the picture of the item to the teacher, the teacher would give him the desired item and praised Eli for using his picture to communicate (e.g., "great asking with your picture"). The PECS pictures contained Mandarin and English words, which helped him make approximations in both languages. He has been able to communicate using the PECS effectively and is also making vocal sounds along with giving the card to the teacher. This is an effective way of using visual supports and language, as well as working with the family to practice this at home and in school.

Mohammed was an 8-year-old boy who had complex communication needs. His mom noted that she understood his gestures and gave him whatever he reached for. Upon talking to his teachers, his mom requested an SGD to communicate with his family in a more acceptable manner. They used a mobile device provided by the school to download the program and added a lanyard so Mohammed could carry the Ipad across his torso easily. When he reached for an item at home, mom would block Mike from getting it and would find the picture and written English and Arabic words for the item on the Ipad. Then, she would prompt him by leading his hand to tap the picture and the Ipad would produce the Arabic word associated with it. She would repeat the word in Arabic and praised him while giving him the item. She repeated this several times until he began making requests. Once she saw that Mohammed was using his Ipad to ask for items or activities consistently, she would only model how to tap the correct picture or correct him when he selected the wrong one. Once he did not need the model and was selecting it independently and consistently, she faded and would only point, or gesture, when he reached for items or wanted an activity and praised him when he did it himself. The school also used the SGD with Mohammed at school, but the SGD produced the words in English to help him discriminate between environments, while reinforcing his requests.

Conclusion

Multiple studies support the use of bilingualism, or instruction in both home and community languages, in different environments for children from ELL families (Reetzke, Zou, Sheng, & Katsos, 2015; Lund, Kohlmeier, & Durán, 2017; Hambly, & Fombonne, 2012). Language exposure for bilingual individuals appears to result in no further delays in speech; therefore families should be encouraged to expose their children to their native languages (Hambly, & Fombonne, 2012).

However, there is a negative effect on the family if the bilingual child is only exposed to one language. For example, an educator might tell the mother of Nicholette, a child with ASD from Greece, to use English only at home. This might cause distress on parents, because they are not fluent and will forget when words should be used in different contexts. Additionally, it might cause further social isolation from family members if they are only introduced to the second language (Reetze, 2015).

Visual supports, such as activity schedules, task analysis, picture cues may help reduce some of the challenges faced with learners who are bilingual and have ASD. This is because children with ASD rely on visuals as their primary input (Banda, 2009). Visual supports and associated strategies are practical ways to supplement instructions for learners with ASD and help comprehend language effectively with low effort. The type of visual supports used are recommended after collaborating with stakeholders and will depend on the individual skills. Practitioners are suggested to take the time to understand the family's goals and perspectives of the child's disability, while being aware of cultural norms. Asking questions can help build rapport with families and establish a relationship that will help draw on the child's strengths to support areas of weakness. Practitioners are encouraged to move from a, "melting pot", mentality and not discourage families from maintaining bilingual environments or introducing a second language if needed for learners with ASD. Parents look for educational advice from practitioners and therefore should be wary of the language use recommendations they make to families. Results suggest that bilingualism in children with ASD do not experience additional language development (Hambly, 2012). Lastly, practitioners should evaluate individuals based on their needs and use family collaboration, culturally responsive instruction, and visual supports, as a part to successfully help learners meet academic, social, and behavioral goals.

References

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (DSM-5)*. Washington, DC: Author.
- American Speech Language Hearing Association [ASHA]. (2014). *Bilingual Service Delivery*. Retrieved from <http://www.asha.org/Practice-Portal/Professional-Issues/Bilingual-Service-Delivery/>.
- Bailey, D. B., & Wolery, M. (1992). *Teaching infants and preschoolers with disabilities*. NJ: Prentice Hall.

Banda, D. R., Grimmer, E., & Hart, S. L. (2009). Activity schedules: Helping students with autism spectrum disorders in general education classrooms manage transition issues. *Teaching Exceptional Children*, 41(4), 16-21.

Centers for Disease Control and Prevention (2016, March 31). *New Data on Autism: Five Important Facts to Know*. Retrieved March 14, 2018, from <https://www.cdc.gov/features/new-autism-data/index.html>

Cohen, M. J., & Sloan, D. L. (2007). *Visual supports for people with autism: A guide for parents and professionals (Topics in autism)*. MD: Woodbine House.

Dettmer, S., Simpson, R. L., Myles, B. S., & Ganz, J. B. (2000). The use of visual supports to facilitate transitions of students with autism. *Focus on Autism and Other Developmental Disabilities*, 15(3), 163-169.

Fahim, D., & Nedwick, K. (2014). Around the world: Supporting young children with ASD who are dual language learners. *Young Exceptional Children*, 17, 3-20.

Grantmakers for Education. 2013. *Educating English Language Learners: Grantmaking Strategies for Closing America's Other Achievement Gap*. Retrieved from edfunders.org/sites/default/files/Educating%20English%20Language%20Learners_April%202013.pdf

Hambly, C., & Fombonne, E. (2012). The impact of bilingual environments on language development in children with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 42, 1342-1352.

Hodgdon, L. A. (1995). *Visual strategies for improving communication: Practical supports for school and home*. Troy, MI: Quirk Roberts Publishing.

Klingner, J., & Soltero-Gonzalez, L. (2009). Culturally and linguistically responsive literacy instruction for English language learners with learning disabilities. *Multiple Voices for Ethnically Diverse Exceptional Learners*, 12(1), 4-20.

Lund, E. M., Kohlmeier, T. L., & Durán, L. K. (2017). Comparative language development in bilingual and monolingual children with autism spectrum disorder: A systematic review. *Journal of Early Intervention*, 39(2), 106-124.

Lubetsky, M. J., Handen, B. L., & McGonigle, J. J. (2011). *Autism spectrum disorder*. New York: Oxford University Press.

Matuszky, R. M., Banda, D. R., & Coleman, T. J. (2007). A progressive plan for building collaborative relationships with parents from diverse backgrounds. *Teaching Exceptional Children*, 39(4), 24-31.

Meadan, H., Ostrosky, M. M., Triplett, B., Michna, A., & Fetting, A. (2011). Using visual supports with young children with autism spectrum disorder. *Teaching Exceptional Children*, 43(6), 28-35

National Research Council. (2001). *Educating children with autism*. DC: National Academies Press.

Rao, S. M., & Gage, B. (2006). Learning through seeing and doing: Visual supports for children with Autism. *TEACHING Exceptional Children*, 38(6), 26-33.

Reetzke, R., Zou, X., Sheng, L., & Katsos, N. (2015). Communicative development in bilingually exposed Chinese children with autism spectrum disorders. *Journal of Speech, Language, and Hearing Research*, 58(3), 813-825.

Test, D. W., Spooner, F., Keul, P. K., & Grossi, T. (1990). Teaching adolescents with severe disabilities to use the public telephone. *Behavior Modification*, 14(2), 157-171.

Thompson, R. H., Cotnoir-Bichelman, N. M., McKerchar, P. M., Tate, T. L., & Dancho, K. A. (2007). Enhancing early communication through infant sign training. *Journal of Applied Behavior Analysis*, 40, 15-23.

U.S. Department of Education. (2017). *Digest of Education Statistics, 2017 (NCES 2006-05)*. Retrieved October, 20, 2017, from <https://nces.ed.gov/fastfacts/display.asp?id=96>

Vesely, C. K. (2013). Low-income African and Latina immigrant mothers' selection of early childhood care and education (ECCE): Considering the complexity of cultural and structural influences. *Early Childhood Research Quarterly*, 28(3), 470-486.

Wallis, K., & Pinto-Martin, J. (2008). The challenge of screening for autism spectrum disorder in a culturally diverse society. *Acta Paediatrica*, 97, 539- 540.

Yamanashi, J. (2016). Review of visual supports for visual thinkers: Practical ideas for students with autism spectrum disorders and other special educational needs. *International Journal of Disability, Development and Education*, 63(2), 267-269.

About the Author: My name is Valeria Yllades, I am a second year doctoral student at Texas A & M University in the Educational Psychology department. I received my undergraduate education at University of Texas Pan American and have a B.S in Psychology. I received my Master's degree from Texas A & M University. I have worked at various clinics as a registered behavior technician implementing applied behavior analytic skills on individuals with autism spectrum disorders. My professional goals are to become a professor and conduct research at a Tier 1 University. My main areas of interest are communication interventions for CLD students with autism, and AAC interventions.

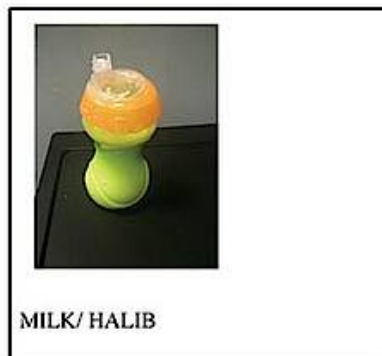


Figure 1. Example of a visual object written in two languages for classroom

HAND WASHING

Turn on water/ Abre el agua	Get soap/ Agarra el jabón	Scrub your hands for 20 seconds/ Enjuágate las manos por 20 segundos	Turn off water/ Apaga el agua	Dry hands/ Secar las manos

Figure 3. Task analysis for hand washing written in two languages

DAILY SCHEDULE	
PLAN	DONE
Science <u>科學</u>	
Computer break <u>電腦休息時間</u>	
Math <u>數學</u>	
Lunch <u>午餐</u>	
Recess <u>休息時間</u>	
Reading <u>閱讀</u>	
art and crafts <u>美術與工藝</u>	
Homework <u>功課</u>	

Figure 2. Visual schedule for the classroom written in two languages

Culturize Every Student. Every Day. Whatever It Takes: A Book Review

By Rebekah Caballero

Abstract

Culturize Every Student. Every Day. Whatever It Takes, by Jimmy Casas is an educational leadership that focuses on the building positive relationships with students, colleagues, administrators, district personnel, and in the community. Jimmy Casas uses his own personal experiences as an educator and administrator as well as Four Core Principals to shape his own belief system and encourage others to reform their own. By reforming their own belief systems, educators model for students and colleagues to help build a positive culture. This review analyzes the information provided in the book and discusses the skills and knowledge educators need to have to best serve their students and become leaders in the school and community. As educators begin to make changes in themselves and in the lives of their students, they will feel more confident and have less doubts about being effective. Building relationships, making a commitment, understanding the change process, and fostering positive traits in themselves and students will help to make a lasting effect on the school community.

Introduction

Culturize Every Student. Every Day. Whatever It Takes, by Jimmy Casas aims to get the reader to understand that they are in control of the change they want to make and can change their own lives as well as student lives. Jimmy Casas is currently the CEO of his own educational leadership company, J Casas and Associates, that is focused on providing high quality coaching support for teachers, principals, and school districts across the country. Through his own experience as a teacher and administrator, and his own school experience as a student, he tells the reader what made the difference for him as a student. As a young high school student, Casas was on the verge of not graduating when a teacher of his helped him to see the importance of working hard at school and showed him that he believed in him. In this book he presents Four Core Principals in creating a culture of change and reaching students. The Four Core Principals that help to make educators better are 1) Champion for Students, 2) Expect Excellence, 3) Carry the Banner, and 4) Be a Merchant of Hope. When teacher and principals act as leaders in the school, students believe in themselves and learn to be leaders of change.

Purpose and Thesis

Casas wants the reader to understand their role in the school society to better the lives of students. “Every Student, Every Day. Whatever It Takes” (Casas, 2017). Jimmy Casas sets a purpose to help educators be the change and get better as educators each day. *Culturize Every Student. Every Day.*

Whatever It Takes. is about creating positive change in educators, students, communities, and schools. “Every child deserves the opportunity to be a part of something great” (Casas, 2017).

“Our goal should be to create schools and communities that equip young people in developing skills, habits, and competencies that produce an educated citizenry rooted in healthy, personalized, and productive relationships” (Casas, 2017).

The thesis in this book states that using the Four Core Principles 1) Champion for Students, 2) Expect Excellence, 3) Carry the Banner, and 4) Be a Merchant of Hope, educational leaders (teachers, students, administrators, support staff, etc.) can begin the change process and create a positive, kind, honest, and compassionate school environment.

Just Talk to Me

Casas starts the book discussing the importance of talking with students and connecting with them on a deeper level. Students today are faced with many challenges whether it be at home, in school, through technology, etc. and having one person who believes in them can make a great difference. Casas uses his own childhood example of playing baseball as a child when he quit the team and the coach did not try to talk to him about his choice. The coach’s scoff in response is a memory that has stayed with Casas throughout his life. “... but it still serves as an important reminder to me in my work as a school leader to not underestimate how critical it is to take time to talk to students and understand what they see, feel, and experience” (Casas, 2017). He also asks readers to take a moment and analyze their own practices and if they are willing to be leaders of change. “Are we willing to do whatever it takes to *culturize* our schools to a level that defines excellence?” (Casas, 2017)

“Culturize: To cultivate a community of learners by behaving in a kind, caring, honest, and compassionate manner in order to challenge and inspire each member of the school community to become more than they ever thought possible” (Casas, 2017).

Culturize Every Student. Every Day. Whatever It Takes also puts into perspective who can help to lead a culture of change in schools today as they face many challenges. It is possible for students to become leaders and connect to their environment, but it is not a process that will naturally occur. Teachers, administrators, and staff must model for students how to be leaders, regardless of their official titles. Casas tells school teachers and leaders to be aware of their roles in *culturizing* schools. “We must take time to reflect on and be willing to be vigilant in examining our school cultures through the eyes of students and staff” (Casas, 2017). Schools face large challenges such as lack of funding/resources, teacher turnover/shortage, poverty, mental health issues, standardized testing, etc. While these challenges are large, Casas points out the patterns he sees from school which depict external factors, but teachers must also look at their own ability to lead effectively.

Casas stresses the importance of readers/teachers/school staff understanding their roles in the school. While not all these positions include administration, teachers and all staff in the school can lead by example and recognize themselves as leaders. In his own experience as a building principal,

Casa describes how he wanted his staff to feel valued and appreciated. “I held myself accountable for the success and failures of my students and staff, always reflecting on what I could have done differently or more effectively to help them feel as though they were experiencing the success they desired” (Casas, 2017). *Culturize Every Student. Every Day. Whatever It Takes* discusses how great leaders inspire greatness. In a school environment, it can be easy for “average to become the standard”. There are countless challenges school face and it can difficult to build a culture of change, but leaders inspire others to improve the attitudes, believe in the abilities of students, team members, and push to be better than average.

Four Core Principals

Champion for Students

Educators who champion for their students are intentional about doing whatever it takes to help each of them reach their personal best. In schools, these educators already exist, but Casas wants readers to understand that they all have the potential to champion for students. In this chapter, Casas goes onto describe his own life changing champion, Mr. Morgan. In high school when Casa was in jeopardy of not graduating, Mr. Morgan helped him see how much a person believing in your ability can make a difference. “Fortunately for me, Mr. Morgan had taken the time to get to know me enough that he was able to see through my lack of confidence and recognize that somewhere inside was a kid with talent to do great things” (Casas, 2017).

Teachers and administrators like Mr. Morgan can help to ignite passion in students as well as in other teachers. When it can be so easy to be negative in school, champions choose to see the potential in each of their students and want to understand them and how they feel, think, and see the world. Champions are passionate teachers or administrators who hold the deep belief that connecting with kids and valuing their talents and voices is the first step to creating a kind school culture. Being a champion and helping to build a kind and positive school culture takes time and learning through experience. Not every choice or response from teachers, administrators, and school staff will be the best. Educators must be aware that their response is completely their choice and be able to put difficult situations in perspective and empathize with students.

Casas believes that every student needs a champion who care about them and is willing to encourage them as well as help them to understand their specific skill set and understand how their skill set can help them thrive. When leaders in the school model a kind culture it can help to build an atmosphere where all students understand, appreciate, respect, and empathize with one another. Leaders can help student to recognize their own potential academically as well in a social context and develop self-awareness. Casas describes students who are “reluctant learners” and he proposes three interrelated areas that either help a student thrive or inhibit success: connection, capability, and confidence. Champions empathize with their students, help build their confidence, and give them something to believe in without feeling sorry for them. “Our students don’t need us feeling sorry for them. Empathy, yes. Sympathy, No” (Casas, 2017).

Schools, administrators, teachers and school staff can label students in a negative manner without knowing it is negative. This is especially relevant when it comes to students with disabilities. As Casas states, “unleashing true potential begins by removing the labels that hold children hostage.” When teachers champion for their students, they help them to believe in themselves and understand that they do not have to be held hostage by a label, adult beliefs, or their own lack of confidence. Leaders and champions in the school will be faced with difficult decisions and conversations regarding students and student needs, but it is important for them to prepare themselves and acknowledge that these situations can be worked through. By staying calm in these situations, leaders can rationally seek solutions and help move one from things that are beyond their control. One thing that leaders need to remember is that students are the most important people entering the building, and without them there would be no jobs.

Expect Excellence

Leaders, whether it be administration, teachers, school staff, students, or school nurses, are an important piece to a positive and compassionate school environment. While educators are continually told to have high expectations for their students, it is important to note that the whole school environment should expect excellence from one another. John Woodson said that “A leader’s most powerful ally is her or her own example.” In a culture of change, the example set by leaders is crucial. Students will never learn to believe in themselves if they don’t feel connected, capable, or the confidence in themselves. Teachers can help their students by believing in them, but it is also important that students are able to carry these skills into their independent lives.

In this chapter, Casas describes a story in which he was a principal and he had high expectations for a struggling student. The student, who is in jeopardy of graduating made a deal with Casas and Casas places his belief in the student. When the student graduates, he thanks Casas for helping him to believe in himself and not giving up on him. It helped the student to know that Casas was counting on him.

Educators often are considered “experts” in their fields, which is really related to knowledge and most of all experience. Casas discusses commonalities between teachers who have been labeled “model” teachers, and what he noticed was that these teachers acknowledged they were a work in progress, they did not define themselves as experts, they chose to push them-selves forward and bring positive changes for their students/school/community, and they visualized the change for their schools. These model teachers expect excellence for themselves, their schools and communities. Leaders also need to build independence and capacity. Leaders learn through experience and teachers can help by providing their students with independent experiences and provide support when needed.

Leaders understand that change is not an overnight process and failure is guaranteed during this change process. Casas explains that leaders due the simple things and make changes that are possible in most day to day activities while forging a path themselves rather than waiting for others

to do what needs to be done. Since leaders will encounter many difficult situations, it is very plausible that they will have to say no. It can be difficult to say no, especially when people want to help, but leaders are not afraid to say no, understand that having the power to make the final decision does not always mean they are right, and are not afraid of push (from other teachers, students, schools, etc.). Leaders must also value communication in the classroom (teachers with parents) as administration (with staff and teachers), or when it is time for difficult conversations. “Striving for excelling each day is a lifestyle” (Casas, 2017). Leaders must acknowledge that creating a positive school culture is not an item on a check list, but rather a change that is continued each day.

Carry the Banner

When working in schools that known for being “challenging”, it can be easy to fall into a negative trap. Many educators and school personnel do not realize how their negative talking is transferring to others in the school community and how that can damage the culture of a school over time. Educators who carry the banner for their schools have a great sense of honor for the schools and districts in which they work.

“We can have the best intentions and tell our students and our colleagues that we care about them, that they are important to us, that we are here to support them and to be successful, and that we will not let them fail; however, carrying the banner for our students and colleagues means we will maintain such support even when they fail to live up to our expectations” (Casas, 2017).

Leaders who want to attract other positive leaders and begin to change the environment positively model positive interaction, are aware of their body language (positive and negative energy) and show appreciation towards others.

While being an educator can be an isolating profession, and it can make teachers question if they are truly making an impact. While evaluation and accountability measures have been taken throughout the country to measure educator effectiveness, the biggest change begins within the self. “But if we understand that even the simplest of comments or words of encouragement can make a life-changing impact on our students, the job seems a little less daunting” (Casas, 2017). Casas also provides a personal example of Mr. Morgan telling others about his own potential and how it made a world of difference to him when he was struggling with classes and teachers.

An important part of carrying the banner is inspiring the same for others. Leading by example can help other educators to take pride in their work, school, and want to make continual positive impact. When working in a difficult environment, such as a school, it is important that leaders surround themselves by others who keep them focused on what matters and allow themselves to be positively influenced by their colleagues and peers.

Be a Merchant of Hope

Educators and leaders must know that it is their job to play a role and take the first steps to building a positive school culture. A large part of building a positive culture, where students respect one another, and educators respect students, is making sure students are treated right and equitable. Equitable may not be “fair” to some, but it means giving each student an opportunity to succeed. By taking time to get to know each student and learning about them, their families, and how they feel, educators can be merchants of hope and let their students know they not only have high expectations for them, they will be there to support them when they need it. When teachers honor their word and students can trust them, it makes all the difference.

Casas goes on to describe that he learned as an assistant principal how imperative it is to connect and build relationships with students. He used a strategy called “Picking up the Pieces”, in which he would reach out to students after any disciplinary action was taken with them. He made it a point to let them know he had high expectations for them and listen to their thoughts/feelings and ask them questions (i.e. “Do you feel I treated you fairly?”, “Do you think I care about you?”, “Do you understand why you were disciplined?”). He reflects on these practices as helping him to connect positively with students although their behavior was negative. Students need to feel that leaders care about them, but also have high expectations for them as they should have for themselves. While being a merchant of hope can feel like it is a trying job, great leaders know that it will be hard and choose to endure. Great leaders know that doubt is part of being an educator, view failures and difficult moments as teachable moments, and keep going no matter what. Merchants of hope understand that this change is for the long term and are committed to changing their belief systems to make a difference in their own and their students’ lives.

It’s Your Choice

Casas reflects on advice given to him by a colleague when he was advancing his way into administration... “Remember to spend less time focusing on your own accomplishments and focus more time on serving others, so they, too, can experience their own successes. Only then will you experience the sense of accomplishment you hope to achieve.” While Casas describes building relationships through interactions with students and truly listening to them, it can be difficult to do this and encourage others, but it is important that educators understand the commitment and time it takes to build a kind and compassionate school community focused on staying positive. Leadership can come from anyone in the school or community who is willing to go against the status quo and make a commitment to change and treating others with kindness and valuing everyone. By taking responsibility for their own personal and professional growth, educators can make a difference in the lives of their children and help model for their students how to create positive change.

Strong and Weak Points

Although Casas expresses his lack of confidence in this book, he can pull the reader in through personal experiences. Since he is an experienced educator and scenarios he discusses in the book are

relatable for several educators, the reader can fully see the perspective of a negative thinker as well as a school leader. One of the most important issues he discussed in the book was the challenges that schools today. Casas strength in writing comes his ability to be relatable and his simple “fixes” to help build a positive community. Included in the chapters were “Culture Builders” and questions that can help educators reflect on their own practices. It also included some personal strategies he used as an administrator and as a teacher with students that helped them see their own potential and feel valued. *Culturize Every Student. Every Day. Whatever It Takes.* is a realistic depiction of the negative school communities in society and the many factors that can contribute to making an environment negative. This book can either be motivating for educators through the strength of the personal connection, but it could also be something that educators feel does not entirely show them “how”. While Casas highlights important aspects of building a culture of change but putting it into practice can be extremely difficult on a school-wide scale. While there are many strengths in the book, Casas could have also addressed more strategies he used to help collaborate with teachers and colleagues when faced with negative thinking. He focused on self-awareness, but to get more people involved in the same practices is crucial.

Fullan and Casas

Michael Fullan and Jimmy Casas both emphasize the social piece of a culture of change. One thing that was completely the same was Casas’ use of the “3 R’s” and Fullan’s chapter four: relationships, relationships, relationships. Both Casas and Fullan believe that positive change is spread through social aspects and how much change can impact the lives of all in the school community. “So our purpose in this book is to understand change in order to lead it better” (Fullan, 2001). While Fullan is different in comparing schools to successful business, Casas mostly focuses on the focal point of the school and its’ people. Casas acknowledges that there are many challenges that schools face today, but he does not let them define how change through personal growth and relationships is reformed. Fullan presents many great models that could also be used in combination with Casas’ strategies in the school. One thing I found interesting is Fullan’s idea “the goal is not innovate the most” while Casas knows that not every single child will succeed with support from an educator but connecting with all students is the best model.

Conclusion

“We are blessed every day with the opportunity to help change the course of someone’s life with our words, actions, and our belief in their abilities. By changing our perspectives, we can change lives” (Casas, 2017).

Culturize Every Student. Every Day, Whatever It Takes is a great educational leadership book that highlights personal growth and self-awareness that can help educators become the best possible leaders they can be for their students and their school community. Through building relationships, honesty, believing in students, respecting their opinions, listening to them, and providing them with

support, educators can teach them to be aware of themselves and their own actions and achieve their dreams. When students/teachers believe in themselves, they become more confident and successful. Casas outlines similarities he has seen in effective leaders. Effective leaders:

- Model a love for learning
- Value personal and trusting relationships
- Are empathetic
- Are extremely passionate
- Are flexible and adjust based on student feedback
- Teach kids, not content
- See students as partners
- Feed off student energy and then give it back

Among many other positive culture building qualities.

References

Casas, J. (2017). *Culturize: Every student, every day, whatever it takes*. San Diego, CA: Dave Burgess Consulting, Incorporated.

Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass.

About the Author: I am Rebekah Caballero and this is my third year teaching ESE in South Florida. I moved from Pennsylvania straight out of college and it has been a very eye opening experience. I have been lucky enough to have some of my students for all three years and it has been so rewarding to watch them grow. In my short three years, I have grown a lot and also had many failures. One thing I appreciate about Jimmy Casas' writing is how he encourages us to embrace and learn from our failures. As I know I have many failures and difficult experiences ahead of me, I take what Casas' says about being a champion for students and taking the time to understand them to heart. We all strive to be the best teachers, but what makes us the best is that we are ourselves. Learning is a continuous process and I look forward to the many more years of learning I have ahead!

[To top](#)

The Use of Graphic Organizers and Other Tools to Aid in the Writing Process

By Stephanie Fletcher

Abstract

This paper explores the positive effects of graphic organizers on student written expression through visuals, sentence frames, and the use of a checklist. Graphic organizers have been proven useful in aiding student development in comprehension during the writing process. Graphic organizers have been previously used in classrooms with older students. This study will focus on the use of graphic organizers in a classroom of younger students, specifically with a struggling student who lacks grade-level writing comprehension skills.

Graphic Organizers

Graphic organizers are tools that are used to assist students in their comprehension skills. There are several types of graphic organizers available, depending on the subject and the desired outcome of the activity. Organizers range from bubble maps, flow maps, cause and effect maps, and many more. Graphic organizers are proven to show increase in performance.

According to the article, “Map It Out”, “Graphic organizers provide visual displays that make learning easier for younger students”. This study focused on students in kindergarten and second grade. The author, Kimberly Lott, gave examples of various graphic organizers such as bubble maps, flow maps, cause-and-effect maps, and multi-flow map. The images shared with the results compared how kindergarten students’ organizers compared to the second graders. Both sets of work were proof that graphic organizers aid students in their comprehension.

Another study, done by Audrey C. Rule, focused on a group of second grade students over a six week period. These students studied animal adaptations and used graphic organizers to analyze the different adaptations. The students were given a pretest, without graphic organizers, to match form and function of the adaptations and performed with 57.2% accuracy. Once the students implemented graphic organizers, they performed a post-test with 76.1% accuracy. This data further shows that graphic organizers can have a positive impact on student learning.

The third study, How Adam became a writer: Winning strategies for low-achieving students, found that supports the use of graphic organizers was implemented with a group of low-achieving students. The study was done in a fourth grade classroom over a nine week period. The results of this study focus solely on one student, Adam. Adam comes from a low income, two-parent household. Adam has received special education services for speech and learning disabilities. He was assessed at the beginning of this assessment period and was placed at the ability level of first grade, fifth month. He was also withdrawn and quiet. His teachers began to use graphic organizers with his assignments

and his grades grew better, along with his confidence in the classroom. His teachers and family members saw huge improvements in Adam's academics due to the use of graphic organizers.

The final study was based out of Chile and it involved two schools with students from grades four, five, and eight. The research compares computer-based instruction versus traditional instruction. The school with computer-based instruction used graphic organizers to explain things to their students. The study showed that students in the computer-based program made more progress due to the graphic organizers.

Method

Participant

The student discussed in this manuscript is a six-year old girl in the first grade. She is a sweet, caring, hard-working, and thoughtful young lady. She works hard to do well in her studies. In the subjects of social studies and science, the student exceeds expectations. When it comes to math, the student performs slightly below average and is in a small group intervention setting each day with an intervention specialist. The specialist and I collaborate weekly to discuss the student's progress and strategies used that were useful to the student. However, the student performs well below average in reading and writing. The student gets easily distracted from the task at hand and results to off-task behaviors.

Setting

This study took place in the student's first grade classroom. The student performed these activities in a one-on-one setting with the teacher.

Materials

There were several materials required to implement this study. The materials needed were a writing journal, writing topics, sentence frames, and a checklist. The checklist included five items: introduction sentence, detail one sentence, detail two sentence, detail three sentence, and conclusion sentence. The sentence frames vary depending on the writing topic.

Data

Baseline

After I decided on the use of graphic organizers, I began to gather baseline data for my student. Below is a bar graph that shows how many items the student included in her writing before the implementation of graphic organizers.

(See Baseline Data after references)

Intervention Plan

The teacher will use a writing frame in the form of a graphic organizer. The teacher will think aloud and model how to use the graphic organizer. The teacher will read a book together and use the writing organizer to create an introduction, three detail sentences, and a closing sentence. The student will assist the teacher in the assessment of her writing with the checklist to determine if she met requirements.

Results

During the first week of the implementation, the student was given two writing prompts without any extra support to gather further baseline data. When given these two prompts, the student struggled to correctly respond to the prompt and was off task as she completed it. Within the two prompts given to the student, she included two detail sentences. However, there was no introduction and no closing sentence in either prompt.

The teacher was only able to implement one full session with the explicit use of the graphic organizer. The topic the student wrote about was sea animal. The teacher modeled the use of a tree map and how to write the information. The student then used the example and wrote what sea animals can, have, and do on her tree map in her journal. The teacher then modeled and thought aloud as to how to take the information from the tree map and write sentences. The teacher modeled how to create an introduction sentence and write it on the lines. The teacher then showed the student how to take the information from each branch of the tree map to create the three detail sentences. The student used her tree map and wrote three detail sentences. The teacher then modeled how to create a closing sentence and the student created her own. As the student wrote her own sentences for the writing prompt, the teacher allowed her to refer to the example where the teacher underlined the parts of the sentence the student could use in hers. Using the example sentence starters, the student was able to get all five sentences in her writing. After the student went through the process, the teacher gave her a checklist to assess whether or not she included all necessary criteria.

During week two of the graphic organizer implementation, the teacher was only able to obtain one more data point because it was a two day week due to the Thanksgiving holiday and the student was sick one of those days. However, the one session with the student was very successful. The teacher introduced the writing topic, "The best Thanksgiving food is.....". The teacher and student discussed many different Thanksgiving foods and the student decided that her favorite food was macaroni. Once the student decided her favorite food, she created a circle map in her writing journal and wrote three reasons why macaroni is her favorite. After the student completed the circle map, the teacher introduced the sentence frames and this time I made them color coded. The introduction sentence was in green, the three detail sentences in yellow, and the closing sentence in red. Having the sentence frames color coded made it easier for the student to look at and redirect her focus. The student used the checklist as she wrote each sentence from the sentence frame. After each section of

the sentence frame was completed, the student placed a check on her checklist. Below are the bar graph that depict the results of the two implemented pieces of writing.

(Writing Score w/Graphix Organizers - Image appears after references below)

Discussion

When looking at the results from the implementation, the graphic organizers had a positive impact on the student's writing process. The student went from only including 1 out of 5 criteria from the checklist to including 5 out of 5 criteria from the checklist. The only downfall to the implementation was the time restraint.

References

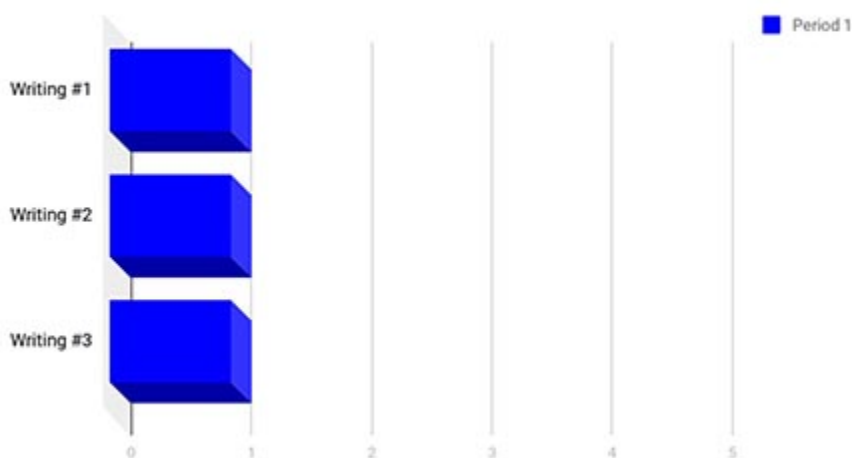
References James, Leigh Ann. (2001, Jan-Feb). How Adam Became a Writer: WINning Writing Strategies for Low-Achieving Students. Retrieved from [web.b.ebscohost.com.winthropuniversity.idm.oclc.org/ehost/detail/detail](http://web.b.ebscohost.com.winthropuniversity.idm.oclc.org/ehost/detail/detail?d=661409e9-e0d4-475f-ae07-39cd135a918b%40sessionmgr104&bdata=#db=eric&AN=EJ619774) d=661409e9-e0d4-475f-ae07-39cd135a918b%40sessionmgr104&bdata=#db=eric&AN=EJ619774

Lott, Kimberly. (2015, November). Map It Out!. Retrieved from [web.b.ebscohost.com.winthropuniversity.idm.oclc.org/ehost/detail/detail](http://web.b.ebscohost.com.winthropuniversity.idm.oclc.org/ehost/detail/detail?d=735659bc-41a7-4a07-9210-e7b374399649%40pdc-v-sessmgr05&bdata=#AN=EJ1115247&db=eric) d=735659bc-41a7-4a07-9210-e7b374399649%40pdc-v-sessmgr05&bdata=#AN=EJ1115247&db=eric

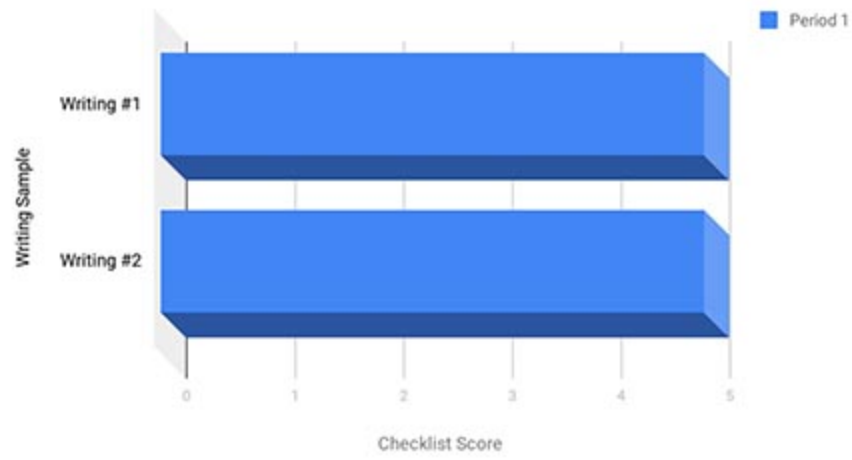
Ponce, Hector R. (2013, August). A computer-based spatial strategy approach that improves reading comprehension and writing. Retrieved from web.b.ebscohost.com.winthropuniversity.idm.oclc.org/ehost/pdfviewer/pdfviewer

Rule, Audrey C. (2008, July). Second Graders Learn Animal Adaptations through Form and Function Analogy Object Boxes. Retrieved from [web.b.ebscohost.com.winthropuniversity.idm.oclc.org/ehost/detail/detail](http://web.b.ebscohost.com.winthropuniversity.idm.oclc.org/ehost/detail/detail?d=86a3e42b-1918-48fa-9c7b-4224eaa69ee6%40pdc-v-sessmgr06&bdata=#AN=61305913&db=a9h) d=86a3e42b-1918-48fa-9c7b-4224eaa69ee6%40pdc-v-sessmgr06&bdata=#AN=61305913&db=a9h

Baseline Data using Writing Checklist



Writing Score w/Graphic Organizers



[To top](#)

U.S. Department of Education Announces Initiative to Address the Inappropriate Use of Restraint and Seclusion to Protect Children with Disabilities, Ensure Compliance with Federal Laws

U.S. Secretary of Education Betsy DeVos announced that the U.S. Department of Education will launch an initiative to address the possible inappropriate use of restraint and seclusion in our nation's schools. The Office for Civil Rights (OCR), in partnership with the Office of Special Education and Rehabilitative Services (OSERS), will oversee this proactive approach which will protect students with disabilities by providing technical assistance and support to schools, districts, and state education agencies, and strengthen enforcement activities.

"This initiative will not only allow us to support children with disabilities, but will also provide technical assistance to help meet the professional learning needs of those within the system serving students," Secretary DeVos said. "The only way to ensure the success of *all* children with disabilities is to meet the needs of *each* child with a disability. This initiative furthers that important mission."

The Department's Initiative to Address the Inappropriate Use of Restraint and Seclusion will not only include components that help schools and districts understand how federal law applies to the use of restraint and seclusion, but the Department will also support schools seeking resources and information on the appropriate use of interventions and supports to address the behavioral needs of students with disabilities.

The Department's initiative will include the following three components:

Compliance Reviews

- OCR's 12 regional offices will conduct compliance reviews on recipients' use of restraint and seclusion on children with disabilities.
- Compliance reviews will focus on the possible inappropriate use of restraint and seclusion, and the effect of such practices on the school's obligation to provide a free appropriate public education (FAPE) for all children with disabilities.
- OCR will conduct compliance reviews and work with public schools to correct noncompliance.

CRDC Data Collection

- OCR will conduct data quality reviews and work directly with school districts to review and improve restraint and seclusion data submitted as a part of the Civil Rights Data Collection (CRDC).
- OCR will provide technical assistance to schools on data quality, to ensure that they are collecting and reporting accurate data relating to the use of restraint and seclusion.

Support for Recipients

- OCR will provide technical assistance to public schools on the legal requirements of Section 504 of the Rehabilitation Act relating to the use of restraint and seclusion on children with disabilities.
- OCR will partner with OSERS to provide joint technical assistance to support recipients in understanding how Section 504, Title II, and the Individuals with Disabilities Education Act (IDEA) informs the development and implementation of policies governing the use of restraint and seclusion.
- OSERS will support recipients identified by OCR through compliance reviews or through the complaint resolution process to ensure they have access to appropriate technical assistance and support.
- OSERS will support schools to ensure they have access to technical assistance and available resources as they establish or enhance environments where the implementation of interventions and supports reduces the need for reliance on less effective and potentially dangerous practices.
- OSERS will consider how current investments may be utilized to provide support and training to schools, districts, and states.
- OSERS and OCR will jointly plan and conduct webinars for interested parties related to the use of appropriate interventions and supports for all students.

“In collaboration with OSERS, we will work to ensure that recipients are aware of their legal obligation under Section 504 and Title II, and that we have accurate information and data on the use of restraint and seclusion,” said Assistant Secretary for Civil Rights Kenneth L. Marcus. “Working directly with schools and districts provides an excellent opportunity to help recipients and support their efforts toward compliance to ensure that all children have an opportunity to succeed in the classroom.”

“OSERS has long focused on improving results and outcomes for children with disabilities,” said Assistant Secretary for Special Education and Rehabilitative Services Johnny W. Collett. “Rethinking special education and challenging the status quo includes examining systems that keep us from making the kind of improvement we know is necessary. This initiative furthers our ongoing efforts to examine any practice that limits opportunities for children with disabilities.”

[To top](#)

Teacher – Parent Collaboration for an Inclusive Classroom: Success for Every Child: A Research Critique

By Samantha Ashley Forrest

Adams, D., Harris, A., & Jones, M. S. (2016). *Teacher – Parent Collaboration for an Inclusive Classroom: Success for Every Child*. *Malaysian Online Journal of Education Sciences*, 4(3).

Summary of Introduction

“Teacher – Parent Collaboration for an Inclusive Classroom: Success for Every Child” was conducted by Donnie Adams, Alma Harris, and Michelle Suzette Jones at the University of Malaysia. The study was published by *Malaysian Online Journal of Education Sciences Volume 4 – Issue 3*. The research focuses on Salamanca Statement of 1994 and Malaysian Education Act of 1996 which introduces inclusive education for all students (Donnie Adams, Alma Harris, Michelle Suzette Jones, 2016). According to the article, they define an inclusive education model as a “child’s right to equal education without discrimination and the school’s responsibility to accept them, to provide appropriate facilities and support to meet the needs of special education needs students (Donnie Adams, Alma Harris, Michelle Suzette Jones, 2016).” Inclusive programs are thought to help special educational need students establish friendship and gain acceptance among their general education peers. However, there are still not enough inclusive programs being utilized in Malaysian schools for secondary and primary settings. Only 6% of special education students attend inclusive programs and 5% are still attending special education schools. Furthermore, 89% of special education needs students are attending integrated programs (Donnie Adams, Alma Harris, Michelle Suzette Jones, 2016). By year 2021 to 2025, they believe that 75% of special education needs students will be enrolled in inclusive programs that are taught by teachers who will provide high quality education not just for general education students.

The researchers believe that collaboration between parents and teachers as a way to understand special education needs, communicating regarding special education needs, perceived roles when implementing their needs, and expectations of each other’s role with assisting special education needs students. Together working in “identifying what areas of students’ development need attention and determine together appropriate goals and objectives to achieve (Donnie Adams, Alma Harris, Michelle Suzette Jones, 2016).” Both parties need to be honest and supportive of each other’s roles and responsibilities.

Introduction Critique

The purpose of this research is to highlight inclusive programs utilized in Malaysian public schools for primary and secondary settings. As stated, “There is relatively little evidence on inclusion in developing nations such as Malaysia (Donnie Adams, Alma Harris, Michelle Suzette Jones, 2016).”

Inclusive programs have been the latest trend in special education, not just in Miami-Dade County Public Schools, but the United States as a whole. Inclusive programs reinforced the idea that all students—regardless of disabilities—deserve the right to attend and participate in highly qualified education programs. The United States has laws enforced to prevent discrimination in their educational systems, such laws as the Education for All Handicapped Children Act, the Education of the Handicapped Act Amendments, and the Individuals with Disabilities Education Act Amendments. The laws noted collaboration between teachers and parents as an essential component.

Inadequate forms of collaboration can have a negative influence a child's educational experiences. Rather having a unified team approach, some countries have teacher-parent collaboration as only a need to know bases referring to consultative services. Teachers and parents need to work as a cohesive team. Teachers provide resources that can be reinforced in school and home. Parents can encourage and help assist their child carry out their academic responsibilities. Both need to work together to recognize their shared interests and responsibilities for the child. As a team, teachers and parents, can find better opportunities for the child (Donnie Adams, Alma Harris, Michelle Suzette Jones, 2016). Lack of collaboration can increase the chances of a special educational need students going into a downward spiral when in the general education setting without their teacher-parent team working together.

Summary of Methodology

The study used a mixed-methods approach by operating both quantitative and qualitative methods. The reasoning behind mixed-methods is to enrich data and avoid interpretation of isolated experiences. The researchers used quantitative data as the core of the study creating 34 items using a Five Point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire measured each role of the teacher and parent differently and their expectations. From the questionnaire, participants were selected to have semi-structured interview sessions that were recorded. Participants were labeled as Teacher 1 to Teacher 6 and Parent 1 to Parent 5. This was strictly confidential to avoid discrepancies.

The study took place in 10 Malaysian public schools that the government funded inclusive programs for primary and secondary schools. The questionnaire was given to 95 teachers and 104 parents (Donnie Adams, Alma Harris, Michelle Suzette Jones, 2016). The participants there were selected by frequent attendances of Individual Education Programs (IEPs) meetings which guarantees diversity among participants' experiences. Out of the 104 parents, only 68 parents were selected for further analysis.

Methodology Critique

The use of mix-methods gives the understanding of a snapshot into what is currently being done in Malaysian schools for inclusive programs. The Five Point Likert scale provides quantitative data that

can be averaged out. This provides detailed views on roles and expectations of each party. Qualitative semi-structured interview gave a better understanding of questionnaire, adding more information and enriching the study. To avoid confusion between participants coding the semi-structured interviews based on role rather name. It prevents possible biases from occurring.

Summary of Result

The demographics of each group was between teacher and parents in Malaysian schools. Majority of the teacher participants were females within the age range of 30 to 39 years old that held a bachelor's degree, 78.9%. None of teachers held a doctorate degree. On average the teachers worked in the special education as their area of concentration, 85.3%. Of that group, they have been involved in special education practices in their school for about 6 to 8 years, 25.3%. The genders of the parents that participated are 47.1% male and 52.9% women. There is a low percentage of parents holding anything higher than a diploma that was 39.7%. Parents seemed to have been more attenuative with IEP meetings by participating more than 3 times, 51.4%.

The results of from the teachers' perspective among collaboration with parents were averaged out of the 95 participants. "Understanding about special educational needs" was 3.65, which was the highest among of indicators followed by "Expectations of each other's role in implementing special educational needs" with 3.57. The lowest was "Their perceived roles in implementing special educational needs" with 3.43. The semi-structure interviews elaborated on the teachers' "Understanding about special educational needs." Some of the selected participants were explaining that students required individual needs with specific strategies and methods that are suitable for them (Donnie Adams, Alma Harris, Michelle Suzette Jones, 2016).

Parent's perspective among collaboration with teachers were averaged out of the 68 participants. The highest average was "Expectations of each other's roles in the implementation of special educational needs" with 3.86 compared to the lowest was "Understanding about special educational needs" was 3.69 (Donnie Adams, Alma Harris, Michelle Suzette Jones, 2016). Parents voiced that teachers would communicate effectively of needs of their children. They were contented with the services that their children were receiving at their school.

Result Critique

Based off the demographics of teachers, there was a low percentage of teachers working in the special education field for practices involved in their school. This correlates with the Malaysian schools having low enrollment of the inclusive programs. The high percentage of none degrees for parents was not alarming considering it is still a developing country. Moreover, the United States is an industrial country that has similar discrepancies among educated parents with resources available. Malaysian parents have a relevantly good percentage of participating in IEP meetings.

The results of the teachers' perspective were quite reasonable with their experience of more than 3 years in the field of special education was 78.9%. They mention repetition to help children with

special educational needs to master a given activity. Even noting, “A special educational needs teachers need a lot of patience and need a lot of learning from the student, and parents too (Donnie Adams, Alma Harris, Michelle Suzette Jones, 2016).” Referring that special educational needs teacher need to work with parents by gaining knowledge to equip the students with the necessary skills in the mainstream setting.

The parents’ perspective results seem to be flipped with the teachers’ perspective results considering the “Understanding of special educational needs” and “Expectations of each other’s role in implementation of special educational needs”. Parents seemed to be more confident with their teacher’s methods and practices at their school. They work together to reinforce the materials taught in school at home, creating a balance between home and school.

Summary of Discussion

This study explores the roles and expectations among teachers and parents in a Malaysian public school that offered inclusive programs regarding collaboration. The researchers examined the understanding of special educational needs, communicate needs of students with special educational needs, implementing perceived roles and expectations of each other’s role in taking care of students between teachers and parents. Teachers suggested custom activities to best fit the needs of each students, hence the need for individualized educational plans to be based on student’s areas of concern.

Parents were appreciative that teachers kept them in the loop of what they needed to know about their child. Children’s social interactions are influenced by parents, family, and peers. Students who need special educational needs demonstrated the understanding of social function among their general educational peers. This indicates acceptance amongst each other.

Discussion Critique

The findings agree with the expectations and roles among parents and teachers with collaboration. Teachers expressed that each student is different and should be taught specific methods that relate to their different needs. With patience and practice students should be able to meet their goals at their pace. Teachers learn from their students by observing their learning habits to modify lessons to work for their diverse learners. Malaysian parents appear to be supportive of the quality of education their children are receiving. “Parents seemed to be rather contented with the service teachers gave in special educational needs implementation (Donnie Adams, Alma Harris, Michelle Suzette Jones, 2016).” Collaboration enables knowledge to be shared and reflected in educational practices; which is the key component of a special educational need student’s educational success.

Summary of Conclusion

The research provides an insight to the level of collaboration with teachers and parents in Malaysian public schools regarding students with special educational needs. The study conducted investigated

real teachers and real parents to participate with communicating the needs of their students. The school used for this study proves that teachers and parents need to work together to give students the best education possible. The evidence gathered explores the different topics of roles and expectations for both teachers and parents.

Conclusion Critique

The researchers did not over generalize the findings considering the limits of inclusive programs available in Malaysia. Rather they suggest their research is just the starting point for the journey of inclusive programs in Malaysia. Researchers should investigate different approaches of inclusion that could be implemented by studying different countries' methods and practices.

Offering parental resources could enrich parents with more knowledge of what is available for their special educational needs child and getting them more involved in school. Parents can learn more about inclusive programs that would increase enrollment of the program.

The research conducted would be beneficial for new special educational needs teacher who are about to graduate. They can use the information to find methods of communication that can be used to encourage more parental involvement in seeking information about special educational needs programs in their area. In addition, administrators would be recommended to working with their teachers to create a unified approach with collaborating with parents instead of strictly traditional method of sending general information home by student. There are many collaborative approaches that can be done to best fit the needs of not just special educational students, but their parents as well.

[To top](#)

Book Review: Lead Like A Pirate

By Emily Glick

Burgess, S., & Houf, B. *Lead like a pirate: Make school amazing for your students and staff*. San Diego, CA: Dave Burgess Consulting, 2017.

Are you ready to put your skills to the test and see if you should walk the plank? Shelley Burgess and Beth Houf share their experiences transitioning from the classroom and into leadership positions where they took chances and lead their schools like true pirate captains. The purpose of the book is to inspire educational leaders to take a look at their current practices and evaluate their effectiveness within the culture of the school. The authors used pirate analogies to get their viewpoint across that education does not have to be dull. In order to be an effective leader, you must follow the PIRATE philosophy, implement skills and tips to avoid mutiny from your crew, and learn how to not only better those around you, but also yourself.

The book has four major sections. The first focuses on attributes that are important to exhibit as a leader. The philosophy of what defines a PIRATE leader are passion, immersion, rapport, ask and analyze, transformation, and enthusiasm. This philosophy was developed by Dave Burgess in “Teach Like a PIRATE” and carried over to show that the same foundations are required to also be a great educational leader. Passion is a common theme throughout the book with the author’s stating that “everyone wins when highly effective leaders bring their passion to work.” The author goes on to describe what it feels like to be in this kind of school and it makes you reflect on your own situation. The second section focuses on “leadership treasure” which are tips and strategies to help guide your practice. A few examples are to be proactive and avoid placing blame, don’t assume the intent of others, and placing emphasis on your staff over everything else. The author’s encourage the reader to “find the magic in people, not programs.” This emphasis on supporting your staff and building rapport is continuously touched on while following fads is discouraged without taking the time to analyze their purpose. The third section deals with coaching staff and having productive feedback and conversations. These conversations are referred to as “ANCHOR conversations” and for each component of ANCHOR, the final tip is to “say thank you!” Productive conversations need to be seen and felt as a positive exchange. The final section reflects on how to encourage and grow while within a leadership position and a warning of what may happen if you neglect this component. Beth Houf divulged that she “hit a wall...and considered leaving the profession” because of the isolation she felt. Even when leading, growth is a necessity.

Going back to passion and incorporating it into every aspect of your life, including your career, it was evident that the authors were extremely passionate about the topic and their professional careers making the book a joy to read and constantly feeling inspired. The first, third, and fourth sections were very developed and concise, but the second section was fairly sporadic with a random list of topics. While each topic was insightful, the ideas were only skimmed over and most information stayed on the surface and avoided the depth of the ocean.

Compared to Michael Fullan's "Leading in a Culture of Change", both highlighted the importance and pitfalls of change within education. Whereas Fullan focused on understanding the change and creating a cohesive group with common goals, Houf and Burgess placed more emphasis on engagement and shaking up the system with out of the box ideas. "Leading in a Culture of Change" was written more as a "how to" with research and backing for philosophy as opposed to "Teach Like a PIRATE" that relied heavily on personal anecdote and experiences from the author's.

The engagement and passion were evident throughout this book and definitely has me looking for the "X" that marks the spot of the treasure within my school.

References

Burgess, S., & Houf, B. (2017). *Lead like a pirate: Make school amazing for your students and staff*. San Diego, CA: Dave Burgess Consulting.

Fullan, M. (2007). *Leading in a culture of change: Personal action guide and workbook*. San Francisco, CA: Jossey-Bass.

[To top](#)

Action Research: The Effectiveness of Leveled Literacy Intervention (LLI) in Early Elementary Grades

**By Mallory Goodson
Auburn University**

Abstract

This study follows a six week Leveled Literacy Intervention strategy implementation. A small group of four students led by a teaching assistant met four times a week for 40 minutes, for a total of six weeks. One student was selected as a focus student to progress monitor over the intervention period. The student selected is on a tier 2 reading plan and a tier 3 math plan. Phoneme segmentation fluency was used as the progress monitoring tool. Leveled Literacy Intervention was the selected intervention for this particular student. The study discusses the implementation methods, implications and results of leveled literacy intervention. The effectiveness of this intervention strategy in early elementary grades is the main research topic of this action research article.

Leveled Literacy Intervention

Leveled Literacy Intervention (LLI) is a reading intervention that corresponds with the Fountas and Pinnell Leveled Reading program. The goal of Leveled Literacy intervention is, "...to provide intensive support to help these early learners quickly achieve grade-level competency (Carolyn, 2010)." This program provides explicit instruction of text features, reading fluency, phonics, and writing. LLI is used in the classroom for small group explicit instruction to allow students to reach grade level performance goals at a rapid pace. "Fast paced lessons aim to engage students and promote rapid processing. Teachers can use LLI to match students to books that they can read without difficulty (referred to as "student's independent level" by the developer) and to books that provide more challenging text (referred to as "student's instructional level") (W. 2017)." The small groups meet for as long as needed for students to reach grade level competency. Students have met and exceeded goals in overall reading fluency according to studies from the latter study mentioned. The students in this study are being measured using phoneme segmentation fluency progress monitoring. While in LLI, they are receiving explicit instruction in phonics, reading fluency, and vocabulary/high frequency sight words.

Method

Description of Participants

Participants are ages six to seven. The small group consists of three boys, two girls, and one teaching assistant. The reading levels for beginning of year for this group of students are D and below. Students were selected for the leveled literacy intervention group because of their results from

beginning of year testing. Each student's scores were below grade level. LLI is the intervention method of choice for our school.

Setting

The intervention took place during the first eight week monitoring period and will continue as needed. Students who reach goals set by the teacher and may not need LLI for more than one eight-week period. The students met with a teaching assistant four times a week, for 40 minutes. This group meets around a table in the back of the classroom, rather than being pulled out into a smaller room.

Procedure

Each lesson consists of a read aloud facilitated by a teacher. Teachers begin by a short phonics/word word practice. Students are identifying beginning and ending sounds and sight word identification. Students are then introduced to a new text. Teachers facilitate a book walk which allows students to view pictures and predict what the text will be about. After reading the text, teachers will ask questions to discuss and revisit parts of the text. In Figure 1, you will see an overview of a leveled literacy lesson. They are arranged by reading levels and progress in order of the text levels.

Figure 1. See Below about the author

Materials

Teachers had a folder holding the read aloud books, review books, and a printed out lesson plan. Each student has a manila folder with a bag of sight words on one side a stapled booklet of writing paper on the other.

Progress Monitoring

The method chosen by the teacher for progress monitoring of each student was DIBELS subtests, more specifically phoneme segmentation fluency. DIBELS subtests include TRC leveled book testing and nonsense word fluency (Kamii, C., & Manning, M. 2005). Progress monitoring took place every two weeks for eight weeks. In Figure 2, data collected over the progress monitoring time period is shown.

Figure 2. See Below about the author

Progress monitoring was administered by the teacher for each student participating in leveled literacy intervention. Phoneme segmentation fluency was measured, as well as nonsense word fluency, and TRC book levels. The Reading 3D application was used on an iPad as the testing tool.

Implications and Limitations

Potential implications of this intervention method could be the absence of a student or the teaching assistant. When an adult was unavailable to facilitate the group, the students had to complete an alternate activity. In the case of an absent student, that is one lesson they will not have been taught. When the students were completing an alternate activity, they were not receiving the intense explicit instruction that they needed as often as possible. The conclusion of the study still has one last progress monitoring date, so our results are not 100% accurate in this research analysis. The dates of the progress monitoring in the school did not align with the dates of paper submissions. Limitations include the lack of space for the group to meet in a quiet, more intimate space with less distraction from the rest of the students in other groups.

Results

After the six-week period was over, the student chosen as the focus for this particular study had shown improvement in phoneme segmentation fluency. The results of LLI for this particular student show that the intervention was beneficial and has allowed the student to show growth in reading skills. The next window of testing takes place in January. The focus student selected showed an increased score over the first four weeks. The six week showed a slight decrease, which may have been caused by a holiday break. Overall the intervention has allowed this student to develop skills to meet the goals set.

Conclusion

In conclusion, the students participating in leveled literacy intervention are developing skills necessary for reading fluency and writing skills. Although only one student was selected for focus of this study, each student was progress monitored and has shown increasing scores in phoneme segmentation fluency. Moving forward, the results of mid-year testing will be analyzed and the teacher will decide which students need further interventions. As of now, LLI will continue to be used for this small group of low performing students. As the lessons progress through reading levels, the students will continue to receive explicit and challenging interventions to bridge the gap in test scores. The goal for mid-year testing is to have each of these five students performing on grade level in reading. Leveled Literacy Intervention has proven to be a successful intervention method for struggling readers. LLI allows students to practice reading, phonics, and write in an explicit 40-minute lesson. The rapid pace and daily reviews of previously learned material are two more beneficial aspects of the intervention. In early childhood especially, LLI is a simple and effective method for reading intervention.

References

Carolyn, Flynt, Sutton, E., Ross, & Cristin. (2010, November 30). A Randomized Controlled Trial of a Response-to-Intervention (RTI) Tier 2 Literacy Program: Leveled Literacy Intervention (LLI). Retrieved December 1, 2018, from <https://eric.ed.gov/?id=ED518772>

Kamii, C., & Manning, M. (2005). Dynamic Indicators of Basic Early Literacy Skills (DIBELS): A Tool for Evaluating Students Learning. *Journal of Research in Childhood Education*, 20(2), 75+.

R. Flynt, C., Sutton, E., Ross, L. Franceschini, C., Louis Zoblotsky, Todd Huang, . . . Brenda. (2010, August 31). Implementation of Effective Intervention: An Empirical Study to Evaluate the Efficacy of Fountas & Pinnell's Leveled Literacy Intervention System (LLI). 2009-2010. Retrieved December 1, 2018, from eric.ed.gov

W. (2017, September). Leveled Literacy Intervention Beginning Reading. Retrieved from ies.ed.gov/ncee/wwc/InterventionReport/679

About the Author

Mallory Goodson is a graduate student at Winthrop University in the Special Education Intervention Program. She graduated from Auburn University in 2018 with a Bachelor of Science degree in Early Childhood Education. She is a current first grade general education teacher in Charlotte, NC.

LESSON 11 LEVEL

YOU WILL NEED

- Take-Home Book, *The Very Busy Hen*
- Alphabet Linking Chart, enlarged version
- magnetic letters

From the CD:

- My ABC Book ✓
- Verbal Path ✓
- Letter Minibooks ✓
- Letter cards: s, t, h ✓
- word card: see
- picture cards: sail, slide, snowman, top, tail, tacks, house, hand, horse
- fold sheet
- Parent Letter

SYSTEM **Green**

NEW BOOK **Flying**

GENRE **Fiction**



NEW BOOK
Flying, Level A



REREADING
The Very Busy Hen, Level D, Lap Book and small books
Where Things Grow, Level C, small books

Goals

- Match words by hearing and saying the beginning sound.
- Say words slowly and think about letters that represent sounds.
- Read with voice-print match across one line of text.
- Use meaning and language structure to self-monitor while reading.
- Search for and use picture information to think what would make sense.
- Write easy high-frequency words by thinking about the sounds and how they look.
- Understand the central idea of the book (that the bear in the airplane sees many characters going somewhere).
- Make predictions about where everyone is going.
- Talk about seeing things from the air.

Analysis of New Book Characteristics



Flying, Level A

GENRE/FORM

- Fiction
- Simple fantasy

TEXT STRUCTURE

- Narrative
- Different toy, seen from a plane, on every page spread
- Builds to climax, a party, where all the animals and objects have been going

CONTENT

- Familiar toys for most children
- Animated toys

THEMES AND IDEAS

- Perspective from the air
- Everyone going somewhere

LANGUAGE AND LITERARY FEATURES

- Fanciful and humorous animated toys (shown in pictures)
- Builds curiosity about where everyone is going

SENTENCE COMPLEXITY

- One five-word simple sentence on every left page
- Present tense
- Repeating pattern on each page

VOCABULARY

- Names of toys: train, duck, doll, horse, pig, bunny, car
- Content word: party

WORDS

- High-frequency words: I, can, see, a
- One-syllable words and two two-syllable words
- See the Word Analysis Charts in the *Program Guide* for specific words in each category.

ILLUSTRATIONS

- Paintings across every spread
- Close match between pictures and text
- Wonderful party on last page

BOOK AND PRINT FEATURES

- Large font
- Ample space between words
- One line on each page of print
- Print on the left page only, on top of pastel background of illustrations
- Periods

Figure 2.

PSF	BOY Testing	Week 2 10/30/18	Week 4 11/06/18	Week 6 11/26/18	Week 8 12/10/18 (Goal 40)
Student A	18	26	47	45	

To top

Repeated Reading in the Middle School Setting

By Hannah Grim

Winthrop University

Abstract

As students further their education, the importance of reading fluency increases. Reading fluency is one of the foundational aspects of reading. Developing strategies for reading fluency can increase vocabulary knowledge and reading comprehension. Middle school students who struggle with reading fluency will lack a desire to read and many times, chose not to read aloud in front of peers. The repeated reading strategy will help not only develop reading fluency strategies, but build the confidence of students. Repeated reading provides students with a model on how to read accurately with fluency and prosody.

Literature Review Sources:

According to What Works Clearing House, when a study was completed with students in grades 9-12, students had positive outcomes with this strategy. The teacher had the students individually read a passage 3 times to build fluency. Should a student misread or hesitate on a word, the teacher would clarify the word for them. The teacher collected data through tracking the number of correct words the student read. The results had very positive outcomes, especially with regards to reading comprehension. (Institute of Education Science, 2014). Another study done by John Frame assessed a group of 2nd, 3rd, and 4th graders. His study consisted of 32 sessions, 15 minutes per day, 3 to 4 days per week, over 7 weeks. Frame used the Repeated Reading method in order to assess these students' fluency. The results indicated an increase in fluency and as a result, an increase in comprehension. (The Effect of Repeated Reading With Pairs of Students in a Large-Group Setting on Fluency and Comprehension for Students At Risk for Reading Failure, 2011). The next study I found to help support this strategy was done by Ethan Lynn called "Developing Reading Fluency by Combining Timed Reading and Repeated Reading" (2018). This study involved a whole group class and the author implemented this in 20 minutes a day instruction. The teacher has the entire group read it two times through and then has them work on it individually. During the individual time is where he assessed the student's correct words in one minute. According to the author, he had great success and tracked the progress of his students on individual charts. (Lynn, 2018). One article called "Investigating the Benefit of Adding Listening Passage Preview to Repeated Readings" by Laura Rogers and Scott Ardoin, assessed the strategy on 57 third-graders. In their assessment, they had each student read the same passage multiple times and tracked how they did on each passage, using a tracking chart. According to the outcomes, the authors found "Results of the study replicate and extend the reading intervention literature by providing evidence that (a) repeatedly reading a passage allows students to read the passage with greater speed and accuracy" (Rogers and Ardoin 2018).

Materials

When progress monitoring for the repeated reading strategy, it is important to use a curriculum based measure. For example, Easy CBM progress monitoring probes will assess reading fluency and provide a percentile based on the correct number of words read per minute and the grade level. These probes assess reading fluency within a one minute time frame. Each probe is a short story and a little over 300 words in length. It is beneficial to provide students with the proper nouns in the text and let them know that they will have one minute to read. There will be two copies of the text. One copy will be given to the student and the other copy will be used by the teacher in order to follow along and make any notes. The teacher will also use a timer in order to accurately assess how many words the student reads. After the first passage is read, provide the student with a highlighter and have them highlight any words they do not know, while the teacher is reading. This will allow for further clarification and an increase in overall comprehension.

Implementing the Strategy

When beginning the implementation of this strategy, it is essential to make sure the teacher has all materials present. The teacher will sit next to the student and provide the student copy of the curriculum based measure fluency probe. In order to avoid hesitation when it comes to names and locations, show the student any proper nouns within the passage. Have the teacher ask the student if he or she has any questions before beginning the timer. Once the student is ready, begin the timer and track the words the student reads incorrectly. When the timer goes off, place a mark on the teacher copy indicating the first stopping point.

The teacher will have the student read any words they had difficulty with or did not understand. The teacher should then review any words and clarify mispronunciations. The next step in the repeated reading strategy includes having the teacher reread the same passage and having the student follow along. After the teacher has read, the student will have another opportunity to read the same text. The second assessment will be the same as the first. The teacher will track the number of words that the student read and record them on the same sheet.

After the second time reading the passage, the teacher will reread the passage again and repeat the process. When the student reads the passage the final time, the teacher will mark a “goal point” on the student’s copy in order to provide a visual cue that the student is trying to beat. Providing a goal for a student may provide motivation for them to try and do better.

Analyzing the Data

Upon completion of implementing the repeated reading strategy, the teacher should review the data collected throughout each session. It is important to compare the baseline data to the data collected after each time the student reads. The teacher should also be aware of listening to the development of the student’s prosody to see if that can be something to increase as well. The teacher can create a graph to show the student the next time they meet, in order to show him or her the progress of each

time they read. As an extension of the repeated reading, the teacher could ask comprehension questions after each attempt at reading and incorporate a writing prompt.

References

- Frame, J. N. (2011, January 1). The Effect of Repeated Reading with Pairs of Students in a Large-Group Setting on Fluency and Comprehension for Students at Risk for Reading Failure. ProQuest LLC. ProQuest LLC. Retrieved from <https://winthropuniversity.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED563726>
- Lynn, E. M. (2018). Developing Reading Fluency by Combining Timed Reading and Repeated Reading. *English Teaching Forum*, 56(3), 28–31. Retrieved from <https://winthropuniversity.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1191454>
- Rogers, L. S., & Ardoin, S. P. (2018). Investigating the Benefit of Adding Listening Passage Preview to Repeated Readings. *School Psychology Quarterly*, 33(3), 439–447. Retrieved from <https://winthropuniversity.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1191898>
- What Works Clearing House. (2014). Repeated Reading Students with a Specific Learning Disability. Retrieved from <https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/576>

[To top](#)

An Academic Review of: The Mind of the Leader: How to Lead Yourself, Your People, and Your Organization for Extraordinary Results

By Aimie Young

Abstract

An academic review of *The Mind of the Leader: How to Lead Yourself, Your People, and Your Organization for Extraordinary Results* by Rasmus Hougaard, and Jacqueline Carter. The book was found to be practical, analytical and comprehensive in its approach to redefine leadership success not quantifiable in terms of finance or size. Instead, leadership is described as a tool to cause inspirational change in people, and ultimately societal values. While outlining this thorough approach to transform the functions of leadership, the review aims to establish practical elements of mindfulness, selflessness, and compassion. The reciprocal relationship of these intentionally chosen traits weaves a strong backdrop for intrinsic motivation of oneself and others.

In a current leadership culture defining effective leaders as financially successful, efficient managers, and intellectuals with ambitious motives, *The Mind of the Leader* takes a transformative approach at redefining successful leaders as mindful, relational visionaries. Rasmus Hougaard is the founder of The Potential Project; an organization devoted to providing mindfulness training to leaders around the world. Jacqueline Carter, an international partner and North American Director of The Potential Project, has a background in change management, including research in creativity and diversity in the workplace. For this work, the authors spent decades exploring research from contexts including neuroscience, psychology, organizational development, and leadership, and include results from surveys conducted with over thirty-thousand leaders from hundreds of countries. *The Mind of the Leader* starkly contrasts the short-term, externally motivated, leader-focused spotlight most organizations have grown accustomed to. Instead, it implores leaders to use three foundational elements; mindfulness, selflessness, and compassion to improve self-awareness, prioritize relationships, and lead organizations for long-term success. In a highly relatable, comprehensive approach, *The Mind of the Leader* emphasizes the importance of, and prepares the reader for creating inward change, recognizing the humanity in each of us, and establishing the purpose and meaning foundations for people-focused, organizational success.

Each section of the book cyclically focus on the three elemental necessities; mindfulness, selflessness, and compassion in reference to leading oneself, people, and the organization. Intentionally organized to mention mindfulness at the forefront, the authors point out that mindfulness provides the mental capacity and intentionality to generate effectiveness. Mindfulness is illustrated as a catalyst to implementing selfless, compassionate decision-making within personal, relational and organizational contexts. Overall, the importance of brain development through mindfulness is well supported. Descriptions of the two qualities; focus and awareness, that lead to enhanced

effectiveness are well-supported, and are presented with neuroscientific explanations. One of the major inextricable points in defining mindfulness is the differentiation between the brain and the mind. “When we speak about the brain, we refer to the physical collection of neurons in our heads and bodies. When we speak about the mind, we refer to the bigger perspective of being ourselves” (577). The term *neuroplasticity* is referenced repeatedly to remind us of the ability to change the physiological structure of our brains, through strengthening our minds. By following mindfulness structures, all humans are able to rewire default neurological responses according to prioritized behaviors. These points are all relevant in the scheme of people-centered leadership because they allow us to increase our awareness and make more intentional decisions instead of functioning on auto-pilot. “[the people we lead] pick up on every subtle cue we send, whether we send it consciously or unconsciously...” (610). Leading the motif of mindfulness sequentially throughout self, people, and organizational contexts allows the reader to see that first and foremost, deliberate, value-centered decision-making calls for the need for us to literally change our minds.

Hougaard and Carter illustrate selflessness as the next key facet of leaders able to relate to people, and lead without ego in their organizations. This point, though lacking originality in the idea that the best leaders do not lead self-centeredly, is illustrated in a unique way. These sections provide subpoints about how to be selfless in self-analysis. For example, “In truth though, [the ego] is just a transitory self-image that changes through neurotransmitters, hormones, and synaptic reactions” (1076). They point out, “The logical conclusion is, you’re not as clearly defined as you thought” (1076). By discussing the lack of clearly defined self, the authors propose that selflessness can be freeing, and allow leaders to rid the self-limiting traps imposed by the imaginary ego. Ridding the mind of ego-defined self, allows for a trait they qualify as “self-confident selflessness” (1088). This section also cites several interviews from CEOs chiming in to support the claim that leading in service to the people of the organization creates greater harmony. Based on the interviews, Hougaard and Carter extract the central theme, “With this sense of meaningfulness, people become more productive. In a sense, selfless leadership becomes a virtuous circle, offering benefits for leaders, employees, and the larger organization” (2078). The research results from cross-cultural surveys of over fifteen hundred employees showed twenty-five, thirty, and twenty-seven percentage increases in sense of “belonging”, “recognition of unique contribution”, and “citizenship behaviors” respectively in response to selfless leadership implementation (2089).

Compassion is the third element of Hougaard and Carter’s new-age leadership proposal. In terms of self-compassion, the research they present finds that people in leadership positions often disregard a need for self-compassion. They assert their research-based conclusion that people “...think [self-compassion] conflicts with their ambition or hard-driving attitude, which are qualities that they believe made them successful” (1326). Though not pointed out, this remark contradicts the selfless emphasis the book. People who tend to rely on their own qualities of ambition and drive, could not be fully implementing the selfless leadership approach that is equitably vital for success. In turn, this leads to the idea that the authors did identify that compassion and selflessness are in symbiotic

relationship. Because “...compassion arises as a natural outgrowth of selflessness” (384), it is difficult to have compassion without selflessness. Included in the author’s advocacy for compassion as a founding leadership trait, is a matrix figure. The grid includes the supporting components of optimal compassion; compassion and its opposite; indifference, in relationship to wisdom, and its opposite; ignorance. Arranging these four terms in a categorical grid allows the reader to trace different combinations, and the consequential outcomes. For example, the table illustrates that combining compassion and ignorance yields someone who is naïve. Combining wisdom with indifference yields someone who is manipulative. The table is a concrete reference to clarify that each of these qualities; compassion and wisdom, are needed in conjunction to create benevolence.

The book is built on the premise that overall, humanity shares a common drive for happiness, and a sense of purpose and meaning in life. However, It is not clearly defined whether happiness is a direct result of finding that purpose and meaning in life. Nor is there a clearly defined process to finding your own individual purpose and meaning. At times, the authors seem to operate under the assumption that practicing mindfulness training will help develop the awareness that clarifies your own purpose and meaning. Part of what seems to be left to question is *what* to be more aware of once we’ve engaged that state. The focus seems to be on preserving a calm state, and rational existence in the state of adversity; “Mindfulness training increases the density of grey cells in our cerebral cortex, the part of the brain that thinks rationally and solves problems.”(299). It adds, “...mindfulness triggers a shift in cognitive control to frontal brain regions...and [enables us to] have better emotional resilience” (299). Although scientifically persuasive and thorough, the basis for inserting anatomical evidence in reference to the later statement that “Not coincidentally, mindfulness also makes us happier” (306), seems somewhat unsupported. Though earlier statements that purpose and meaning are foundational for happiness are agreeable, it is a sizeable challenge to connect that being in control of our thoughts and actions will help us develop the capacity to recognize that deeper purpose and meaning.

Overall, though geared to reach audiences of current or aspiring leaders, the book offers practical, procedural steps toward implementing mindfulness training for awareness, focus, self-care, and presence that would be relevant because of their common potential in all of humanity. The reciprocity between each of the traits; mindfulness, selfless, and compassion is an idea that can be traced through similar works on the changing values in leadership as well. For example, Michael Fullan’s *Leading in a Culture of Change* asserts similar values on a mindful, relationship-centered model. Both books follow a framework that suggests that leaders must rid “self” from means and motive, and learn to look for the greater good in and of the organization.

Further points that are validated in other academic writing discuss the observation that effective leaders in today’s society must not only withstand change, but embrace it. Both Fullan’s and Hougard and Carter’s works value the importance of inclusive thinking, and prioritizing diversity within an organization. Truly listening is a key parallel point that establishes presence of a leader, and people-focused motivation. Fullan’s book proposes that in the past, leaders may have been

regarded as more effective based on their IQs. Today's successful leaders, in agreement with Hougard and Carter's extensive interviews of C-Suite executives, are those with the highest emotional intelligences. Being mindful, of self, relationships and big-picture moral purpose, is now a great deciding factor in a culture of change.

The Mind of the Leader: How to Lead Yourself, Your People, and Your Organization for Extraordinary Results offers practical, comprehensive, research-based evidence that true purpose and meaning are the ultimate motivators of human-kind. Throughout the ages, our brains, and our knowledge of their inner workings has allowed us to identify impulses and desires as natural, physiological occurrences. As we understand how to engage our brains in prioritizing the values and morals that connect us to long-term happiness, we are able to share that experience with others. Hougard and Carter's devotion to supporting this cause; leading for the greater good, with science and psychology brings practicality to a concept that in past eras would have seemed elusive. For any individual, the values in this book are affirmations that simple practices engaged for complex purposes can, in fact, yield extraordinary results.

References

Hougard, R. & Carter, J.(2008). *The Mind of the Leader: How to Lead Yourself, Your People, and Your Organization for Extraordinary Results* [Kindle Version]. Retrieved from www.amazon.com. eISBN: 9781633693432.

[To top](#)

Buzz from the Hub

All articles below can be accessed through the following link:

<https://www.parentcenterhub.org/buzz-jan2019-issue1/>

Paving the Way: Parent Tips for Supporting Success in High School and Beyond

The road to adulthood for youth with disabilities is filled with opportunity, and parents play a key role. This web page has multiple branches where parents can explore topics such as: communication and teamwork, study habits and course selection, celebration and support, and preparing for the future.

Youth in Action! – Serving on Decision-Making Boards

This 2018 tip sheet from NCWD/Youth speaks directly to youth with disabilities. It describes what decision-making boards are and gives examples, discusses why youth should serve on such boards, and offers suggestions for how to get started.

YES! Youth Employment Solutions Center

Check out the list of resources at the link above, all intended to support competitive, integrated employment outcomes for transition-aged youth and young adults with intellectual and developmental disabilities.

Benefits for Children with Disabilities

The Social Security Administration has a 2019 version of its pamphlet explaining the benefits availability to eligible children with disabilities (under the age of 18): SSI, SSDI, health insurance, Medicaid and Medicare, employment support programs, and more, including how to apply. **There's also a 2018 version of the pamphlet in Spanish.**

How Data Empowers Parents

When parents have the right information to make decisions, students excel. But often the only information parents receive about their child's education is through report cards and the occasional parent teacher conference. Better information empowers parents to provide better support, make better decisions, and be better advocates.

[To top](#)

Latest Employment Opportunities Posted on NASET

*** Special Education Teacher - Philadelphia, PA** - The Invo-Progressus Team has incredible opportunities for Special Education Teachers...or, as we like to call them, Superheroes. If you use your super powers to help ensure that children have access to the best education possible in the least restrictive environment, we would love for you to join the Invo-Progressus team! To learn more - [Click here](#)

*** Special Education Teacher - Chicago, IL** - The Invo-Progressus Team has incredible opportunities for Special Education Teachers...or, as we like to call them, Superheroes. If you use your super powers to help ensure that children have access to the best education possible in the least restrictive environment, we would love for you to join the Invo-Progressus team! To learn more - [Click here](#)

*** Special Education Teacher **New Hiring Incentives*** - **Ask about our \$4,000 Sign-on/Retention Payment; \$2,000 Relocation Assistance** Youth Villages' Residential Treatment programs serve children with emotional and behavioral problems. Our residential campuses provide the setting for an intensive treatment program that combines the unique balance of structure and freedom. This enables children and their families to identify, understand and cope with their individual needs and develop the skills necessary to succeed in less restrictive settings. To learn more - [Click here](#)

*** Physical Education Teacher** - Jewish Child & Family Services (JCFS) provides vital, individualized, results-driven, therapeutic and supportive services for thousands of children, adults and families of all backgrounds each year. The Physical Education Teacher works with children (K - 22) with emotional and behavior disorders, which may include aggressive behaviors, in a therapeutic physical education setting. To learn more - [Click here](#)

*** Special Education Teacher** - The Arc Kohler School, Mountainside NJ is a leading collaborative private special education school serving student's preschool age through high school. We meet the unique needs of children with developmental disabilities. The Arc Kohler School is seeking a Special Education Teacher to work full-time with their unique population. Full-time, 8:30 am to 3:00 pm - To learn more- [Click here](#)

*** Special Education Teacher** - APTS® offers teachers an extremely supported environment in and out of the classroom. In the classroom, Program Facilitators help to present individualized lessons as well as support students through behavioral episodes. Both in and out of the classroom, teachers can rely on their pod's Data Analyst, Behavior Analyst, and Education Specialist to assist in developing and reaching student academic and behavioral goals. To learn more - [Click here](#)

* **Special Education Teacher-Grades K-12** - K12 is a dynamic company on a mission to provide the most compelling, comprehensive, and effective K-12 education available. Our employees are a critical part of an organization that is providing powerful, new options for the way children can be educated. They have a passion for education and a drive to make a difference. We pride ourselves on maintaining the highest level of integrity. To learn more - [Click here](#)

[To top](#)

Acknowledgements

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

- Center for Parent Information and Resources
- Committee on Education and the Workforce
- FirstGov.gov-The Official U.S. Government Web Portal
- Journal of the American Academy of Special Education Professionals (JAASEP)
- National Collaborative on Workforce and Disability for Youth
- National Institute of Health
- National Organization on Disability
- Substance Abuse and Mental Health Services Administration
- U.S. Department of Education
- U.S. Department of Education-The Achiever
- U.S. Department of Education-The Education Innovator
- U.S. Department of Health and Human Services
- U.S. Department of Labor
- U.S. Food and Drug Administration
- U.S. Office of Special Education

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

[To top](#)