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NASET SPECIAL EDUCATOR E-JOURNAL

EXCEPTIONAL TEACHERS TEACHING EXCEPTIONAL CHILDREN





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Special Education Legal Alert

By Perry A. Zirkel

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This month's update identifies recent court decisions respectively illustrating (a) the statute of limitations and substantive FAPE standard under the IDEA, and (b) the alternative of Fourteenth Amendment and Section 504/ADA claims for students with disabilities. For related information about these various issues, see perryzirkel.com

In *Alexander G. v. Downingtown Area School District* (2021), a federal district court in Pennsylvania addressed the parents' challenges to three successive IEPs and their resulting request for compensatory education and tuition/related services reimbursement. The IEPs were for grades 5, 6, and 7 for their child with SLD in reading. The 5th grade IEP, which was for the 2016-17 school year, included Wilson's "Just Words" reading program. The 6th grade IEP included a goal, which the district representatives regarded as unrealistic but for which the parents were adamant, for reaching grade level in reading fluency. The proposed IEP for grade 7 changed to the Wilson Reading System, but the parents unilaterally placed the child in a private school after providing the requisite timely notice to the district. The parents filed for due process in March 2019. The hearing officer ruled that (a) the IDEA statute of limitations barred the period in grade 5 before March 2017 and (b) the IEPs from that time forward provided FAPE, thus not entitling the parents to the requested relief. The parents sought reversal of these rulings in court.

For the limitations period, the court upheld the hearing officer's determination that the parents had reason to know of the basis for their denial of FAPE claim in March 2017.

The court concluded that the parents had reason to know of the alleged denial of FAPE as early as the start of the grade 5, when they requested a reevaluation based

	on their concern with the child's progress under the child's first IEP, which started in the middle of grade 4.
For FAPE, the parents' various arguments included (a) the child's erratic progress; (b) the belated change to a more intensive reading program; (c) the grade-level fluency goal was the district's responsibility; and (d) the child's lower reading scores from the end of grade 5 to the start of grade 6.	The court held that (a) the substantive standard for FAPE did not require consistent or across-the-board progress; (b) the district's judgment to change to a more restrictive reading program was entitled to judicial deference; (c) the district's obligation included parental collaboration, and FAPE did not require grade level performance; and (d) the lower scores could be reasonably attributed to the summer break rather than necessarily indicating district error.
This decision is another illustration of the generally low impact of <i>Endrew F.</i> on the pro-district outcomes skew of substantive FAPE cases. Despite occasional exceptions, the courts remain largely deferential to both school district and hearing officer substantive decisions. Yet, there is every reason for district personnel to follow rigorous professional standards based on nuanced, research-based analysis and prophylactic practices for effective collaboration focused on individual and collective success.	
In <i>Lartigue v. Northside Independent School District</i> (2021), a federal district court in Texas addressed the constitutional and statutory civil rights claims of a high school student with hearing impairment. The parents had lost and did not appeal a due process hearing officer decision under the IDEA. Instead, their claims in court were based on (a) Fourteenth Amendment equal protection and due process clauses and (b) Section 504 and the Americans with Disabilities Act (ADA). Their claims were based	

on allegations of unequal access to academic and non-academic activities by denials of various requests, including for Communication Access Realtime Translation (CART) services and closed captioning of videos and other audio-visual (A-V) materials, two interpreters at all times, and private counseling. They further alleged that the lack of these accommodations caused her to have panic attacks and to drop out of school.	
The parents' equal protection claim was that the district did not provide equal access to classroom and debate activities via CART services and closed captioning of A-V materials.	The court dismissed the claim for lack of (a) sufficient facts for an appropriate comparison to hearing students and (b) a showing that the district lacked a rational basis for any difference between students with hearing impairment and the appropriate comparators.
Their due process claim was that the district had not provided them with a fair hearing process and decision for her educational access issues.	The court dismissed this claim pointing to (a) their unimpeded opportunity to speak at the school board meetings and (b) their un-appealed due process hearing decision.
Additionally, to reach the deep pockets of the school district, the court pointed out the additional hurdle for constitutional claims.	The court concluded that the parents failed to show a policy or custom that established the requisite deliberate indifference of the school district's policymaking agents.
The parents' Section 504 claim was that the district's actions amounted to a hostile environment in relation to the student's disability.	The court dismissed this claim, concluding that her allegations failed to show conduct so pervasive as to cause her severe stress and withdrawal from school.

Their ADA claim was that the district failed to accommodate her disability.	The court denied the district’s motion to dismiss this claim, concluding that they sufficiently alleged lack of meaningful access.
This relatively brief decision illustrates (a) the alternatives of constitutional and Section 504/ADA claims for IDEA-eligible students; (b) the steep uphill slope for constitutional claims, with an added hurdle for liability of the school district; (c) the not clearly settled standards for the various discrimination claims under Section 504 and the ADA; and (d) the ponderous multi-stage process of court proceedings, with this case only reaching at this point the threshold stage of dismissal, which is before the formal “discovery process” that ends with possible summary judgment and, if not, proceeds to a trial on the merits. This case is likely to lead to a nondramatic settlement based on the ADA claim. If not, the parents face increasingly high hurdles, including the need to prove gross misjudgment, bad faith, or deliberate indifference if they seek the remedy of money damages. Yet, also illustrating the intervening factor of the particular attorneys and the individual judge, upon further proceedings the ADA claim may extend to the ADA Title II regulation for effective communications.	

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Buzz from the Hub

All articles below can be accessed through the following links:

<https://www.parentcenterhub.org/buzz-april2021-issue1/>

<https://www.parentcenterhub.org/buzz-april2021-issue2/>

A Family Guide to Participating in the Child Outcomes Measurement Process

Parents of a young child in an early intervention or early childhood special education program want to be sure these services are helping their child develop and learn. But how can they tell if that is so? One way is to learn about the 3 “child outcomes” measured for every child who participates in such a program. This free handout from the PACER Center explains the 3 outcomes and how parents can participate in the child outcomes measurement process.

Comic Books Series Turned into Videos for Children

Want to share with children information about their disability via a video based on a comic book series? Jumo Health has quite a selection of such videos (typically 8+ minutes long) on different disabilities, including: anxiety, asthma, AD/HD, autism, childhood cancer, growth disorders, heart defects, diabetes, food allergies, OCD, sickle cell anemia, and spinal cord injury.

How to Spot Depression in Young Children

We tend to think of childhood as a time of innocence and joy, but as many as 2 to 3 percent of children from ages 6 to 12 can have serious depression.

Why Inclusion? Video Series

This video series from STEMIE (*STEM Innovation for Inclusion in Early Education*) addresses the importance of inclusion. Video 1 is called *Let's Change Attitudes and Beliefs*. Video 2 looks

at [Key Characteristics of High-Quality Inclusive Education](#), while Video 3 looks at the [Social Outcomes in Inclusion](#).

CDC Updates and Adds to Child Care Provider Guidance on COVID-19

CDC's [Guidance for Operating Child Care Programs during COVID-19](#) and [Toolkit for Child Care Programs](#) now provide updated and additional information on vaccinations, signs and symptoms of COVID-19 in children, and support for children with disabilities and special health care needs. The resources are intended for all types of child care programs, including child care centers, family child care homes, and other child care programs. Multi-language versions can be downloaded from the "Language" tab.

ED Covid-19 Handbook: Roadmap to Reopening Safely and Meeting All Students' Needs (Volume 2)

Mentioned in the first paragraph of this *Buzz*, the Department of Education's *Roadmap* is a treasure trove of guidance for schools and communities. Examples abound of approaches used to tackle challenges such as providing schools meals, providing technological access to families who don't have it, transporting students, or locating and reengaging students who are chronically absent. Check out the clever ways that others have gathered data from community members about their range of needs, and how they've engaged families in providing continuous input.

Relationship Building: A Strategy Guide for Educators

Here's an easy-to-read 24-page guide full of strategies and considerations to help educators build strong, authentic, and trusting relationships with students and families, right from the start of the school year.

Webinar and Podcast | **Developing Data-Driven Equity Practices and Partnerships**

Using data to determine the needs of economically disadvantaged students and make good decisions about them can help provide more equitable outcomes, meet the challenges of the COVID-19 pandemic, and increase opportunities for high school graduates to succeed in college and their careers. Find out how one school district put its data to use to determine what

interventions were needed and by whom, the structure of the corresponding multi-level system of support, and clear levels of support for academic, attendance, and discipline issues.

Webinar | **Guidance for State and Local Leaders on Flexible Options to Increase and Support the Special Education Pipeline**

The new American Rescue Plan Act funding comes with tremendous flexibility, and thus, tremendous potential for local education leaders. This archived webinar, held May 4, 2021 and hosted by the Council for Exceptional Children, is 1 hour-plus long, and features “thought leaders” discussing how the ARP can be used to increase and support special education.

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Why the Need for Technology Supported Education for Students with ASD

By Nicole Broderick

Abstract

There are many areas in which people on the autism spectrum struggle with that affect daily living, such as communication skills, fine motor skills, and executive functioning skills. While therapy and educational interventions definitely have a helping hand in the development of these skills, studies have shown the impact technology has on these children that surpass those caused by other people due to their natural inclination to it (Porayska-Pomsta et al 2011). Additionally, the changes that may occur in these students during in person interventions, such as the appearance of appropriate behavior and disappearance of inappropriate behavior, is usually based on prompts and reinforces, diminishing the independence of these students. (Corina Jimenez-Gomez et al.)

Technology can use what has already been proven to work with students with autism, such as visual schedules, and eliminate some of the negative of using them at all moments, such as the stigma of carrying out a physical schedule and clearly relying on something to function as others do without a support. Technology can create this same assistive technology but in a more socially acceptable way that doesn't create yet another barrier in the social environment through wearable technology such as the Otopus watch, which Corina proved effectively increased independent play once the watch was introduced. This watch basically displays icons to match particular behaviors and activities that are supposed to be occurring at the moment and then change icons when the next activity is to begin. This technology not only teaches children to be more self reliant and independent, but also may diminish the appearance of challenging behaviors such as tantrums or anxiety during a moment of transition.

Another technology that can help with this task is video modeling, something that the participants in Hirsch study seemingly repeated throughout can be done with low cost technology tools such as regular computers, video phones, ipad and other tools that are likely already in their possession. This study also concluded that videos can be used for a variety of topics to be shown, such as bully prevention and dress code violations (Hirsh. Et al). Further, training through video can also be beneficial for the parents of children on the autism spectrum. Identifying why a particular challenging behavior is occurring is key to not only treating it appropriately and deescalating the situation, but also avoiding the behavior in future. This is something parents must be trained on doing and can be accomplished through virtual training, as Shayne and Miltenberger (2013) proved just a three hour session gave the parents the ability to accomplish this. Again, virtual training sessions are another way technology can improve the strategies that have already been proven to work for those involved in the autism spectrum world and reduce the cons surrounding them. Turgeon et al. explained various ways virtual trainings can do this, such as meeting the demands of parents and caretakers who require this training but are placed on waiting lists, are unable to afford it, and cant physically make it to the in person meetings due to transportation issues or schedule issues. However, the main concept here is the ability of those on the spectrum to connect and learn through technology. A shocking statistic is that approximately one half of those on the autism spectrum never form functional language. Additionally, even if they do learn certain language skills, applying it is even more difficult as those on the spectrum struggle with generalizing skills in new settings. (Bossler and Massaro, 2003) This is why using whatever technology has to offer must be taken advantage of especially with the improvements that are occurring in this day and age. As explained by Bossler and Massaro, when referring to computer based instruction, we are not longer talking about voice output systems that sound nothing like human beings. These systems can now visually represent human faces, expressions, even accents to make them more realistic. Not only that, but educators can change the format of their own lesson plans and make them colorful, vibrant, seemingly textured, loud or quiet, fast or slow. They can include pictures and text, as Dubois and Vial (2000) found workers better on second language vocabulary than singularly using on or the either.

There are even certain applications developed with just this human need in mind, such as the Baldi, the virtual talking head that provides natural speech almost identical to a natural human speaker. Finally, Porayska-Pomsta et al clarified through their research that the ultimate goal of technology and its use with children on the autism spectrum is to combine the essential aspects of various disciplines and create a tool that is able to improve the lives of all those who use it, not just a particular set. Their research was based on the development of a technology-enhanced learning environment that will help enhance the social skills of children with ASD between 5 and 7. It will use a large multi-touch LCD display that allows the users to manipulate the characters and setting they see on screen. To conclude, technology is a tool that needs to be taken advantage of because the need for intervention of these students is growing at a rapid rate and the system of interventions and supports currently set up doesn't cut it. The biggest issue with the interventions currently set in place is the lack of personalization to each student, and technology has the ability to do this to the extreme. The environment, lesson plan, goals, form of representation, expression and engagement can all be customized to meet the student's needs and standards, and better yet, the students who need it most actually enjoy learning through this strategy.

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Purposeful Preparation of Preservice Special Education Teachers for Connecting and Working with Families: A Review of Literature

By Reilly Hinds

Abstract

The goal of educating future educators is to instruct the student and help them learn to the best of their abilities. However, communication is needed with the family to help the student learn and interact with academic and social content. Providing preservice special education teachers with the tools and opportunities needed to navigate communication and collaboration with families is often limited. Before entering a full-time position, these educators need to know how to respect a family's culture, have effective communication habits, and be able to provide meaningful connections to the broader community that surrounds the school and its students. This provides a solid foundation to base the rest of student educator curriculum on and gives ample opportunity to interact with one's own views before delving deeper into another's.

Introduction

Educating soon to be educators requires adequate planning and revising as the ever-changing ways of mankind shift from one item of importance to another. This planning needs to have a clear purpose in mind when it comes to the goals to be accomplished and the skills to be acquired. Bringing in special education as a skill set is essential to the growing population of students being served in the United States, which according to Riser-Kositsky (2020) from the 2017-2018 school year was 13.7% and growing. Maintaining best communication practices and relationships with families is also required to most appropriately meet educational needs of this and all populations of students. That being said, it begs the question as whether or not pre-service special education teachers are being best prepared to work with the families of their students with disabilities.

According to the Health Resources & Services Administration, family is defined as “...a group of two or more persons related by birth, marriage, or adoption who live together; all such related persons are considered as members of one family” (2017). Students in one classroom come from many different backgrounds that fit into these criteria of family. There are families that are made up by a biological mother and father, a single parent, step-parents, same-sex parents, grandparents, adoptive parents, multi-generational parents, and a mix of these types of parents. An educator must learn to be open and put aside their own biases to properly open lines of communication with parents of their students, especially those in special education. This can become a stumbling block for many new teachers, due to the unrealistic expectations of family structures and beliefs.

The following literature review will evaluate the ways in which preservice special education teachers are being prepared to have those needed bonds with the families of their students. When communicating with parents, it is best to try to get to know and understand their family’s beliefs, roles, and attitudes toward special education and in their child receiving these services. Preservice teachers need to be given the proper tools and resources that will allow them to make these communication connections, while also ensuring parents are comfortable with services. According to the National Center for Education Statistics (2019) in the 2015-2016 school year 80% of teachers in the U.S. were White, Non-Hispanic individuals, while 52% of all students enrolled in the U.S. were from non-White backgrounds. This disparity between teacher and student often causes a problems between the school and home as well. Parents also bring experiences from their time in school and often apply them to their own children’s education.

Literature Review

Collaboration between families and educators is one key to successful education of any student. Preservice teachers are generally taught classroom management strategies, how to support reading, scheduling, and transitions. While connecting with families might be touched upon in some classes, it is not the focus of most curricula and even programs. Teachers are ultimately the facilitators of parent involvement, and this involvement has fluctuations dependent on the level, extent, and depth of involvement from both sides (Strassfeld 2018). Preservice teachers come

with many questions for those currently working in the field, however, a majority of these questions do not target parent communication practices. According to Mulholland and Blecker (2008), only 6% of questions written by preservice special education teachers to ask in interviews with current special education teachers target working with parents. Strassfeld (2018) expressed the need for further research in how novice special education teachers are able to support family involvement and home-school communication practices.

Sending home notes, making phone calls, having informal meetings, and writing emails are a few different ways in which communication with families happens. Although communication has many forms, it is often used in education to report when problems arise in the classroom (Mulholland & Blecker, 2008). This negative approach to communication impacts the response families have to educators even starting a conversation, because they are expecting the negative. Special educators especially need the skills for communication not just to approach a problem, but to have positive interactions as it is necessary for parents to be partners in making decisions for their children (Mulholland & Blecker, 2008).

Inclusion of Family Culture

To effectively communicate with families, first there needs to be an understanding of internal biases from the educator, and a respect of differing views often brought by the family's cultural background. Preservice teachers have generally been isolated to one view and have had little exposure to cultures that are outside of their own (Flanigan, 2005). Experiences outside of their norm need to happen before they can be adequately prepared to facilitate family communication and make meaningful connections. The typical classroom has limitations on the ability to create real-life scenarios and settings to which preservice teachers can effectively practice interacting with parents (Flanigan, 2005). Strassfeld (2018) recommends that preservice teachers be exposed to these interactions of communication with families while completing internship opportunities to increase these skills.

Respect towards culture and family beliefs/attitudes does not necessarily set-up open communication that will be beneficial to both sides. Inclusion is the best way to engage with family members and make sure that they have a say in what is being done for their child in terms

of both education and life opportunities. Beneke and Cheatham (2015) state that an inclusive education is one that cultivates a learning community in which all students and family members are regarded as valuable team members in the education process. Preservice teachers in response greatly benefit from inclusion curricula and partnership opportunities that are centered on the diverse nature of culture (Beneke & Cheatham, 2015). Programs that truly build upon this connection to family through culture also provide ways in which the preservice educator as their own person can examine their culture, which helps to solidify the concepts of culture being both established and constantly changing. Beneke and Cheatham (2015) specify that preservice teachers need to they themselves encounter cultural aspects and test conceptions of culture which change with generations.

Family values directly relate to the culture in which the family has been built upon. Even with mixed cultural households, the cultures meld together and set a basis on which expectations and values can be created. Cen & Aytac (2016) assert that the relationship between values and culture is what led to greater research between family values and outcomes for their children with learning disabilities. As family culture changes, so do the values that they hold above others, especially in special education. Diversity within special education textbooks supports this by presenting a range of family structure, culture, views, and values (Ferguson, Ferguson, Kim, & Li, 2013). Without reaching an understanding of the viewpoints of the family and what they hold valuable, preservice educators will sink before they swim when communicating goals for the student to achieve. Beneke and Cheatham (2015) further state that practicing the balance between preservice teachers self-reflecting and recognizing the cultural values of families is needed for true inclusion of cross-cultural partnerships in education.

Connecting & Making Families Comfortable

Once this cultural divide can be seen, expressed, and addressed, preservice special education teachers must make the families of their students feel comfortable. Murray, Handyside, Straka, and Arton-Titus (2103) analyzed the relationship between the professional and the family within their parent empowerment research. Murray et al. (2013) state that even if the teacher brings that sense of partnership, the process will not work out as well because the family needs to feel

comfortable in being a part of the process. They need to feel like they are being heard in a safe space, rather than judged from those who know more about the accommodations and needs of their student. Ultimately, the family knows more about what the child is like in day-to-day activities, likes and dislikes, and biases that the child might have and not be able to express.

Strategies to teach the preservice educator the necessary skills of making parents feel both comfortable and heard in a safe space start at the curricula level. According to the work done by Ferguson et al. (2013), textbooks from the 1960's and 70's primarily focused on what we would now call the cookie-cutter family. This is a middle-class family living under one roof with the father working, the mother at home, and the child with a disability receiving support while at school. Recent textbooks in the 2000's and above provide more first-person narratives that vary on the background of the individual, as well as if it is a family member or an individual with a disability themselves, rather than in third-person (Ferguson et al., 2013). By providing these scenarios and experiences to preservice teachers, they are more likely to understand where the family is coming from and what can be done to make everyone comfortable in the discussion of disability.

Furthermore, Ferguson et al (2013) discusses the still categorical approach to discussing disability and working with families throughout textbooks used by special education programs. Although family involvement is discussed in each of these disability areas, the discussion points usually shift from one disability category to another. Generally, one of the hardest categories of disability to discuss with families is intellectual disabilities (IND). Preservice teachers must be adaptive to these situations and understand how to effectively communicate what the child needs, but also what their strengths are. Darjan and Lustrea (2018) studied whether preservice teachers who have a family member that has an IND versus those without one would be more positive towards students with an IND. The basis of the study comes from the belief that people are more likely to have a positive attitude toward INDs when they have a loved one who has been diagnosed with one (Darjan & Lustrea, 2018). This is a view that many individuals have because many preservice special education teachers are coming into the field because they have a family member, close friend, or have worked in conjunction with an individual with an IND. The study,

however, found that there was no specific identifier for when an individual will likely have a positive attitude or when they will not (Darjan & Lustrea, 2018).

Working Collaboratively to Provide Support to Families

Once open communication is taking place and the family is comfortable in discussion, there should be a shift from simple discussion to meaningful collaboration. Preservice teachers need to be given the tools to lead these types of collaboration opportunities that foster connections not only between the families and service providers, but throughout their outlying community. Including the community provides the family with further support outside of the school system and can help show the family and student what opportunities are available as the student gets closer to adulthood. Ferguson et al. (2013) state that there needs to be an increase in discourse within texts that focus on family and school linkages that benefit the educator, the family, and the community. How then can preservice special education teachers be instructed to properly facilitate these discussions?

The answer is to provide support to preservice educators through the use of the community and such community resources before they enter into a full-time position. Disabilities will affect not only the individual and their family, but their community and society as a whole (Darjan & Lustrea, 2018). Knowing the ends and outs of how the surrounding community interacts and views the school and students is best learned through community observations and interactions. Special education programs can better support purposeful strategies and application of course content through these community opportunities, which further connect the concepts of community culture and family support (Beneke & Cheatham, 2013). These will in-turn foster meaningful discussions with families about disabilities and opportunities after school, because the educator will know and be comfortable with the culture of the community.

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Using Visual Supports and Schedules to Ease Transitions and Create Independence

By Austyn Johnson

Abstract

Visual supports and schedules provide a way for communication and aids students with information that works to allow them to process an expectation, message or task to be completed. Visual supports and schedules also aim to provide and encourage students to complete task with limited assistance from others. The idea that Visual supports and schedules can work to prepare students to be able to be independent and work to complete task that they may come across in daily life. However, the use of these visual supports and schedules has been shown to greatly improve the independence with students with disabilities. These visual supports can also work to reduce anxiety and improve communication and participation in tasks. It is key to be able identify that as educators' ways that we can support our students with Autism as they transition through their daily life or through their learning growth.

Literature Review

Visual schedules and supports have been shown to widely effect the independence that can sometimes be the struggle for students with disabilities. As educators deal with the issues that come, they want to find ways that can allow us to ease these transitions using visual supports or schedules that can also minimize the anxiety that comes with these transitions. According to Cohen & Demchak, 2018 picture cues in the form of icons and even printed words can increase a student's acquisition and maintenance of their academic and developmental skills. The idea that these simple forms of icons can have a positive effect on the development of the student to promote the first step of independence. Cohen & Demchak, 2018 also stated that they were able to notice how the effectiveness of the icons when they were able to embed them into the instruction being provided showed that they were able to be see an increase in the student's participation not only in the special education classroom but also when they were in the general

education classroom. Being able to see that these embedded visual supports having a positive effect on the student's participation can also show how it can increase a student with disabilities' success in a general education classroom. Ideally there is a specific level that works best for every student that may need the visual schedules whether they are embedded or not embedded into the instruction. Cohen & Demchak, 2018 stated that when we think of these images to use in the visual supports, there should also be a look into the students' specific behaviors that are being exhibited to find ways that we are engaging their comprehension level. These comprehension levels can have a varying effect on if they are able to understand these visual supports or not. Cohen & Demchak, 2018 has identified that there is research on how there is evidence that visual supports can be useful to those students in the inclusive classrooms. Cohen & Demchak, 2018 has also said that the use of visual supports has been shown to be seen as a successful intervention for students with moderate to severe disabilities in an inclusive setting.

Allowing students, the opportunity to be able to access education in both mainstream and special education classes allows them to reach goals and milestones in their educational journey. How can educational placements be determined; they are determined by the needs of the individual child with disabilities? The placements also come with what additional supports may be needed to allow the student to grow. Curtin & Long, 2021 has identified that the educational system is continuing to demand high outcomes for all students not just those students with disabilities. It can be frequently identified that there have been evidence-based practices that are being implemented daily in the classroom. Curtin & Long, 2021 has identified that there are a wide variety of visual supports that can assist students with disabilities. Curtin & Long, 2021 identified that one of these visual supports that can assist students with disabilities is visual schedules. How can visual schedules assist students with disabilities? Curtin & Long, 2021 described visual schedules as a way to enhance the autonomy of students with disabilities by identifying predictable schedules and creating a structured routine. Visual schedules have been researched to show that they can be used to support transitions between activities whether they are preferred or not. Students with disabilities tend to struggle with transitions inside and outside the classroom on a daily basis. These struggles can range from stress to anxiety. According to Curtin & Long, 2021 visual schedules have been validated as means for reducing the challenging behaviors as well as stress and anxiety. There is research that has also suggested that in order to

achieve the goal of independence we should be pairing visual schedules with systemic instruction.

Visual supports can be referred to as a common group of resources that can be used for various purposes. Baxter & Rutherford, 2020 states that visual supports are objects that are able to be seen or held. They are used to enhance the individual's understandings of a wide variety of physical environments and social environments. Visual supports can also support expressive communication by offering signs, gestures, or even their own actions. (Baxter & Rutherford, 2020) There are a wide variety of visual supports that can be used to support these transitions. These transitions can range from low tech to high tech. They can also be adaptable, portable, and even low cost. (Baxter & Rutherford, 2020) Visual supports can also be effective to increase the understanding as well as reduce anxiety, create active participation and even increase communications as well as independence. The idea of home visual supports is a topic that is still being further researched.

Sarah Dettmer, 2000 stated that students with disabilities that use visual supports have been shown to have increased compliance when it comes to communication a set of expectations. The use of visual schedules has been seen to promote easier transition when event is changed or reschedules. The reschedules have been seen to cause stress and anxiety to students with disabilities. Having a schedule set up for students with disabilities allows from the transitions from one subject to the next to flow smoothly an efficiently. The idea that visual scheduling can also be used a warning for when it is time to switch. There are visual supports that represent clocks that give warnings for when it is time to switch to the next activity or the part of the schedule. Sarah Dettmer, 2000 identifies that these supports can also work to maintain attention, understand spoken language and even be able to organize their environments. They have also been able to see a decrease in behavioral problems due to the idea that they are expected events that are going to be taking place throughout the day.

Why use visual supports? Visual supports are a way that everyone is able to communicate through not just those with disabilities. Visual supports have been seen to keep a child's attention and enable them to focus as well as reduce anxiety. (Gagie & Rao, 2006) There is a wide variety of where visual supports can be implemented. They can be implemented in schools, homes,

communities, as well as work. Gagie & Rao, 2006 also stated that visual supports allow students with disabilities to be able to express their own thoughts. Gagie & Rao, 2006 also identified that when visual supports are used properly it can allow the students to be able to work towards their own form of independence regardless of their impairments. There is an idea that some educators and parents are not aware of visual supports and how it can have a positive effect on the easing transitions for the individual with a disability. Gagie & Rao, 2006 also stated that visual supports can also create structure, routine as well as a sequence as to what will come after what so they are able to go about their day and not have any form of unexpected events. This article also specified how in order to implement these visual supports for students with disabilities we should be allowing those who know the student best to make those decisions on what will work best for them.

Visual supports are ways that allow individuals with disabilities to navigate their days. These visual supports can allow a child to gain the independence as well as a way to have them work towards the independence by modifying and enhancing these as they can be altered as they progress with using visual schedules. Ostrosky & Meadan, 2011 states that there are several different visual representations that can be used when creating visual schedules. Some of these visual representations can be real objects, photographs, line drawings, and words. Real objects are tangible objects that are able to convey a message to the student on what activity they would be completing next. Photographs can range from digital to clip art or even pictures that have found on the internet. Line drawings refer to computer programs that are able to create images that are verified to be effective for visual schedules. Words can be used on visual schedules however you are also able to pair them with images to support the understanding. Ostrosky & Meadan, 2011 has also identified that there is a wide variety of visual supports. These visual supports can be visual schedules, visual structures to the environment, visual scripts, rule reminder cards, and visual task analysis. Visual schedules can assist students with disabilities to be prepared for or anticipate the order of events and/or activities that can create independence. Visual Structures to the environment can work towards allowing students with disabilities to be independent on the idea that these visual supports have been implemented into their environments. Visual scripts are written scenarios or skits that can allow students with disabilities to use to communicate and initiate in conversation as well as understand how to

respond. Rule reminder cards are a visual support that can be used to represent expectations for a student's behaviors in a wide variety of settings. Visual task analysis is a step-by-step breakdown that can create a child's independence in completing different task.

As we can see based off these 6 literature reviews visual supports can work to ease transitions as well as create independence among students and individuals with disabilities. As educators it is important that we are setting up students for success when it comes to being able to transitions as well as create a solution for anxiety and stress when switching from one activity to the next. The idea that visual support can be an effective and evidence based practice that can be implemented into the classrooms to be used to facilitate ease of transitions as well as allow students with disabilities to create their own independence.

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Family Interventions for Aggressive Behaviors in Children with Disabilities

By Lauren Gonzalez

Introduction

Some individuals with disabilities, more commonly those that are moderate to severe in nature, engage in behaviors that are so challenging that they carry the potential to cause significant harm to themselves or to others. These behaviors include self-injury, aggression, property destruction, pica, etc. In fact, up to 14% of preschoolers engage in moderate to severe problem behaviors and more than half of those children continue to have significant problem behaviors five years later. This is especially the case for children with autism who have impaired social and communication skills, which put them at a greater risk for developing problem behaviors that lead to even greater familial stress. In addition, the incidence of severe self-injury among children with a severe intellectual disability is at 5% with persistence at 60% (Singh et al., 2006). A very common risk factor for self-injurious behaviors includes medical problems such as unidentified pain. Impulsivity, stereotyped behavior, sleep disorders, and anxiety are also leading causes of why children with disabilities may engage in severe self-injury (Oliver et al., 2017). Furthermore, aggressive behavior is one of the leading causes of residential placement, interferes with learning, and results in reduced opportunities for independent functioning and interpersonal relationships in adulthood (Farmer & Aman, 2011). Challenging behaviors like these also lead to lesser acceptance from peers, which makes it more likely that the child exhibiting those behaviors will drop out of school, engage in criminal activities, and suffer from mental health problems (Pietrucha, 1998).

However, effective interventions can produce changes in the severity and frequency of these behaviors while also teaching prosocial skills. Many of these interventions involve positive behavior support approaches that involve the individual's family. Despite its success, there is still little research, development, and literature that focuses on the interrelatedness of family

members and the child as a member of their family as part of effective intervention programs to achieve meaningful outcomes for individuals with challenging behaviors. Without this kind of family-centered approach, the caregiver's quality of life will most likely be comprised due to the stress of caring for a relative with a disability, such as the exclusion from public or community life that is often experienced. In other words, these interventions pay attention to the issues that all of the family members are involved in rather than just the child presenting the challenging behaviors (Keen & Knox, 2004.)

Interventions

Probably the most popular solution for challenging behaviors is applied behavior analysis (ABA) approaches that focus on reducing challenging behaviors through the use of assessment and intervention strategies in both controlled and naturalistic settings. Natural settings include the home where family members can take part in selecting, designing, and delivering intervention strategies. This resembles the shift away from specific problem behaviors and more toward lifestyle changes in the family. Some of the positive behavior supports used in ABA combine teaching new skills, making environmental changes, and modifying the consequences for positive and negative behaviors. Additionally, positive behavior supports emphasize structured home routines, enhancing communication, expanding relationships, making choices, and coping with stress. This way, families are not only seen as the "clients" but as key decision-makers as they play an active role in their support planning and implementation.

De Wein (2009) also supports the use of ABA in naturalistic settings to support most behavior problems. This also includes school settings and community schools where their prosocial skills are to be generalized. His article also provides several strategies that are recommended for both teachers and parents, including verbal, gestural, and physical prompts, alternative and augmentative communication devices, differential reinforcement, praising, redirecting, and peer-mediated intervention. (De Wein, 2009).

Parent-child relationships are an important factor in developing adaptive behaviors and reducing problem behaviors. Mindfulness, which is described as having a calm mind that is focused on the present moment in a nonjudgmental way, is another approach to dealing with these challenging

circumstances. It is a practice that stresses the need for unconditional acceptance of each person, including oneself. Parents who use mindfulness still identify the problem behavior as it is, but they offer unconditional acceptance for their child that encourages positive changes in their behavior. This way, parents are not necessarily imposing their will upon their child, but instead building a harmony that supports both individuals and helps them to build positive relationships. In other words, mindfulness transforms the individual's view of self and others as the basis for behavior change (Singh, 2006).

Perspective and Recommendations

Almost all of the articles discussed in this literature review promote applied behavior analysis and active family involvement in decision-making and implementation of their children's intervention as effective remedies for producing positive outcomes for children and families who are impacted by challenging behavior as a result of the child's disability. Indeed, there are many strategies that are practiced within ABA that are effective in promoting prosocial skills and preventing future acts that cause harm to the child and to others. However, other approaches such as mindfulness should not be discredited. After all, even the most well-renowned evidence-based strategies may not work for a specific type of child. Parents and professionals should continue to explore what does and does not work for the children they take care of. Furthermore, as Keen and Knox (2004) suggest family structure, function, culture, socioeconomic status, and ideology various from one situation to the next. Even those same families may change over time as they are complex and dynamic entities that adapt according to the demands placed on them. Therefore, all of these factors must be taken into account when professionals are supporting families in the intervention process as there is no one-size-fits-all approach when working collaboratively to overcome challenging behaviors and other stressors that families may face when raising children with disabilities.

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Book Review: Hacking Leadership: 10 Ways Great Leaders Inspire Learning That Teachers, Students, and Parents Love

By Yariana Bushman

The key to being a successful leader is to "be like water," so say school district superintendent Joe Sanfelippo and school principal Tony Sinasis in their book *Hacking Leadership: 10 Ways Great Leaders Inspire Learning That Teachers, Students, and Parents Love*. Sanfelippo & Sinasis are self-proclaimed education hackers that strive to solve problems with right-now solutions. Their message is simple, a school leader's objective must be to remove barriers and transform perceived problems into opportunities and possibilities for all stakeholders (Sanfelippo & Sinasis, 2016, p.13). Sanfelippo & Sinasis want readers to change how they see an administrator's daily role from being a manager or boss to someone who models transformative practices so that innovating becomes a standard and working with common principles becomes a collective goal for the community members (2016, p.13). The ideal leaders can, like water, find the tiniest opening to "create a channel for staff members, students, and families to pass through on their way to greatness" (Sanfelippo & Sinasis, 2016, p.149).

A series of chapters called Hacks organize the book; "Hack 1: Be Present and Engaged, Hack 2: Create C.U.L.T.U.R.E., Hack 3: Build Relationships, Hack 4: Flatten Walls in Your School, Hack 5: Center School Around the Children, Hack 7: Hire Superstars, Hack 8: Passion Projects for Adults, Hack 9: Collaborate and Learn, and Hack 10: Change the Mindset." Each of these chapters addresses a problem educators are currently facing, a hack or innovative solution to the

problem, ideas on small actions to take immediately, a blueprint for full implementation, how to overcome possible objections, and an example of the hack in action.

The theories and practices proposed in this book were not only innovative but also very practical. The authors note:

Successful school cultures facilitate communication between teams, between leadership and staff, between school and community. Because a school's culture extends to all of its stakeholders, effective interactions are the single most important non-negotiable in creating flourishing schools. (Sanfelippo & Sinasis, 2016, p. 15).

Whether it's the suggestion of using Google Docs to foster collaborative learning within school teams (p. 123), using video chats to collect valuable input from stakeholders (p. 137), or how to use Twitter and Snapchat to give students a voice in the school's vision (p. 37), Sanfelippo & Sinasis (2016) did a great job at providing the readers up to date tech-savvy ways to model transformative practices that facilitate communication between teams. Sanfelippo & Sinasis's (2016) biggest strength is to give valuable insight into how the reader can implement small changes that make a positive impact on any leader's methods.

There were many similar themes to Fullan's (2007) Leadership Framework (p.4). Common themes included building relationships, communication, collaborative learning, and establishing a school vision, similar to Fullan's moral purpose (2007). However, Sanfelippo & Sinasis (2016) emphasized the importance of taking a student-centered approach for every hack mentioned. Even when addressing hiring practices, the authors underline including students in the interview process. One example given is having students offer guided tours to standout candidates to gather "firsthand knowledge from the students in how the candidate interacts with them throughout the tour" (Sanfelippo & Sinasis, 2016, p.99). Not only does this suggestion involve students in the hiring process, but it further exemplifies how Sanfelippo & Sinasis want to change the way administrators are viewed, from a disciplinarian or boss to someone who models transformative practices (2016, p.13). Sanfelippo & Sinasis's only downfall might be where Fullan's (2007) *Leading in A Culture of Change* is superior, connecting how one theme affects

the other. Because of the book structure, Sanfelippo & Sinasis (2016) lack the flow of connecting ideas and themes between hacks.

In general, *Hacking Leadership: 10 Ways Great Leaders Inspire Learning That Teachers, Students, and Parents Love* is an overall phenomenal leadership book that shares how to find even the most minor opportunities to create new paths to success. The book lists multiple ready-to-use strategies to help make a transformative leader who creates a spectacular culture for learning that teachers, students, and parents love.

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Book Review: Lead Like A Pirate

Roxana Fleneury

“And now you can create a culture where the best parts of education are the norm for your entire crew and the students you serve.” (xii) The book’s design is presented in an incredibly motivating and inspirational manner of improving schools. Instead of using the typical monotone found in self-help books, *Lead Like a Pirate*, has enthusiasm that can be experienced with its writing and illustrations. The purpose of this book is to improve school culture through an administrator’ leadership. For administrators to create a positive school culture, Burgess and Houf set a group of expectations as a framework for administrators to follow. Improving school culture compliments other leadership books such as Fullan’s (2020) *Leading in a Culture of Change* because both believe that changing the school culture can lead to student and staff success. The thesis of this book focuses on motivational leadership to achieve a dynamically positive school culture for both staff and students.

Burgess, Shelley and Houf, Beth *Lead like a Pirate*. San Diego, CA: Dave Burgess Consulting, Inc., 2017. 209pp. \$24.95.

Lead Like A Pirate

Gearing up principals and administrators to lead with specific character traits is the map laid out in the first section of the book. The parts of leadership are separated into six different elements. The first focuses on passion and identifying it within the school, including those in leadership. Finding how to fully immerse into the school to become present and impactful is the second trait. Establishing trust as a third element can lead to good rapport for leaders within schools. As a fourth trait, the book focuses on asking questions and analyzing responses to fully listen to their

staff and provide a sense of understanding. The last two, transformation and enthusiasm, correlate with each other because they pull the other traits together. At this point leaders can bring their positivity and “...explore ways that leaders transform the mundane into the spectacular” (xx). There are several strong points in this section of the book. Leaders in many capacities can feel alone and having these elements to guide and bring back the excitement of being in education are extremely beneficial. Using the visual of a pirate and using the six elements presented makes it relatable for many despite their position at the school. These points also complement the work of Fullan’s (2020), *Leading in a Culture of Change*. For example, in Fullan’s book, it addresses the challenges of implementing change within a school culture. Both books tackle the issue of change and offer approaches for educational leaders to implement to shape their school culture.

X Marks the Spot

Guiding principles can help achieve one big hurdle in leadership, the hurdle of creating unity. Throughout this section, strategies and ideas are presented to bring the staff and administration together. Ideals such as pushing blame aside and opting instead to nurture each other. Another key strategy presented is creating teams throughout the school and encouraging autonomy within the team. Along with creating teams, choosing the right individuals to be part of the team is an important step as well. Once these changes have been implemented, data can be used to introduce to the teams’ focus points. Fullan also places emphasis on relationships by stating, “If you asked someone in a successful enterprise what caused the success, the answer almost always it’s the people” (2020). Building the capacity of leadership within the school itself can provide the unity educational leaders are constantly seeking.

Coach Like A Pirate

Coaching requires feedback to enable growth within the school staff. As educational leaders, establishing conversations that are supportive, positive, and clear can help feedback flow

efficiently. Bringing these elements together from the previous sections of the book can help with collaboration and achievement of school goals. Key strategies introduced included appreciation, collaborative conversations, offering support, and reflection to guide feedback for administrators and coaches. Despite the strong points presented in this section, *Coach Like a Pirate*, lacks the depth the other sections of the book had. The authors could benefit from presenting step by step solutions for relationship building. The authors could have also used tables or frameworks to emphasize the importance of coaching and leadership. Fullan (2020) states the same importance in chapter 6 of *Leading in a Culture of Change*. The diagram used to explain leadership correlates with most of the principles presented in this section. For example, *Cultivating Collaborative Cultures* contains many of the same principal ideas such as collaborative work and learning leadership which are similarly presented in this section of the book (143).

Overall Burgess' and Houf's *Lead Like A Pirate* brings a relatable approach to building educational leadership and change to a school's culture. The book has many strong points expressed within each section. Each section has a challenges portion that helps the reader engage in immediate action. The book also provides an outlet via social media to instantly connect with others using the hashtag provided in the book. Helping network with others is another strong point in this book that can lead to building other relationships for leaders. Despite the several strong points expressed, one weakness was evident in this book. While the book is extremely relatable and filled with enthusiasm and passion, logistically it lacks the practical approach. For example, for a principal struggling in connecting with their inner passion, may require a more practical approach. Should someone be struggling connecting to the fire in them to teach, they might find this book hard to relate to. Fullan's *Leading in a Culture of Change* tackles this very appropriately by providing straight forward visuals in each aspect covered. Overall, *Lead Like a Pirate* meets the goal of focusing on motivational leadership to achieve a dynamically positive school culture for both staff and students.

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Book Review: Leadership

By Altrese T. Mays

Tracy, Brian. *Leadership*. New York: AMACOM, 2014. 106 pp. \$9.95.

“One of the major reasons people go to work for any organization is because of the leadership” (p. 2). In Brian Tracy’s selected book from his “Brian Tracy Success Library”, he uses this piece to further help leaders take the lead within their working environment. The purpose of this book “is to enable you to become a leader-and if you already are the leader, enable you to become a more effective leader” (p. 8). Brian expands this notion by focusing his thesis on expressing ways to be a leader within their field and believes “If you practice the ideas and techniques that this book has talked about and you repeat theme over and over again, then you will create a clear mental picture of yourself as a leader and you will inevitably become the leader that you dream of being” (p. 100). Simply put, Brian states different ways, ideas, and avenues to become and maintain the leadership role through characteristics such as courage and loyalty, abilities, principles, planning, laws such as the Law of Cause and Effect, and setting a clear mission to thrive to encourage others.

qualitative change that leads to quantitative results. Throughout this book, Tracy elaborates on leadership traits through comparison, key points, and strategic steps. Regarding comparison, he references leaders such as George Washington and Alexander the Great as examples where leaders had to use their abilities for victory. Tracy also adds differentiates and classifies leaders, transactional and transformational, to determine what each leader is capable of doing and how their attributes are valuable to the company. The author adds key points such as ways to make people feel essential, achieving goals, being fearless, emotional needs just to name a few, to further prove what it takes to be an effective leader. Furthermore, the author sheds light on

strategic steps for planning, delegating, communication, and how to solve problems through unexpected crises.

When compared to other authors, such as Fullan, they have very distinctive methods on how to create and encourage leaders to excel. Fullan mentions “moral purpose is about both means to end” (p. 19) and provides reasoning as a guide that will promote leadership, while Tracy conveys his message by providing sequential orders and tips to achieve this point. Another contrast features Fullan using graphs and charts, whereas Tracy does not. *Leadership* is a very smooth and crisp read in contrast to Fullan’s *Leading in a Culture of Change* which features statistics, visuals, and excerpts to guide the reader. I would highly recommend *Leadership* as a guide for beginning to advanced readers and *Leading in a Culture of Change* to intermediate and advanced readers to ensure they can fully grasp the point Fullan makes throughout the text.

Like any book, the reader may not always agree with everything the author says. In this case, I agreed with everything except when Tracy mentioned the “Art of Delegation” (p. 30). I agree with all seven out of eight ways except for step number two which mentions the employee should or must “match the requirements of the job to the abilities of the person” (p. 31). The reason being I disagree is simply because it sounds great and ideally any businessperson would select and match an employee with the allotted position because their abilities match. However, in most cases, this does not always happen. Sometimes, people are promoted or given jobs by happenstance, association, or other personal reason(s). In this matter, what should an employee do when moments like this occurs? However, I highly agreed that obtaining a mentor is a great support system to have while maintaining the leadership role. They are used as guides to give advice, share ideas along with suggestions, and to assist the leader with challenges they are faced with daily. Mentors are also someone who can see things ahead of others and provide tips on preventing simple mistakes by giving words of wisdom.

Leadership is a remarkable book to read to either brush up introduce yourself to leadership positions. Even if the reader is not interested in leadership duties, I would continually recommend this book due to the information and the plethora of tips presented. This is one of Tracy’s many books, one of which he also wrote called and I enjoyed titled “NO EXCUSES!” which also is a popular book embedded with reasons to thrive and become successful through the

power of self-discipline in personal endeavors, business, and happiness. “The key to replacing an *external* locus of control with an *internal* locus of control is for you to decide today to take complete charge of your life” (p. 215).

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* **Special Education Teacher**- Albemarle County Public Schools is committed to providing all students the opportunity to learn from talented, diverse teachers who represent the many cultures

and experiences of our community. We seek to hire educators who demonstrate the ability to work with culturally diverse students, and who see themselves as lifelong learners – always willing to learn new things to best meet the ever-changing needs of our students. To learn more- [Click here](#)

*** [2021-2022] Special Education Teacher (Learning Specialist)** - Reporting to the Academic Dean, the Special Education Teacher will be responsible for providing tailored support to students with special education needs, through integrated co-teaching, in small group settings, or a combination of both. This is an exciting opportunity for a seasoned educator who is passionate about ensuring all students succeed and thrive in school. To learn more- [Click here](#)

*** ELA Special Education Teacher(Learning Specialist)** - Reporting to the Academic Dean, the ELA Special Education Teacher will be responsible for providing tailored support to students with special education needs, through integrated co-teaching, in small group settings, or a combination of both. This is an exciting opportunity for a seasoned educator who is passionate about ensuring all students succeed and thrive in school. To learn more - [Click here](#)

*** Middle School Special Education Teacher** - Reporting to the Academic Dean, the Middle School Special Education Teacher will be responsible for providing tailored support to students with special education needs, through integrated co-teaching, in small group settings, or a combination of both. This is an exciting opportunity for a seasoned educator who is passionate about ensuring all students succeed and thrive in school. To learn more - [Click here](#)

*** [2021-2022] Math Special Education Teacher** - Reporting to the Academic Dean, the Math Special Education Teacher will be responsible for providing tailored support to students with special education needs, through integrated co-teaching, in small group settings, or a combination of both. This is an exciting opportunity for a seasoned educator who is passionate about ensuring all students succeed and thrive in school. To learn more - [Click here](#)

*** [2021-2022] High School Math Learning Specialist** - Reporting to the Academic Dean, the High School Math Learning Specialist will be responsible for providing tailored support to students with special education needs, through integrated co-teaching, in small group settings, or a combination of both. This is an exciting opportunity for a seasoned educator who is passionate about ensuring all students succeed and thrive in school. To learn more - [Click here](#)

* **[2021-2022] Elementary ICT Teacher** - Reporting to the Academic Dean, the Elementary ICT Teacher will be responsible for providing tailored support to students with special education needs, primarily through integrated co-teaching. This is an exciting opportunity for a seasoned educator who is passionate about ensuring all students succeed and thrive in school. To learn more - [Click here](#)

* **Special Education - Elementary & High School** - Provide direct and indirect instructional and related services to students age 5-12 with a range of disabilities including but not limited to physical, cognitive, communication, social or emotional, adaptive, and learning disabilities. You coordinate the Individualized Education Plan (IEP) process. To learn more - [Click here](#)

* **Learning Specialist** - Reporting to the Regional Director of Online Programs, the Learning Specialist is responsible for providing personalized academic support services to online Dual Enrollment students and other individuals in the Bay Area, CA who need these supports and resources. To learn more - [Click here](#)

* **Education Specialist (Special Education Teacher)** - We are looking for talented and committed educators to serve as Special Education Teachers & Case Managers, working primarily with students with Individualized Education Plans in inclusive settings, resource programs, & highly specialized Special Education programs. We are a thriving nonprofit network of 16 free, public charter schools open to all students. To learn more - [Click here](#)

* **[2021-2022] Elementary Reading Interventionist** - This position will serve as a school resource for staff and parents with regards to special education services and regulations. The Intervention Specialist will work closely with the Student Support Team (SST) to assist in observing, documenting, and referring students with suspected special education impairments. The candidate should be able to monitor students; continuous progress through data collection and observation and provide information/support and training to teachers and parents around their child's needs. To learn more - [Click here](#)

* **[2021-2022] ENL Teacher** - Reporting to the Academic Dean, the ENL Teacher will be responsible for designing and leading ELL instruction, and collaborating with school staff to provide English language support. This is an exciting opportunity for a dynamic educator who is passionate about improving student outcomes for all students, and eager to apply their vision for

rigorous, whole-child education in a growing, collaborative school community. To learn more - [Click here](#)

*** Special Education Teacher (All Specializations)** - We are looking for highly motivated and skilled Special Education Teachers to join our team at District of Columbia Public Schools (DCPS). We are primarily hiring for several Inclusion/Resource classrooms as well as Communication and Education Supports (Autism) classrooms. We seek individuals who are passionate about transforming the DC school system and making a significant difference in the lives of our students with special educational needs. To learn more - [Click here](#)

*** [2021-2022] ELA Special Education Teacher** - Reporting to the Academic Dean, the ELA Special Education Teacher will be responsible for providing tailored support to students with special education needs, through integrated co-teaching, in small group settings, or a combination of both. This is an exciting opportunity for a seasoned educator who is passionate about ensuring all students succeed and thrive in school. To learn more - [Click here](#)

*** SPECIAL EDUCATION TEACHER** - (Early Childhood, Elementary, and Secondary) - (Early Childhood, Elementary, and Secondary) To create a safe atmosphere conducive for learning and implements instruction in ways that allows all students to learn. Plans and provides for appropriate learning experiences for students. To learn more - [Click here](#)

*** Director, Special Services** - Serves under the immediate direction of the Senior Executive Director, Student Services and must possess specialized in-depth knowledge and experience in leadership in the program and fiscal administration of special education programs with primary responsibilities that encompass compliance and program quality assurance, fiscal management, personnel matters, and more. To learn more - [Click here](#)

*** Exceptional Children's Teachers** - Winston Salem/Forsyth County Schools are looking for a variety of experienced and certified EC Teachers at the elementary, middle and high school levels. We offer a variety of benefits including: health, dental, and life insurance. In addition, employees are enrolled in the state retirement plan, accrue paid time off, etc. To learn more - [Click here](#)

*** High School Learning Specialist 20-21 and 21-22** - Opportunity Charter School (OCS) teachers are trained in cutting-edge, research-based methodology of evaluating students' academic strengths and challenges. To maximize each child's personal development, an

individualized education plan is created that is tailored to his or her unique needs. Students receive differentiated instruction in every curricular area with the goal of expanding their higher cognitive thinking. To learn more - [Click here](#)

* **Special Needs Tutors** - is seeking dynamic, state credentialed special needs teachers to tutor on our virtual platform teaching learners all over the world. This is a perfect second job to earn extra money from the safety of your own home. There is no minimum hourly requirement; all you need is a computer, reliable internet, a quiet space and willingness to teach. To learn more - [Click here](#)

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