

NASET Special Educator e-Journal



APRIL 2007

Table of Contents

[Message from the Executive Directors](#)

[NASET Award Nominations Now Being Accepted](#)

[These Just In....National Institute of Health: Latest Research on Special Education Issues](#)

[Update from the National Dissemination Center for Children with Disabilities](#)

[Legal Issues Corner](#)

[U.S. Department of Education Update](#)

[Calls to Participate](#)

[Special Education Resources](#)

[Update from the National Collaborative on Workforce and Disability for Youth \(NCWD/Youth\)](#)

[Upcoming Conferences, Workshops, and Events](#)

[Funding Forecast and Award Opportunities](#)

[Latest Career Center Classifieds](#)

[Acknowledgements](#)

Message from the Executive Directors

Dr. Roger Pierangelo & Dr. George Giuliani

Welcome to the April, 2007 edition of the **NASET** Special Educator e-Journal. To those of you who are new members (and there sure are a lot of you this month), this is **NASET**'s publication that keeps its members up to date with all of the latest news in special education that we feel is important for special education teachers, professors, and those seeking a career as a special education teacher.

As we mentioned in our last e-journal (March, 2007), every year, **NASET** does an informal and brief survey of our members. We put in that e-journal a survey for you to complete. We thank those of you who took the time to write us and give us your feedback. The responses were tremendously helpful and will allow us the opportunity to further your professional development in many ways.

We'd like to show you some of the most common statements by our members:

1.) What, if anything, do you find positive about being a member of NASET? Please Explain

"There are a lot of good resources."

"It keeps me informed about what's happening in my field. I also like that it reports what the research is showing."

"Being able to read up to date research."

"The newsletter is excellent."

Joined to stay in touch, and it has been very helpful. Personal note downloading and saving to floppy without any paper was dream come true.

The articles have proved helpful in both my roles as an RTI teacher and as a professor.

NASET has been very instrumental in providing current and constructive information that relate to Special Education. Articles on instructional strategies / classroom management and or parent conferences were very carefully written.

"I am finding that becoming a member of **NASET** has allowed me an opportunity to receive information about our profession. I didn't think there was a professional organization for Special Education teachers until I searched the Internet and found this one."

"**NASET** keeps me up-to-date with current trends about parent meetings, educational procedures, and current legal issues."

"I am provided with up-to-date information about federal changes in Special Education laws, funding, etc. The Classroom Management Series, The Practical Teacher, Parent Teacher Conference Handouts, News Alerts, and Special Educator e-Journal have helped me to be a better teacher and a better communicator with parents, staff and administration."

"I really like the News@naset.org . Releases are timely and important. Greatly helps in staying current in a easy, accessible way."

2.) As a member of NASET, do you feel you are getting everything you need or is there something we can offer that we currently do not offer? Please Explain

"I would prefer a print copy of the journals. I would be more likely to read them if I had a print copy that I could keep with me. "

"I am a new member; however, so far I feel I am getting what I need."

"Possibly more information about academic content and students with disabilities."

"More information about events happening in the Special Education community.
I am very satisfied with the quality of information that is being consistently provided by NASET."

"I feel that as a member NASET is giving me all of the information I need for my present job. I would like to obtain information on working with students with dyslexia"

"Yes, I am getting everything I need. You supply me with more than enough information for which I am very glad I joined. I am often supplying other teachers with recommendations about classroom problems and am recommending NASET to them. Each of my teachers that I have shown NASET wanted to join."

"Shared information about ways to help parents feel better equipped when their moderately handicapped children are aging out of public school education and some choices they might have."

"I would like to see teacher interventions and tips that focus on the preschool population. "

3.) If your membership as a NASET member expired today, would you renew your membership? Why or Why Not? Please Explain

"It provides a lot of information in one place and I don't have to do a lot of research."

"Already did!"

"Yes - great source of information. "

"Yes, I will renew my membership. The quality of information that is being provided by NASET is second to none."

"I would renew my membership without hesitation because this organization has helped me as I continue to educate Special Education students."

"Yes, I would renew. I do not have any other single source for the information you provide. Most of your information is addressing current problems and keeps me updated with the latest information."

"Yes, it has helped me to be a better informed Special Educator."

"Yes, I like the e-journal. In general I think this site is a great resources."

4.) Final Comments on NASET (Please write any final thoughts or comments that you feel would be helpful to us)

"Keep up the good work"

"I'm a fairly new member but am very pleased with my benefits thus far.
Thank you!!!"

"NASET is a valuable professional resource that continues to provides me with the information I can put to use."

These are just some of the many comments we received. We will analyze them all and then use the information to keep NASET as strong as ever. We thank you for your continued support and wish you a wonderful spring season. And for those of you now on spring break, enjoy!—You deserve it.

Sincerely,

Dr. Roger Pierangelo
Executive Director
Dr. George Giuliani
Executive Director

[To Top](#)



NASET Award Nominations Now Being Accepted

Each year, **NASET** presents awards in a variety of categories for outstanding professional accomplishments. **NASET** takes great pride in the accomplishments and service of its members, and therefore bestows on to them awards and recognition for their work in the field of special education.

This year, we have created a very simple awards form to be completed online. If you have someone you feel is worthy of any of the **NASET** awards below, take the time to nominate him or her.

Visit <http://www.naset.org/788.0.html> for more information

Outstanding Special Education Teacher Award

This award is bestowed on special education teachers who have demonstrated outstanding achievement as a teacher in the field of special education. It recognizes and rewards the special skills and excellence of special education teachers throughout the United States.

Outstanding Graduate Student Performance Awards

For the 2006-2007 academic year, the National Association of Special Education Teachers (**NASET**) is awarding The **NASET** Outstanding Graduate Student Performance Award to graduate students who are entering the field of teaching with degrees in special education.

Only nominations from Graduate Schools of Education are permitted to submit nominations for winners of this award. If your institution has students who are worthy of this award, **NASET** would like to send you the respective award certificates to bestow upon them either prior to or at graduation.

You may give **NASET** up to three names of students whom you feel should receive The **NASET** Outstanding Graduate Student Performance Award. You can simply discuss it amongst your faculty and let us know the names of the students you have chosen.

Certificate of Merit for Excellence in Special Education

The **NASET** Certificate of Merit for Excellence in Special Education is an award given annually to schools that **NASET** members believe have exhibited excellence in the education of exceptional students.

The **NASET** Certificate of Merit for Excellence in Special Education is bestowed upon schools that have shown great dedication and commitment to the education of children with special needs.

Distinguished Service Award in Special Education

The **NASET** Distinguished Service Award in Special Education is given to an individual(s) that has made a commitment to educate and/or advocate for children with disabilities and their families on a national or international level.

The **NASET** Distinguished Service Award in Special Education is NASET's most prestigious award and is bestowed annually. The winner of this award exemplifies a genuine concern for the education and well being of children with special needs.

NASET Exemplary Service Award

The **NASET** Exemplary Service Award is presented to a member, or members of **NASET**, who have distinguished themselves in the field of special education, as well as having attained long-term service to the field of teaching exceptional children.

NASET's Excellence in Special Education Award

NASET's Excellence in Special Education Award is open to organizations who have made a commitment to educate, and or advocate for children with disabilities and their families. The **NASET's** Excellence in Special Education Award is one of **NASET's** most distinguished awards which will be bestowed no more than once a year and not necessarily every year.

Previous winners of this award include the National Dissemination Center for Children with Disabilities (www.nichcy.org) and Learning Disabilities Online (LDonline.org)

[To top](#)

NASET SPONSOR



For More Information click on the image above or [Click Here](#)



These Just In...

National Institute of Health: *Latest Research on Special Education Issues*

Global Use of ADHD Medications Rises Dramatically

Global use of medications that treat attention deficit/hyperactivity disorder (ADHD) nearly tripled from 1993 to 2003, and spending on the drugs rose nine-fold, according to a study co-funded by NIMH and published in the March/April 2007 issue of Health Affairs.

Using the IMS Health MIDAS, an international pharmaceutical database, Richard Scheffler, PhD of the University of California at Berkeley, and colleagues examined data from nearly 70 countries, mostly from North America, Europe and Northeast Asia. They found that among 5- to 19-year-olds, use of stimulants and non-stimulants prescribed to treat ADHD increased by 274 percent. The United States prescribes the most ADHD medications, but its share of the worldwide market declined from 87 percent in 1993 to 83 percent in 2003. ADHD medications include amphetamine (Adderall) methylphenidate (Concerta, Ritalin) and atomoxetine (Strattera).

Global expenditures on ADHD medications also increased—from less than \$300 million in 1993 to \$2.4 billion in 2003, adjusted for inflation. Expenditures rose fastest from 2000 to 2003 (41 percent per year) compared to an average of 18 percent per year between 1993 and 2003. The increase in spending corresponds to the advent of newer, long-acting formulations that are easier to administer but are more expensive than the short-acting medications that are administered two or three times per day. Use of short-acting formulations leveled off in 1999 and has continued to decline.

The study confirms that the United States remains the leading consumer of ADHD medications by wide margins. But other high-income countries, particularly Canada and Australia, showed higher-than-expected increases in ADHD medication use, and countries with modest use showed increases as well. In addition, more countries have begun to use the medications—from 31 in 1993 to 55 in 2003.

"Given ADHD's prevalence and the increasing use of these medications, the disorder is poised to become the world's leading childhood disorder treated with medication," said Dr. Scheffler. "With this in mind, we should clearly identify the benefits and risks of these pharmacologic treatments, and promote careful prescribing and monitoring practices."

Scheffler RM, Hinshaw SP, Modrek S, Levine P. The Global Market for ADHD Medication. Health Affairs. March/April 2007. 26(2).

Tiny, Spontaneous Gene Mutations May Boost Autism Risk

Tiny gene mutations, each individually rare, pose more risk for autism than had been previously thought, suggests a study funded in part by the National Institute of Mental Health, a component of the National Institutes of Health.

These spontaneous deletions and duplications of genetic material were found to be ten times more prevalent in sporadic cases of autism spectrum disorders <http://www.nimh.nih.gov/healthinformation/autismmenu> than in healthy control subjects -- but only twice as prevalent in autism cases from families with more than one affected member. The results implicate the anomalies as primary, rather than just contributory, causes of the disorder in most cases when they are present, according to the researchers. Although they might share similar symptoms, different cases of autism could thus be traceable to any of 100 or more genes, alone or in combination.

Drs. Jonathan Sebat, Michael Wigler, Cold Spring Harbor Laboratory (CSHL), and 30 colleagues from several institutions, report on their discovery online, March 16, 2007 in "Science Express".

"These structural variations are emerging as a different kind of genetic risk for autism than the more common sequence changes in letters of the genetic code that we've been looking for," explained NIMH director Thomas Insel, M.D. "The best evidence yet that such deletions and duplications are linked to the disorder, these findings certainly complicate the search for genes contributing to autism. These are rare changes, dispersed across the genome, and they tell us that autism may be the final common path for many different genetic abnormalities."

"Our results show conclusively that these tiny glitches are frequent in autism, occurring in at least ten percent of cases, and primarily in the sporadic form of the disease, which accounts for 90 percent of affected individuals," added Sebat. "Understanding such sporadic autism will require different genetic approaches and stepped-up recruitment of families in which only one individual has the disease."

Sebat and colleagues used new high resolution array technology to detect mutations that were present in a child but not in either parent. They screened genetic material from 264 families drawn, in part, from the Autism Genetic Resource Exchange (AGRE) and the NIMH Center for Collaborative Genetic Studies of Mental Disorders.

They found the spontaneous mutations in 14 of 195 people with autism spectrum disorders compared to two of 196 unaffected individuals. Among the 14 autism patients with mutations, 12 were the only affected members of their family, while two were in families with other affected individuals.

Since the rate of mutations was much lower in families with more than one affected member, the researchers propose that "two different genetic mechanisms contribute to risk: spontaneous mutation and inheritance, with the latter being more frequent in families that have multiple affected children."

The two mutations detected in 196 healthy controls were duplications, while 12 of those in people with autism were deletions of genetic material. Relatively more females had the mutations, suggesting that the anomalies may contribute to disease more equally across the sexes than other causes of autism. Boys with autism outnumber girls 4 to 1.

Since each mutation is individually rare - few were seen more than once - the results suggest that many different sites in the genome likely contribute to autism.

"Failure to develop social skills and repetitive and obsessive behavior may in fact be the consequence of a reaction to many different cognitive impairments," note the researchers.

This NIH News Release is available online at: <http://www.nih.gov/news/pr/mar2007/nimh-15.htm>.

Depression Risk Higher in Girls with Low Birth Weight

Girls' risk for developing depression after puberty increased significantly if they had low birth weight, in a study funded in part by NIMH. Yet low birth weight didn't appear to be just one more risk factor for depression. Rather, it seemed to increase the risk effects of other adversities.

Among the 5.7 percent of girls in the study with low birth weight, more than 38 percent developed at least one episode of depression as teens, compared to only 8.4 percent with normal birth weight.

If a teenage girl with low birth weight had just one other risk factor — such as teenage pregnancy or sexual abuse — her odds of developing depression increased to 19.6 percent versus 3.6 percent for normal birth weight girls. If she had two more risk factors, the risk rose to 68.5 percent versus 19.7 percent for normal birth weight girls. But if she had no other risk factors, low birth weight posed no additional risk. Nor did it increase depression risk in teenage boys.

The findings suggest that adaptations in the womb that optimize survival under adverse conditions that can lead to low birth weight may later impair girls' ability to cope with stress. Their lower thresholds for stress-triggered illness may remain latent until they "encounter adversities that strain their capacity," suggest Drs. Elizabeth Jane Costello, Adrian Angold, Duke University, and colleagues, in the March 2007 Archives of General Psychiatry.

The researchers drew on assessments of depression in 1,420 North Carolina boys and girls, ages 9-16, during the 1990s, relying on mothers' recollections of birth weights and other risk factors.

"Low birth weight predicted depression, only in adolescence and only in girls," even after other depression-related adversities — such as living in a dangerous neighborhood, having single or mentally ill parents, or poor health — were factored into the analysis, report the researchers.

Even though boys are more prone to low birth weight, fewer than five percent of low birth weight teenage boys became depressed — about the same rate as other boys. The researchers note that boys appear to be more prone to early developmental insults and have higher rates of early-onset disorders like ADHD and autism, while girls seem more prone to later-onset disorders like depression.

Social phobia, post-traumatic stress disorder and generalized anxiety disorders were three times higher in girls with low birth weight than in boys or girls with normal birth weight. However, evidence suggested that this was likely a reflection of the fact that these disorders co-occurred with depression.

"The findings suggest that pediatricians and parents of girls who were of low birth weight should pay close attention to their mental health as they enter puberty," suggest the researchers.

Study Sheds Light on Medication Treatment Options for Bipolar Disorder

For depressed people with bipolar disorder who are taking a mood stabilizer, adding an antidepressant medication is no more effective than a placebo (sugar pill), according to results published online on March 28, 2007 in the "New England Journal of Medicine". The results are part of the large-scale, multi-site Systematic Treatment Enhancement Program for Bipolar Disorder (STEP-BD), a \$26.8 million clinical trial funded by the National Institutes of Health's National Institute of Mental Health (NIMH).

Bipolar disorder <<http://www.nimh.nih.gov/healthinformation/bipolarmenu.cfm>>, a sometimes debilitating illness marked by severe mood swings between depression and mania, is usually treated with mood stabilizers such as lithium, valproate, carbamazepine or other medications that reduce mania. However, depression is more common than mania in bipolar disorder, and depressive episodes tend to last longer than episodes of mania. Antidepressant medications are often used in addition to a mood stabilizer for treating bipolar depression, but they are thought to confer a serious risk of a switch from a depressive episode to a manic episode.

Finding the right treatment balance for people with bipolar disorder is a constant challenge; STEP-BD aims to identify the best treatment options. "Treating depression in people with bipolar disorder is notoriously difficult," said NIMH Director Thomas R. Insel. "STEP-BD sought to determine if adding an antidepressant to a mood stabilizer is effective and safe in treating depressive episodes. The results suggest that antidepressants are safe but not more effective than placebo as assessed in a large number of people with bipolar disorder."

Lead author Gary Sachs, M.D., of Massachusetts General Hospital and colleagues studied 366 participants at 22 sites across the country. Unlike most clinical studies, participants were recruited from clinical settings and were included in the study even if they were being treated for co-existing disorders such as substance abuse, anxiety or psychotic symptoms. Such open recruitment criteria allows the study's results to have broader applicability than a tightly controlled trial in which people are excluded from participating if they have co-existing disorders.

Before participants were randomized to one of two antidepressants -- bupropion (Wellbutrin) or paroxetine (Paxil) -- or to a placebo, doctors trained in the treatment of bipolar disorder adjusted participants' mood stabilizer doses to optimal levels, ensuring that they were receiving the most appropriate amount.

After about 26 weeks, Sachs and colleagues found that 24 percent of those who had been randomized to the antidepressants stayed well for at least eight consecutive weeks -- the study's stringent standard for recovery; 27 percent of those randomized to a placebo stayed well long enough to meet the eight-week recovery standard, indicating no difference between adding an antidepressant or adding placebo. In addition, about 10 percent of each group experienced emerging symptoms of mania, indicating that the antidepressants did not trigger a manic switch any more than placebo. Finally, when comparing the two antidepressants to each other, both showed similar rates of response and manic switch.

"Results of STEP-BD indicate that careful management of mood stabilizer medications is a reasonable alternative to adding an antidepressant medication for treating bipolar depression," said Dr. Sachs.

Future STEP-BD results will shed light on other treatment options for bipolar disorder, including psychotherapeutic treatments.

This NIH News Release is available online at: <http://www.nih.gov/news/pr/mar2007/nimh-28.htm> .

Adolescent Brains Show Lower Activity in Areas That Control Risky Choices

A new NIMH study could help explain why adolescents are so prone to make risky choices. When contemplating risky decisions, they show less activity in regions of the brain that regulate processes involved in decision-making, compared with adults. The areas are among the last to develop and are involved in control of "thinking" functions, including decision-making, and in processing reward-related input and behavior (the orbitofrontal/ventrolateral prefrontal cortex and dorsal anterior cingulate cortex).

Results of the study were reported in the March 9 issue of *Neuropsychologia* by Monique Ernst, MD, Ph.D., and colleagues from the NIMH Emotional Development and Affective Neuroscience Branch.

The study, which included data on 16 adolescents and 14 adults, involved a game of chance. At each turn, they could choose a high-risk or low-risk option to try to win. The high-risk option offered greater reward than the low-risk option, but the chance of winning was much lower. Scientists measured brain activity while the participants made their choices, using technology called functional magnetic resonance imaging.

The results suggest that when it comes to making choices involving risk, adolescents do not engage the higher-thinking, decision-and-reward areas of the brain as much as adults do.

Brain development continues throughout adolescence, and the reduced activity seen in specific areas in the healthy adolescents in this study appears to be normal. Studies like this one are helping researchers map normal maturation in the brain, data that can then be used for comparison in studies of mental illnesses — some of which begin during adolescence, including depression and anxiety disorders.

Eshel N, Nelson EE, Blair J, Pine DS, Ernst M. Neural substrates of choice selection in adults and adolescents: development of the ventrolateral prefrontal and anterior cingulate cortices. *Neuropsychologia*, online Jan. 23, 2007; in print March 9, 2007.

[To top](#)



Update from the National Dissemination Center for Children with Disabilities

New Publication Series Launched: Evidence for Education

NICHCY's newly launched publication series, Evidence for Education. The series will be exploring a range of relevant evidence-based educational practices. The first in the series is attached to this email and is called The Power of Strategy Instruction. Strategy instruction is a powerful student-centered approach to teaching that is backed by years of quality research. Inside the issue, you'll find a brief overview of the foundations of strategy instruction, followed by a number of well-researched examples of strategy instruction in practice.

The Power of Strategy Instruction is also available on NICHCY's Web site in PDF and online formats. Tell your friends and colleagues to come and help themselves to a copy!

Text-only version: http://research.nichcy.org/Evidence_TOC.asp

PDF version: http://research.nichcy.org/NICHCY_EE_Strategy.pdf

New Online Evidence for Education Modules

NICHCY's new online Evidence for Education modules explore the best evidence-based practices education has to offer.

So who are they for, exactly? Well, they're for you, exactly--that is, if you're interested in learning more about what works in teaching children with disabilities. Each of us within the education community has a role to play in implementing practices based on the best available evidence--from state general and special education directors to district and school-level administrators, to classroom teachers, to related services providers, to policy makers, to parents--with students as the ultimate beneficiaries.

What sort of information will you find here? First, you'll find an easy-to-read review of educational research relating to specific academic or behavioral interventions. You'll also find practical examples of the topic at hand. Finally, you'll find connections to more detailed resources to assist you in moving the research into practice.

To learn more, visit: http://research.nichcy.org/Evidence_TOC.asp

NICHCY's Building the Legacy: A Training Curriculum on IDEA 2004

NICHCY has just posted three new training modules on IDEA 2004, the nation's special education law. These are part of the IDEA 2004 training curriculum NICHCY is producing at the request of the Office of Special Education Programs (OSEP). Each module includes a PowerPoint slide show to use in training sessions, detailed discussions of IDEA for trainers, and handouts for audience participants. The modules available for download, use, and sharing are:

- Disproportionality and Overrepresentation
- Introduction to Evaluation
- Initial Evaluation and Reevaluation

All are available at:

<http://www.nichcy.org/training/contents.asp>

In all, 19 modules on critical IDEA topics will be available by Summer 2007. If you'd like to know when each new module becomes available online, take a moment and sign up at:

http://www.nichcy.org/mod_signup.asp

[To top](#)



Legal Issues Corner

How Educators Can Claim \$250 Federal Tax Deduction

<http://www.irs.gov/newsroom/article/0,,id=165640,00.html>

The Educator Expense Deduction was reinstated by Congress after the Internal Revenue Service (IRS) printed this year's official tax forms. This means that to claim the \$250 deduction for out-of-pocket classroom expenses, educators will need to follow special instructions issued by the IRS—or file their tax returns electronically, which the IRS recommends. Along with the deductions for educators' out-of-pocket classroom expenses, lawmakers extended tax deductions for higher education tuition and fees. The IRS has drawn up special instructions for claiming both of these deductions.

Supreme Court to hear IDEA case about reimbursement for private school placement.

The U.S. Supreme Court has agreed to hear a case under the Individuals with Disabilities Education Act (IDEA), *Board of Education of City of New York v. Tom F.*, Docket No. 06-637, involving whether parents who place their children with disabilities in private schools, without the students ever having been enrolled in the public school system, are entitled to reimbursement at public expense. The justices held in the 1985 case of *Burlington School Committee v. Massachusetts Department of Education* that

parents are entitled to reimbursement for "unilateral placements" when courts later determine that the school district's placement of the child was inappropriate under the IDEA and the parents' private school placement was appropriate. [Click Here for More Information](#)

Building on Results: A Blueprint for Strengthening the No Child Left Behind Act

<http://www.ed.gov/policy/elsec/leg/nclb/buildingonresults.html>

This report from the U.S. Department of Education sets forth the policy proposals of Secretary of Education Margaret Spellings for reauthorizing the No Child Left Behind Act. Proposals relating to high schools include steps to improve graduation rates and promote rigor, and increased funding for schools serving low-income students.

Twenty-Sixth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act

<http://www.ed.gov/about/reports/annual/osep/2004/>

The Twenty-Sixth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (IDEA) is now available online. Volume 1 focuses on the children and students being served under IDEA and provides profiles of individual states' special education environments. Volume 2 contains state-reported data tables and appendices.

NCLB and IDEA: What Parents of Students with Disabilities Need to Know & Do

<http://education.umn.edu/nceo/OnlinePubs/Parents.pdf>

This guide from the National Center for Educational Outcomes informs parents of students with disabilities about The No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Act (IDEA), two of the most important federal laws relating to public education. Available in PDF (23 pages, 753 KB).

Final regulations of IDEA Now Available

You've no doubt heard that final regulations for IDEA 2004 have been published. They're only 307 pages long--- including the comments and analysis of changes--- perfect reading for a 3-day weekend. Pick up your copy of the regs (in PDF), at:

<http://www.nichcy.org/reauth/IDEA2004regulations.pdf>

How Has IDEA Changed?-- Comparing IDEA 2004 to IDEA 1997

The Office of Special Education Programs (OSEP) answers this question with its Topic Briefs prepared just for the new regulations. Hook up with available briefs at:

<http://www.nichcy.org/idealist.htm>

Implementing IDEA: How Are We Doing?

www.abt.sliidea.org/reports.htm

Marking the Progress of IDEA Implementation discusses the implications from the six-year Study of State and Local Implementation and Impact of IDEA (SLIIDEA). SLIIDEA addressed how states, districts, and schools made progress toward issues of concern identified by Congress in the 1997

amendments to IDEA. A three-volume Sourcebook has been prepared to complement the report provided at the link above. Volume I summarizes study findings for each of the Congressional topics. Volume II consists of tables that display state, district, and school-level data for each data collection year and that show changes, including trends over time, in responses to individual survey items for each Congressional topic. Volume III provides a complete description of the sampling design and analytic approach used in SLIIDEA. Where would you find these three volumes? At the link above as well, where all the reports from the project can be found.

OSEP-Reviewed Materials on IDEA 2004

<http://www.nichcy.org/idealist.htm>

The materials listed on this Web page from NICHCY, the National Dissemination Center for Children and Youth with Disabilities, relate to IDEA 2004 and its implementing regulations. They have been reviewed by the U.S. Department of Education, Office of Special Education Programs for consistency with the IDEA Amendments of 2004. Materials are available on the following topics: assessment, behavior/discipline, disproportionality, due process, early intervening services, evaluations/reevaluations, funding, highly qualified teachers, IEPs/IFSPs, learning disabilities, mediation, model forms, NCLB, NIMAS, Part C, preschool, prior written notice, private schools, procedural safeguards, state complaint procedures, and transition.

[To Top](#)



U.S. Department of Education Update

Frequently Asked Questions About Education

For quick answers to frequently asked questions about education, the U.S. Department of Education offers an online resource filled with up-to-date information on numerous aspects of federal law, policy and initiatives.

The Web site <http://answers.ed.gov> answers more than 100 questions related to topics addressed by the Department, including No Child Left Behind, financial aid, special education, school choice, grants and research. Topics are available in a fully searchable format that includes responses with links to additional information from internal and external sources. In addition, some answers are available in Spanish.

Among the questions listed on the site are:

- How do I find out how my child's school is performing and if my child is eligible for school choice or supplemental educational services?
- What impact does testing have on children?
- I have a child with special needs. How do I determine if the school is providing my child with an appropriate education and services?
- What kinds of programs do you have to help teachers pay back their loans?
- How do I determine if a school is accredited by the U.S. Department of Education?

As an added feature, users can submit an e-mail inquiry to the Department's Information Resource Center, which manages the site, and track the responses to all the questions they have submitted through the "My Stuff" tab.

2007 Teacher-to-Teacher Summer Workshops!

Be sure to mark Monday, April 9, 2007, on your calendar, as the first day to sign up to participate in an exciting professional development experience free of charge. Prominent educators will discuss effective strategies for all grade levels and content areas.

You will not want to miss an opportunity to attend a Teacher-to-Teacher Workshop this upcoming summer! Check with your district about receiving professional development credit for your participation. Space is limited so don't delay. To find out about updated locations and dates for the 2007 Summer Workshops go to <https://www.t2tweb.us/workshops/schedule.asp>.

[To top](#)



Calls to Participate

Advanced Service-Learning Practitioners: Participate in a Professional Development Opportunity

http://www.nylc.org/services_service.cfm?oid=5456

The National Youth Leadership Council (NYLC) is offering training in service-learning best practices for advanced service-learning practitioners, through which they can earn graduate credit and a Certificate of Excellent Practice in K-12 Service-Learning. This program is being offered in conjunction with the University of Wisconsin-River Falls (UWRF) and includes online study and the submission of a portfolio for review by NYLC's evaluation committee. Potential participants should "pre-apply" to determine their eligibility. Cohorts start May 21, 2007 (pre-application deadline: May 7) and September 17, 2007 (pre-application deadline: August 31). For more information, e-mail tbyers@nylc.org or call (651) 999-7378.

Nominate a Business, Organization, or Individual for the New Freedom Initiative Award

<http://www.dol.gov/odep/>

U.S. Secretary of Labor Elaine L. Chao invites nominations for the 2007 Secretary of Labor's New Freedom Initiative Awards. Businesses, non-profit organizations, and individuals who have made exemplary and innovative efforts to enhance employment opportunities for workers with disabilities are eligible for nomination. Self-nominations are encouraged. Nomination deadline: April 30, 2007.

Spread the Word: "My Brother" Film

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

"My Brother" is an inner-city New York story of two impoverished brothers—one of whom has a developmental disability—and the love they have for each other. One brother, trying to get free of oppressing debt, falls prey to ruthless men, setting into motion life-threatening events that test the brothers' bond. This leads to a decision that only an epiphany, and courage, can overcome. "My Brother" opens March 16, 2007 at selected AMC Theaters.

Submit a Paper Proposal for the National Respite Conference

<http://www.archrespice.org/CallforPapers.pdf>

The ARCH National Respite Network is seeking paper proposals for the National Respite Conference, to be held October 3-5, 2007 in Huntsville, AL. Proposals should address one or more of the following topics: best practices and model programs, research and evaluation, education for caregivers, advocacy, and lifespan respite implementation. Proposal submission deadline: April 15, 2007. Call for Papers available in PDF (5 pages, 35 KB).

Successful Individuals with Psychiatric Disabilities/Mental Illness: Share Your Stories

State of Mine, a youth-run mental health advocacy organization, is seeking recovery/success stories from individuals who have struggled with psychiatric disabilities and mental illness and have gone on to live successful lives, for a forthcoming book. If you are interested in sharing your story or being interviewed for this book, please email stateofmine2007@yahoo.com.

Special Education Resources

A Day with Jonathan Mooney: Concrete Strategies for Teaching & Parenting Outside the Lines DVD

<http://www.peakparent.org/product.asp?id=89>

In this 233-minute 2-Disc DVD set, Jonathan Mooney presents four concrete strategies that parents, teachers, and administrators can use to help kids with learning differences succeed. The strategies are entitled: The Myth of Stupid, Crazy, and Lazy; Balancing Remediation and Empowerment; Academic Accommodations and Modifications; and Normal People Suck. Jonathan emphasizes that the goal is not to fix “broken” kids, but to fix broken educational environments and re-draw the lines of what we consider “normal” learning. Available for purchase (\$75) from the PEAK Parent Center.

A Parent’s Guide to Response-to-Intervention (2006)

Brief

http://www.ncld.org/images/stories/downloads/parent_center/rti_final.pdf

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) includes a provision that allows states and school districts to use high quality, research-based instruction in general and special education to provide services and interventions to students who struggle with learning and may be at risk of or suspected of having learning disabilities. The National Center for Learning Disabilities has written this Guide to provide an overview of the Response-to-Intervention process and its implementation and suggest questions that parents can ask about it. Available in PDF (12 pages, 469 KB).

A Systematic Review of the Effects of Curricular Interventions on the Acquisition of Functional Life Skills by Youth with Disabilities (2006)

Literature Review

http://www.nsttac.org/?FileName=what_works&type=1

This literature review from the What Works Transition Research Synthesis Project reviewed 50 studies which cumulatively intervened with nearly 500 youth with moderate to severe mental retardation. Findings provide tentative support for the efficacy of the use of functional/life skills curricular interventions across educational environments, disabilities, ages, and genders in promoting positive transition-related outcomes. A series of detailed implications for practice are suggested, and instructions for how to locate more detailed descriptions of how these interventions might be implemented in secondary educational environments are provided.

ADA Best Practices Tool Kit for State and Local Governments (February 2007)

Tool Kit

<http://www.usdoj.gov/crt/ada/pcatoolkit/toolkitmain.htm>

This Tool Kit, developed by the U.S. Department of Justice’s Civil Rights Division, teaches state and local government officials 1) how to identify and fix problems that prevent people with disabilities from gaining equal access to state and local government programs, services, and activities; and 2) how to conduct accessibility surveys of their buildings and facilities to identify and remove architectural barriers. Chapters include 1) ADA Basics: Statutes and Regulations, 2) ADA Coordinator: Notice and Grievance Procedure, 3) General Effective Communication Requirements Under Title II of the ADA, and 4) 9-1-1 and Emergency Communications Services.

Autism Spectrum Disorders from A to Z / Los Trastornos del Espectro de Autismo de la A a la Z (2006)

Book

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

This book, written by two sisters who are professionals in the field of autism, helps professionals and families understand Autism Spectrum Disorders (ASD); how ASD affects their loved one, student, or client; and what they can do about it. Each chapter provides information, guidance, and resources on topics including the process of getting a diagnosis; dealing with its impact; understanding and obtaining in-depth, meaningful assessments; obtaining supports and services; developing individualized programs at any age or stage of life; working effectively as teams to assist families; and transitioning from one phase of life to another. Price: \$34.95. Spanish edition available.

Beyond NCLB: Fulfilling the Promise to Our Nation's Children (February 2007)

Report

<http://tinyurl.com/39wktb>

The Aspen Institute's Commission on No Child Left Behind (NCLB) is a bipartisan, independent effort dedicated to improving NCLB. Over the past year, the Commission has traveled across the country, listening to students, educators, parents, administrators, state and district officials, experts, and policymakers in order to develop this report, which outlines specific and actionable recommendations for establishing a high-achieving education system.

Federal Policy Positions of National High School Alliance Partners (February 2007)

Brief

<http://www.hsalliance.org/Policy/FedPolicyBrief.pdf>

This brief compares and contrasts National High School Alliance partner organizations' positions on the reauthorization of No Child Left Behind. It also briefly summarizes partners' statements on other federal legislation, including policies regarding career and technical education and graduation rates. Available in PDF (14 pages, 110 KB).

Higher Education and Web Accessibility: Providing Training and Support for the Future (2007)

E-Journal Issue

<http://athenpro.org/node/52>

This issue of Access Technologists Higher Education Network (ATHEN) E-Journal focuses on the training needs of distance learning professionals, Webmasters, and other information technology (IT) professionals in postsecondary institutions. Specifically, it examines how we assure that such personnel design products and environments that are accessible to students with a wide range of abilities and disabilities. Articles include: Accessible Electronic & Information Technology: Legal Obligations of Higher Education and Section 508, Cultivating and Maintaining Web Accessibility Expertise and Institutional Support in Higher Education, Accessibility Training for Distance Learning Personnel, and Case Studies in Training and Professional Development for Web Accessibility.

Illness and Disability Information from Girlshealth.gov (May 2006)

Web Page

<http://www.girlshealth.gov/disability/>

Girlshealth.gov, a Web site of the U.S. Department of Health & Human Services, was created to help girls ages 10-16 learn about health, growing up, and issues they may face. This page provides definitions of "illness" and "disability," and links to more information about each.

Preventing High School Dropout: Understanding the Underlying Issues and Useful Strategies to Address the Problem (December 2006)

Event Materials/Proceedings

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

On December 13, 2006, the National High School Center hosted this Webinar, which described research on dropout and described state strategies for preventing it. Presenters included Russell Rumberger, Professor and Director of Linguistic Minority Research Institute, University of California, Santa Barbara; Cammy Lehr, Coordinator of the Dropout Prevention, Retention, and Graduation Initiative, Minnesota Department of Education; and Glory Kibbel, Interim Director of Choice and Equity for the School Choice Programs and Services Division, Minnesota Department of Education.

Redesigning High Schools in 10 Honor States: A Mid-Term Report (January 2007)

Report

<http://www.nga.org/Files/pdf/0702HONORSTATESMIDTERM.PDF>

This report from the National Governors Association (NGA) provides an overview of the high school redesign work of ten states (Arkansas, Delaware, Indiana, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Rhode Island, and Virginia) during the first year of their High School Honor State grants, an NGA program supported by the Bill & Melinda Gates Foundation. Available in PDF (32 pages, 1.7 MB).

Rethinking High School: Inaugural Graduations at New York City's New High Schools (2006)

Report

<http://www.wested.org/cs/we/view/rs/830>

In 2002, New York City initiated a campaign to transform its public high schools, replacing its lowest performing high schools with new, smaller schools. This WestEd study, prepared for the Bill & Melinda Gates Foundation, examines 14 of the new, smaller high schools that graduated their first class in June 2006. Data indicate that attendance is high, ninth grade promotion rates are high, and a majority of students are graduating. A significant number of those graduates are applying to and being accepted by postsecondary institutions, and over half of these will be the first in their family to attend college.

Surprise—High School Reform is Working (February 2007)

Article

http://www.pdkintl.org/kappan/k_v88/k0702to1.htm

This article from the Phi Delta Kappan outlines the basic strategies of the national high school reform agenda and describes how reformers are actually making progress.

Sustaining Change in High School Reform (January 2007)

Brief

http://www.mdrc.org/area_issue_21.html

MDRC's research on Career Academies, First Things First, Project GRAD, and Talent Development suggests that the twin pillars of high school reform are 1) structural changes to improve personalization and 2) instructional improvement. Yet introducing change into high schools and making it stick goes beyond just implementing interventions. It requires adequate investment and perseverance. The implementation lessons described in this brief may be applicable not only to ambitious and large-scale reforms like the ones studied by MDRC but also to less far-reaching efforts to introduce change into high schools.

The Costs and Benefits of an Excellent Education for All of America's Children (January 2007)
Report

http://www.cbcse.org/media/download_gallery/Leeds_Report_Final_Jan2007.pdf

This report from the Center for Benefit-Cost Studies of Education at Teachers College, Columbia University uses economic analytical techniques to measure the cost benefits of specific educational programs that have documented success in producing additional high school graduates. It identifies five leading interventions that have been shown to raise high school graduation rates and calculates their costs and their effectiveness; adds up the lifetime public benefits of high school graduation; and compares the costs of the interventions to the public benefits. Available in PDF (26 pages, 307 KB).

The Special Ed Advocate: Feature Issue on Transition (February 2007)
E-Newsletter

<http://www.wrightslaw.com/nltr/07/nl.0213.htm>

The Special Ed Advocate is an online newsletter about special education legal and advocacy issues, cases, and tactics and strategies, produced by Wrightslaw. This issue of The Special Ed Advocate focuses on transition.

Tool Kit for Creating Your Own Truancy Reduction Program (February 2007)
Tool Kit

<http://ojjdp.ncjrs.gov/publications/PubAbstract.asp?pubi=238899>

The Office of Juvenile Justice and Delinquency Prevention has created an online truancy reduction tool kit for communities interested in instituting a truancy reduction program. It covers topics such as the extent and causes of truancy and the connection between dropping out of school and delinquency, as well as lessons learned from the evaluation of truancy reduction programs. It also provides resources and information to guide communities, schools, and parents in addressing the problem of truancy.

Tools for Promoting Educational Success and Reducing Delinquency (January 2007)
Compendium

http://www.edjj.org/focus/prevention/JJ-SE_downloads.htm

The National Association of State Directors of Special Education and the National Disability Rights Network have undertaken a project to address the problem of the disproportionate number of children with disabilities in contact with the juvenile justice (JJ) system, including those with special education (SE) needs. The so-called "JJ/SE Shared Agenda" project has produced this compendium of best practices for promoting the educational stability of youth with disabilities and at-risk youth. Designed for teachers and educational administrators, Tools for Success includes research-based effective practices for meeting the needs of children and youth, including early identification and intervention.

User's Guide: Mental Retardation: Definition, Classification, and Systems of Supports (10th Ed.) (2007)
Guide

<http://bookstore.aaidd.org/BookDetail.aspx?bid=61>

The User's Guide: Mental Retardation, a publication of the American Association on Intellectual and Developmental Disabilities (AAIDD), explains how the supports-based AAIDD definition of intellectual disability is related to the Individuals with Disabilities Education Act (IDEA) and other contemporary practices, including educating students in least restrictive settings, using supplementary aides and services to support classroom learning, providing access to the general curriculum, and creating Individualized Education Plans (IEPs) for students. Available in PDF.

American Association of People with Disabilities

<http://www.aapd-dc.org/index.php>

The American Association of People with Disabilities is the largest national nonprofit cross-disability member organization in the U.S., dedicated to ensuring economic self-sufficiency and political empowerment for the nearly 60 million Americans with disabilities. AAPD works with other disability organizations for the full implementation and enforcement of disability nondiscrimination laws, particularly the Americans with Disabilities Act ADA of 1990 and the Rehabilitation Act of 1973. Its Web site includes information on leadership development, mentoring, political participation, advocacy, job and internship opportunities, scholarships and awards, and much more.

Office on Disability, U.S. Department of Health & Human Services

<http://www.hhs.gov/od/>

The Office on Disability (OD) of the U.S. Department of Health & Human Services has completely redesigned its Web site. The new site provides comprehensive yet easy-to-access information on the seven domains identified by the President's New Freedom Initiative—housing, education, information technology, transportation, health, employment, and community integration—plus information on advocacy, entitlements, and emergency preparedness. It also features information on the Americans with Disabilities Act and OD initiatives. The new site is fully compliant with Sections 508 and 504 of the Rehabilitation Act.

Shared Youth Vision Federal Collaborative Partnership

<http://www.doleta.gov/ryf/>

In 2004, the U.S. Department of Labor's Employment and Training Administration (ETA) developed a new strategic vision to serve at-risk youth in response to the 2003 White House Taskforce Report on Disadvantaged Youth. It also formed the Shared Youth Vision Federal Collaborative Partnership, whose members include the U.S. Departments of Labor, Housing and Urban Development, Health and Human Services, Justice, Education, Transportation; the U.S. Social Security Administration; and the Corporation for National and Community Service. The Partnership's Web site includes information on the partners, Youth Vision Activities, and Regional Forums, as well as a Solutions Desk and Resource Materials.

Understanding Educational Equity and Excellence at Scale

<http://www.annenberginstitute.org/Equity/>

The Annenberg Institute for School Reform has launched a Web site aimed to address a crucial issue in education reform: strategies currently in use have created pockets of excellence but have not created equity—they have not lessened large-scale, persistent academic achievement gaps based on race and income. This site provides text-based, audio, and video resources from important voices in education reform to support an ongoing dialogue between the twin goals of educational excellence and equity at scale in urban schools.

[To top](#)



Update from the National Collaborative on Workforce and Disability for Youth (NCWD/Youth)

NCWD/Youth Guideposts Inform ED Priorities

The Assistant Secretary for the Office of Special Education and Rehabilitative Services (OSERS) in the U.S. Department of Education has proposed a priority on transition services to improve postsecondary education and employment outcomes to youth with disabilities. The February 15 Federal Register Notice builds on the Office of Disability Employment Policy's and the National Collaborative on Workforce and Disability for Youth's Guidepost for Success - [Click Here for More Information](#) and cites the definitions section of the NCWD/Youth website - [Click Here for More Information](#)

This priority will be used under the Special Demonstrations Program administered by the Rehabilitation Services Administration (RSA). The full Federal Register notice can be found here - [Click Here for More Information](#)

Nominations for New Freedom Initiative Award

The Office of Disability Employment Policy at the U.S. Department of Labor is seeking nominations for the Secretary of Labor's New Freedom Initiative Award.

The nominees must be individuals, businesses, or non-profit organizations whose activities exemplify the goals of President George W. Bush's New Freedom Initiative, which include the Office of Disability Employment Policy's mission of increasing employment opportunities for youth and adults with disabilities.

Nomination must be submitted by April 30, 2007. Visit the website for details and nomination requirements. <http://www.dol.gov/odep/regsfedreg/notices/2007002280.htm>

New Online Resource from the National High School Alliance

Resource Guide for Action: Transforming High School for All Youth. The Resource Guide for Action, created by the National High School Alliance, is designed to help policymakers and practitioners take action around the six core principles of A Call to Action: Transforming High School for All Youth. The Call to Action is the High School Alliance's framework of principles and recommended strategies to guide leaders at all levels in transforming the traditional, comprehensive high school so that all youth are ready for college, careers, and active civic participation.

The National High School Alliance is a partnership of over 50 leading organizations that share a vision for a nationwide commitment to fostering high academic achievement, closing the achievement gap, and promoting civic and personal growth among all young people in our high schools and communities. To access the Resource Guide for Action or A Call to Action, please visit www.hsalliance.org.

Tool Kit on Teaching and Assessing Students with Disabilities: Parents' Materials

The Office of Special Education and Rehabilitative Services at the U.S. Department of Education has released a CD version of the Tool Kit on Teaching and Assessing Students with Disabilities: Parents' Materials, designed to assist parents and states in their efforts to work together to raise the achievement of all students with disabilities.

The Parent Tool Kit compiles materials identified to augment the previously released CD, Tool Kit on Teaching and Assessing Students with Disabilities, and offers a collection of resources on the same substantive areas addressed, including assessment, instructional practices, behavior, and accommodations. These new documents were written specifically for parents and include information they need as they work with schools to ensure that their children are receiving a quality education. The material may be downloaded here. <http://www.osepideasthatwork.org/index.asp>

[To top](#)



Upcoming Conferences, Workshops, and Events

April 2007

Parents as Teachers Conference

Dates: April 2, 2007

Location: Renaissance Grand Hotel St. Louis, MO

Sponsor: Parents as Teachers National Center

Contact: Janet Hinrichs, Special Events Specialist

Parents as Teachers National Center

2228 Ball Drive, St. Louis, MO 63146

Janet.Hinrichs@ParentsAsTeachers.org

www.parentsteachers.org

Abstract: The conference theme is Why Research Matters. It will focus on the latest early childhood development and parenting research and the implications of this research for practice. The conference is geared towards: parent educators and service providers; child care professionals; and other early childhood specialists, teachers, and administrators.

Multiple Perspectives on Access, Inclusion, and Disability Annual Conference: Rights, Responsibilities, & Social Change Conference

Date: April 3, 2007 - April 4, 2007

Location: Columbus, OH

Abstract: This conference, presented by the ADA Coordinator's Office at The Ohio State University, aims to catalyze positive change and provide a springboard for collaborations with education, business, the public sector, and social service. It will bring a diverse audience together to discuss the full spectrum of disability issues and experiences. Its workshops will provide a forum for individuals and organizations to expand their knowledge and perspectives, and an opportunity to increase community resources through collaboration.

Website: <http://ada.osu.edu/conferences.htm>

Disability Studies in Education Conference: Disability Studies and Inclusive Education: Implications for Practice?

Conference

Date: April 7, 2007 - April 9, 2007

Location: Chicago, IL

Abstract: Disability Studies in Education (DSE) is a special interest group of the American Educational Research Association. The annual DSE conference attracts researchers, professors, teachers, and other individuals who actively seek to change traditional theory and practice around disability within the fields of education and rehabilitation services.

Website: <http://www.nl.edu/dse/>

Employment for Individuals with Disabilities with Criminal Records

Web-based Event

Date: April 16, 2007

Time: 2:00 PM - 2:45 PM (Eastern)

Abstract: This Worksupport.com Webcast will discuss barriers to employment for individuals with disabilities who have criminal records, and supportive interventions that have worked for job placement, development, and retention for such individuals. Registration is required and a registration fee does apply.

Website: <http://www.worksupport.com/training/webcastDetails.cfm/83>

Mobilizing New Mentors . . . Through Faith- and Community-Based Collaborations

Training

Date: April 11, 2007 - April 13, 2007

Location: Nashville, TN

Website: <http://mentoryouth.com/index.cfm/fuseaction/trainingnash.home>

Abstract: This training will assist and challenge mentoring programs in exploring avenues for finding and recruiting new mentors, particularly through faith- and community-based collaborations. It is hosted by MentorYouth.com, a division of National Network of Youth Ministries; the Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice; and The Corporation for National and Community Service.

Employment for Individuals with Disabilities with Criminal Records

Web-based Event

Date: April 16, 2007

Time: 2:00 PM - 2:45 PM (Eastern)

Website: <http://www.worksupport.com/training/webcastDetails.cfm/83>

Abstract: This Worksupport.com Webcast will discuss barriers to employment for individuals with disabilities who have criminal records, and supportive interventions that have worked for job placement, development, and retention for such individuals. Registration is required and a registration fee does apply.

CEC's 2007 Annual Convention & Expo

Conference

Date: April 18, 2007 - April 21, 2007

Location: Louisville, KY

Abstract: The Council for Exceptional Children's 2007 Annual Convention & Expo, the largest conference on special and gifted education in the world, will feature the latest information on topics in special and gifted education, including the new Individuals with Disabilities Education Act (IDEA) regulations, identifying students with learning disabilities with response-to-intervention, assessment and accountability, evidence-based practice, the 2 percent flexibility option, autism, preparing students for transition, effective strategies to teach content, and the newest resources for students with disabilities.

Website: [Click Here](#)

Breaking Ranks 2007 Urban Secondary School Showcase

Showcase

Date: April 23, 2007 - April 24, 2007

Location: Chicago, IL

Website: <http://www.cssr.us/showbrochic07.htm>

Abstract: This showcase will highlight more than 20 of the nation's most innovative and successful middle and high schools. Participants will learn the strategies and techniques that have made these

schools leaders in secondary education. Presented by the Center for Secondary School Redesign and the National Association for Secondary School Principals.

conteduc@cec.sped.org

Autism and the SCERTS Model: A Comprehensive Educational Approach-Two-Day Introductory Seminar

Dates: April 26-27, 2007

Location: New Orleans, LA. Pan-American Life Conference Center
601 Paydras St New Orleans, LA 70130.

Sponsor: Childhood Communication Seminars, Inc.

Contact: Kelly Dickson, 401-467-7008 Fax - 401-383-3980

Email: kelly@ccseminars.com

Website: www.ccseminars.com

Abstract: The SCERTS Model is a new, innovative approach to autism that offers a framework of specific goals and procedures for assessment and educational programming. The SC (Social Communication), ER (Emotional Regulation) and TS (Transactional Support) domains of the Model directly address the core challenges faced by children with ASD.

Meeting the Nation's Need for Personal Assistance Services: State of the Science

Conference

Date: April 27, 2007

Location: Washington, DC

Abstract: Participants in this conference, sponsored by the Center for Personal Assistance Services, will discuss the current research and policy implications for personal assistance services (PAS) in the home, community, and workplace; and identify the potential future directions for research and policy regarding PAS. Agenda items will include PAS: A Public Policy Challenge; Need and Unmet Need for PAS, Its Consequences, and Costs; and Trends in the PAS Workforce.

Website: http://www.pascenter.org/sos_conference/

Charting the Future in Developmental and Learning Disabilities

Conference

Date: April 30, 2007 - May 4, 2007

Location: New York, NY

Website: <http://yai.org/pid.cfm>

Abstract: Topics to be featured at this YAI/National Institute for People with Disabilities conference include advocacy/self-determination; aging; Autism Spectrum Disorders; clinical issues and practices; day services; dual diagnosis; early childhood; early intervention; employment training; family supports; health care/medical issues; inclusion; legal, ethical, and policy issues; life planning; management/supervision; media/public relations; profound ID/DD; psychopharmacology; quality of life; residential services; sexuality; special education; staff training; technology; transitions; women's issues; and workforce issues.

May 2007

Between Me, You, and Liberation: Starting a Group for Girls with Disabilities Workshop

Date: (May) TBA

Location: Chicago, IL

Website: http://www.accessliving.org/Flash_Betweenyoumeandliberation.htm

Abstract: This event is a 3-day workshop (to be held in May 2007--specific dates to be announced) for women interested in learning how to build a gender-conscious, disability-proud, safe space for girls. It will cover recruitment, curriculum development, group dynamics, capacity building, and more. It will be presented by the co-coordinators of the Empowered Fe Fes, an ongoing group for girls with disabilities created in 1999. Participation is free, but only 12 participants will be accepted. For more information, contact Susan Nussbaum or Ana Mercado, Voice: 1-800-613-8549 TTY: 1-888-253-7003, or email: snussbaum@accessliving.org or amercado@accessliving.org. Sponsored by Access Living of Metropolitan Chicago.

Second Annual Symposium: The Role of School Districts in Creating and Sustaining High Performing Urban Schools

Symposium

Date: May 4, 2007 - May 5, 2007

Location: San Diego, CA

Website: <http://edweb.sdsu.edu/ncust/>

Abstract: Participants in this National Center for Urban School Transformation symposium will have the opportunity to learn from and converse with leaders from several of the nation's outstanding urban schools and districts, and will also hear internationally renowned keynote speakers and award-winning superintendents.

Imagine . . . Everybody Works

Conference

Date: May 10, 2007 - May 11, 2007

Location: Columbus, OH

Website: [Click Here](#)

Abstract: This conference will help people engaged in employment for individuals with autism share information, sharpen their skills, and renew their commitment to advancing employment in their own communities. Participants will enjoy quality speakers, productive dialogues, formal and informal networking, and exhibits from vendors of tools and techniques they can utilize to enhance the employment outcomes and the lives of people with disabilities. Presented by the Autism Society of America and APSE: The Network on Employment.

Transition to Meaningful Adult Roles: You Can't Put a Square Peg in a Round Hole

Web-based Event

Date: May 15, 2007

Time: 2:00 PM - 2:45 PM (Eastern)

Website: <http://www.worksupport.com/training/webcastSeries.cfm#w5>

Abstract: This Worksupport.com Webcast will be presented by Marilyn Henn, the mother of a daughter with severe autism who is nonverbal and exhibits behaviors such as kicking, biting, screaming, pica, and self-injury. Despite these obstacles, her daughter has held a full-time job in the community with supports and full benefits for over 12 years. She has her own car and lives in her own "Family Consortium." This

multimedia presentation covers the journey that Marilyn and her daughter have made over the past 30 years. Registration is required and a registration fee does apply.

Organizational Change—Examples of Successful Case Studies

Web-based Event

Date: May 22, 2007

Time: 2:00 PM - 2:45 PM

Website: <http://www.worksupport.com/training/webcastSeries.cfm#w6>

Abstract: This Worksupport.com Webcast will describe how SEEC of Silver Spring, MD (<http://www.seeonline.org/splash.html>) transitioned to providing customized employment, including the discovery process that resulted in employment outcomes for individuals with significant developmental disabilities. Registration is required and a registration fee does apply.

[To top](#)



Funding Forecast, Grants, and Award Opportunities

Forecast of Funding Opportunities under the Department of Education Discretionary Grant Programs for Fiscal Year 2007

This document lists virtually all programs and competitions under which the U.S. Department of Education has invited or expects to invite applications for new awards for fiscal year 2006 and provides actual or estimated deadlines for the transmittal of applications under these programs. The lists are in the form of charts organized according to the Department's principal program offices and include programs and competitions previously announced as well as those to be announced at a later date.

<http://www.ed.gov/fund/grant/find/edlite-forecast.html>

FY 2006-2007 Discretionary Grant Application Packages

This site, from the Department of Education, provides information on grant competitions that are currently open.

<http://www.ed.gov/fund/grant/apply/grantapps/>

Butler-Cooley Excellence in Teaching Awards

<http://www.turnaround.org/about/awards.asp>

The Turnaround Management Association (TMA) seeks nominations for the 2007 Butler-Cooley Excellence in Teaching Awards. These Awards honor primary- and secondary-level educators who have changed students' lives and the communities in which they live. Currently licensed, active primary or secondary school teachers with at least five years of teaching experience are eligible for the award. Winners receive \$5,000 cash and travel and lodging expenses to the 2007 TMA Annual Convention. Entry deadline: May 1, 2007.

Charles Lafitte Foundation Education Grants

<http://www.charleslafitte.org/education.html>

The Charles Lafitte Foundation's Education Program encourages the attainment of knowledge and skills and the practice of responsible citizenship through access to effective learning opportunities. The Foundation supports innovative programs aimed at resolving social service issues, assisting students with learning disabilities, providing technology and computer-based education, creating access to arts education, supporting at-risk children and youth, and providing learning enhancement, including the development of leadership skills. The Education Program supports research and conferences as well as programs that promote academic excellence in institutions of higher learning. 501(c)(3) organizations are eligible to apply. Applications accepted year-round.

Gloria Barron Prize for Young Heroes

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

The Gloria Barron Prize for Young Heroes seeks nominations for its 2006 awards to honor youth ages 8-18 who have shown leadership and courage in public service to people and our planet. Ten national

winners will each receive \$2,000 to support their service work or higher education. Nomination deadline: April 30, 2007.

My Hometown Helper Grants from Hamburger Helper

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

Hamburger Helper is looking to lend a helping hand to neighborhoods nationwide with its “My Hometown Helper” grant program. Individuals and organizations can submit an essay of no more than 250 words describing how a “My Hometown Helper” grant of up to \$15,000 would improve their community through the supported project. Applications must be sponsored by a municipal or civic organization or public school. Application deadline: May 31, 2007.

Save Our History

<http://tinyurl.com/3e52vh>

The History Channel will honor teachers and students across the country who have demonstrated an exceptional commitment to local history through their preservation or history education efforts. A total of 25 teachers and 25 students will each win up to \$5,000 based on their creative lesson plans, activities, and/or projects. In addition, one teacher and one student will be named “Teacher of the Year” and “Student of the Year”; awarded an all-expense paid trip to Washington, DC; and recognized at the annual Save Our History National Honors Event in May 2007. Application deadline: March 30, 2007.

Staples Foundation for Learning Grants

<http://www.staplesfoundation.org/foundapplication.html>

Staples Foundation for Learning Grants provide funding to programs that support or provide job skills and/or education for all people, with a special emphasis on disadvantaged youth. 501(c)(3) nonprofit organizations are eligible to apply. Application deadline: April 6, 2007.

[To Top](#)



Latest Career Center Classified

BILINGUAL SPANISH

NYS Certified Special Educator: Birth to Grade 2 - Brooklyn, NY

Job Category: Evaluation QA Supervisor

Posted on Tuesday 20. of March 2007

All About Kids

Evaluations & Therapy

Evaluation QA Supervisor

- Experience providing EI & CPSE Developmental and/or Educational Assessments
- Functional Understanding of Standardized Testing of Child Birth to Age 5
- Capable of Effective Multi-Disciplinary Review of Related Assessments {i.e. OT, PT, SLP, Psych or SW}
- Professionally Represent our Evaluation Team at IFSP or IEP Meetings
- Able to efficiently travel throughout BROOKLYN
- Able to read, write & speak fluently in English & Spanish
- Full-time position; Competitive salary & benefits

Fax resumes to D. Mastoridis @ 516-576-1615 or E-mail

D.Mastoridis@AllAboutKidsNY.com

ABA Special Educators

NYS Certified: Birth to Grade 2 - NY Metro Area

Job Category: ABA Special Educators

Posted on Tuesday 20. of March 2007

All About Kids

Evaluations & Therapy

ABA TEAM LEADERS ~ ABA TEACHERS ~ ABA SUPERVISORS

- Experience providing Applied Behavior Analysis w/ special needs children required
- Able to provide FACILITY, SCHOOL & COMMUNITYBASED SERVICES
- Qualified professionals needed to serve throughout QUEENS, BROOKLYN, BRONX, MANHATTAN, LONG ISLAND & WESTCHESTER COUNTY
- Ongoing training opportunities & supervision
- Full-time, p/t & per diem positions available
- Competitive salary and contract fees

Fax resumes to D. Mastoridis @ 516-576-1615 or
e-mail D.Mastoridis@AllAboutKidsNY.com

Director of Special Education

Chippewa Falls, WI

Job Category: Director of Special Education

Posted on Tuesday 06. of March 2007

Description: CESA #10 is an intermediate service agency located in Chippewa Falls Wisconsin. CESA provides specialized educational services to 30 school districts in northwest Wisconsin. The Director of Special Education oversees the staff, budget and program evaluation and compliance of all special education services for 22 school districts and provides professional development and consultant help for all 30 member districts. Salary range is \$85,000-\$95,000 with full benefit package. Target start date of June 2007.

Required qualifications: Certification or eligibility as Director of Special Education/Pupil Services (WI License 80/81); three years administrative experience including budgeting, state/federal reporting and supervision of staff; three years providing special education services in a school setting; knowledge of state and federal issues related to special education; experience in leadership and supervision of staff.

Full position description online: [Full Position Description Click Here](#)

Visit CESA website at: www.cesa10.k12.wi.us

Contact: Interested applicants should send a letter of introduction, resume, and current letters of recommendation to Human Resources Manager, 725 W. Park Avenue, Chippewa Falls, WI 54729.

Application deadline is April 27th, 2007.

Disabilities & Mental Health Service Manager

San Francisco, CA

Job Category: Head Start/Early Head Start Program

Description: This position requires the knowledge, experience and skills of an individual who can ensure that at least 10 percent of 1,404 children enrolled in Early Head Start/Head Start are children with physical disabilities or children facing emotional challenges which impact their emotional health. The Early Childhood Disabilities/Mental Health Service Manager will be responsible to ensure that children with disabilities or mental health challenges are integrated into Early Head Start/Head Start. This group of children should receive the full range of developmentally appropriate services provided to all Early Head Start/Head Start children as well as any modifications necessary to meet their special needs. The provisions of the Individuals with Disabilities Education Act, Local Education Agencies (LEA) should be addressed along with the involvement of parents, staff and other community agencies.

A partial list of duties and responsibilities include:

1. Ensure that a Disabilities Service Plan is developed each year that provides strategies for meeting the special needs of children with disabilities/mental health needs and their parents.
2. Ensure that the Head Start requirements for services for children with disabilities/mental health needs are achieved in accordance with the Federal Head Start Performance Standards.
3. Implement the requirements of IDEA in collaboration with parents, staff, local school district and community agencies.
4. Establish a Special Education Advisory Committee with representatives from the school district, community agencies and policy council.

Requirements: MA, MS, Ph.D., Ed.D. and /or credential in Special Education. Must be knowledgeable of Special Education Legislation, State special Education Codes and basic principles and requirements of the Individuals with Disabilities Education Act (IDEA). At least 3 years experience in direct service delivery, assessment and diagnostic skills with low income, diverse ethnic/cultural groups; and coordination of special education services for young children with physical disabilities and/or mental health needs are required. Successful work experience with school districts, community services agencies, low-income culturally diverse families, interdisciplinary teams, state and federal regulatory agencies, staff and parents of young children with disabilities/mental health needs.

Benefits: A generous benefits package is offered including sick leave, vacation, medical, dental, vision and life insurance. The employer of record for this position is San Francisco State University so the benefit package includes enrollment in the State of California retirement system.

Contact:

Tom McCaffrey
Human Resources Administrator
San Francisco Head Start
205 Mission Street Suite 3280
San Francisco, CA 94103

Fax: 415-552-7257

Email: tom@headstart.sfsu.edu

Special Education Teacher

Washington, DC

Job Category: Special Education Teacher

Description: The Psychiatric Institute of Washington, a specialty hospital located in Washington, DC has a career opportunity for a Special Education Teacher. Responsible for planning and implementation of individualized special education programs for each child and adolescent enrolled in the school, ages 5-18 years. Utilizes experiential and creative multi-sensory teaching techniques. Assist in the development and implementation of programs in language arts, science, social studies, mathematics and elective subject areas. DC Licensure a must. EOE

Requirements: DC Licensure a must.

Benefits: PIW offers competitive salary and benefits package and free parking.

Contact: To apply forward resume to: HR, 4228 Wisconsin Avenue, NW, WDC, 20016; fax (202) 966-7374 or email to hr@piw-dc.com.

Special Education Teacher

Baltimore, MD

Job Category: Special Education Teacher

Description: The Search is over...Discover how Columbus can make a difference in your career! The Columbus Organization has formed partnerships with intermediate care facilities (ICF/MR/DD) and school districts nationwide since 1984 to provide needed services for individuals with developmental disabilities and currently has Special Education Teacher (Highly qualified) openings available in Baltimore, MD.

Requirements:

- A minimum education level of a Bachelors degree
- A special education certification
- "Highly qualified" status are required.

Benefits: Salary up to \$69,000 with an additional \$1,000 sign on bonus

A full benefits package inclusive of medical, dental, prescription card, vision plan, \$50,000 life insurance, short/long term disability, 401K retirement with employer contribution, flexible spending account and relocation assistance. Also provided is \$1000 annual continuing education allowance and reimbursement for licensure/certification and professional and society dues.

Contact:

Deb Juliano

Director of Recruitment

email resumes to recruit@columbusorg.com or fax it to (888) 379-2524, attn: Deb Juliano -**Visit our website at:** www.columbusorg.com for additional information

Special Education Teacher

Oakland, CA

Job Category: Special Education Teacher

Description: The Search is over...Discover Columbus. You owe it to yourself to explore the difference Columbus can make for you! The Columbus Organization has partnered with intermediate care facilities (ICF/MR) and school districts nationwide since 1984 to provide needed services for children and adults with developmental disabilities, and currently has Special Education Teacher openings located in Oakland, CA.

Mild/Moderate and Moderate/Severe Special Education Teacher positions are available.

Requirements:

- Teaching certification to teach children with special needs
- Knowledge of assistive technology and augmentative communication skills.
- Experience working in urban school districts with children who have emotional and behavioral problems

Benefits: Great salary up to \$68,000 with an additional \$2,000 sign on bonus. Benefits are inclusive of medical, dental, prescription card, vision plan, \$50,000 life insurance, short/long term disability, 401K plan with employer contribution, flexible spending account and relocation assistance is offered to all Columbus employees. Also provided is a \$1,000 annual continuing education allowance and reimbursement for licensure/certification and professional and society dues.

Contact: Deb Juliano

Director of Recruitment

Email resumes to recruit@columbusorg.com or fax to (888) 379-2524, ATTN: Deb Juliano

Visit our website at: www.columbusorg.com for additional information

Senior Central Office Administrator

Belvidere, IL

Job Category: Senior Central Office Administrator

Description: Belvidere Community Unit School District 100, a growing unit district of about 8500 located in Boone County, in north central Illinois, is seeking a senior central office administrator who will direct student services and special education.

Requirements: The position requires an Illinois administrative certificate with a special education endorsement.

Benefits: Regionally competitive compensation package.

Online application process: www.hyasupersearches.com

or

Contact:

Hazard, Young, Attea & Associates, Ltd.
1151 Waukegan Rd, #200
Glenview, IL 60025
847-724-8465
email: office@hyasearch.com

Lead Teacher

Charlottesville, VA

Job Category: Special Education Teacher - Early Childhood

Description: The Virginia Institute of Autism (VIA) in Charlottesville seeks a lead teacher to develop and implement IEPs, ABA-based skill acquisition programs and behavioral support programs for three to four students with the assistance of two to four 1:1 instructors. Located in the foothills of the Blue Ridge, Charlottesville was rated by Fromer's as the "best place to live in America." Breathtaking landscape, excellent schools, home to the University of Virginia. Make a quality of life decision to work with committed colleagues in a friendly atmosphere and live in a beautiful, sophisticated town two hours southwest of Washington, DC.

Requirements: A bachelor's degree in special education, eligibility for or a full Virginia special education teaching license, and a minimum of two years of experience teaching children with autism are required. ABA experience strongly preferred.

Salary: Competitive salary and benefits.

To Apply: VIA is an equal opportunity employer. Send cover letter and resume to Medina Wilkerson, Administrative Coordinator, 1414 Westwood Rd, Charlottesville, VA 22903, fax 434-923-8566. Position open until filled.

About VIA: The Virginia Institute of Autism is celebrating it's 10th anniversary as Virginia's oldest, private special education school specifically serving children with autism. For more information about VIA, visit www.viaschool.org.

Director of Special Education

Brighton, CO

Job Category: Administration

Position Summary: Directly facilitates and/or coordinates District efforts for students with disabilities including ensuring that students receive effective instruction and support services; compliance with state and federal statutes and regulations pertaining to special education; provides supervisory responsibility for evaluation of itinerant staff within the special education area; is a liaison with agencies serving students with disabilities who are placed outside the District; and facilitates and provides problem-

solving with building staff and families on matters pertaining to implementation of individual education plans for students.

Experience and Academic Preparation

Formal Education: Masters Degree minimum; other advanced graduate work preferred

Administrative Experience: at least three years in a school or central office related to position

Teacher Experience: at least three years

Certificate: Type D Special Education Director (endorsed in Special Education) Demonstrated leadership experience in collaborative decision making, problem solving and organizational management Administrative experience in an education organization or similar environment

New School Opening! Come be a part of the fastest growing school District in Colorado. Thriving community with many amenities to offer. Centrally located, 20 minutes from Downtown Denver, 10 minutes from DIA, 35 minutes from the beautiful Rocky Mountains.

[View current salary on our website.](#)

Contact: Please go to our website, www.brightonps27j.k12.co.us, download an Administrator Application and submit it along with a resume', transcripts, letter of interest and an entry plan to:

Human Resources
School District 27J
18551 East 160th Avenue
Brighton, CO 80601

Lisette Gonzales

303-655-2969

Email: lgonzales@brightonps27j.k.12.co.us

[To Top](#)

Acknowledgements

Portions of this month's Special Educator e-Journal were excerpted from:

- Committee on Education and the Workforce
- FirstGov.gov-The Official U.S. Government Web Portal
- National Center on Secondary Education and Transition, an electronic newsletter of the National Center on Secondary Education and Transition (NCSET), available online at <http://www.ncset.org/enews>. NCSET is funded by the U.S. Department of Education, Office of Special Education Programs.
- National Collaborative on Workforce and Disability for Youth
- National Dissemination Center for Children with Disabilities
- National Institute of Health
- National Organization on Disability
- Substance Abuse and Mental Health Services Administration
- U.S. Department of Education
- U.S. Department of Education-The Achiever
- U.S. Department of Education-The Education Innovator
- U.S. Department of Labor
- U.S. Food and Drug Administration
- U.S. Office of Special Education
- U.S. Department of Health and Human Services
- Wrightslaw.com

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

[To Top](#)