NASET Special Educator e-Journal

November 2006

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Message from the Executive Directors

Welcome to the November 2006 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.

Membership in **NASET** is growing faster each day, both with renewals and new members. We thank all of you for referring your colleagues to us. By adding our ***Classroom Management Series***, ***The Practical Teacher***, ***Parent Teacher Conference Handouts***, and so many more practical resources, we know that we are well on our way to another great year. As always, the bottom line here at **NASET** is that we are committed to making sure that you are kept up-to-date with all of the most current information in the field of special education.

In this edition of the ***Special Educator e-Journal***, we cover numerous topics. In addition to what we normally provide, we have put together a tremendous resource of materials on the new IDEA 2004 and Staff development. Most importantly, we hope that the broad range of topics enhances your knowledge of the current state of the field of special education, while being practical for your use in the classroom, school building, and with parents.

Remember that **NASET** is your organization, and anything we can do to enhance your professional development, we will take very seriously. We are working very hard to meet all of your needs, and will continue to furnish you with high quality professional and practical resources.

We wish you a very happy and healthy Thanksgiving season.

Sincerely,

Dr. Roger Pierangelo and Dr. George Giuliani
Executive Directors

IDEA 2004 Update

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).

Building the Legacy: IDEA 2004 Web Site (Part B)
http://idea.ed.gov/explore/home
The U.S. Department of Education has created an online "one-stop shop" for resources related to the Individuals with Disabilities Education Act (IDEA) and its implementing regulations, which were released on August 3, 2006. The site will ultimately provide searchable versions of IDEA and the regulations, access to cross-referenced content from other laws (e.g., the No Child Left Behind Act, the Family Education Rights and Privacy Act), video clips, topic briefs on selected regulations, links to the Office of Special Education Programs' Technical Assistance and Dissemination Network, and a Q&A Corner where users can submit questions.

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

More on comparing IDEA 2004 to IDEA 1997.
Visit NASDSE to order your copy of "The Individuals with Disabilities Education Act: Comparison of IDEA Regulations August 3, 2006 to IDEA Regulations March 12, 1999." (NASDSE is the National Association of State Directors of Special Education.) This book goes section by section through the old and the new regulations, so you'll get your money's worth--- $15 for the treasure. It won't get to you in time for the Labor Day holiday unfortunately, but you can order it today, using the order form at:
http://www.nasdse.org/documents/SbSorderform.pdf

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
Web Page
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.

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Legislative Announcements

Appointees Sworn In to Serve on President's Committee for People with Intellectual Disabilities
http://www.acf.hhs.gov/news/press/2006/PCPID_appointments.htm
On September 14, 2006, members of the President's Committee for People with Intellectual Disabilities (PCPID), appointed recently by President George W. Bush, were sworn in by Wade F. Horn, HHS Assistant Secretary for Children and Families. The PCPID acts in an advisory capacity to the President and the HHS Secretary on matters relating to programs and services for persons with intellectual disabilities.

ADD's FY 2003-2004 Bi-Annual Report: The American Dream Belongs to Everyone
http://www.acf.hhs.gov/programs/add/adddocs/annualreport2.pdf
The Administration on Developmental Disabilities (ADD), a division of the U.S. Department of Health & Human Services' Administration for Children & Families, has released its 2003-2004 bi-annual report to Congress, the President, and the National Council on Disability. The report describes some of ADD's grantees and how they have changed lives through technology, new jobs, new opportunities, empowerment training, and protection of rights. Available in PDF (61 pages, 332 KB).

School Mental Health Services in the United States
http://projectforum.org/docs/SchoolMentalHealthServicesintheUS.pdf
The President's New Freedom Commission on Mental Health recognized the critical role schools can play in the continuum of mental health services. In November 2005, the Substance Abuse and Mental Health Services Administration (SAMHSA) released a report based on their national survey of school mental health services in 2002-2003. This In-Brief Policy Analysis from the National Association of State Directors of Special Education synthesizes the SAMHSA report and provides an overview of mental health services, funding issues, and implications for policy and practice. Available in PDF (10 pages, 153 KB).

Tom Osborne Federal Youth Coordination Act Passed
http://youthcoordinationact.org/ncy/FederalYouthCoordinationAct-TakeAction.htm
On September 30, 2006, Congress passed the Federal Youth Coordination Act (FYCA), renaming it the Tom Osborne Federal Youth Coordination Act after its Congressional champion. The bill now moves on to the President for his signature. Among other things, FYCA will bridge policies and programs across the 12 federal departments and agencies that administer programs for at-risk youth.

U.S. Department of Education Announces Partnership with National Urban League
http://www.ed.gov/news/pressreleases/2006/09/09222006a.html
On September 21, 2006, U.S. Secretary of Education Margaret Spellings announced a partnership with the National Urban League to increase student enrollment in free tutoring and after-school programs. Under the No Child Left Behind Act, low-income families can enroll their child in such supplemental educational services if he/she attends a Title I school that has been designated by the state to be in need of improvement for longer than one year. To top

This Just In...

FDA Approves New Treatment for Allergies

The Food and Drug Administration (FDA) announced the approval of Omnaris (ciclesonide) nasal spray, a new drug for the treatment of nasal symptoms associated with seasonal and perennial allergic rhinitis, commonly known as hay fever, in adults and children 12 years of age and older.
Although the precise way Omnaris works is unknown, the drug is a corticosteroid. Corticosteroids are hormone-like drugs that suppress the immune response.

Allergic rhinitis is the medical term for the inflamed, runny nose that's the main symptom of allergies. Seasonal allergic rhinitis is the most common allergic disease. About 35 million Americans suffer from this condition. The ailment's classic symptoms are watery nasal discharge, and fits of sneezing, and itching that can affect not just the nose but the roof of the mouth, throat and the Eustachian tubes which connect the middle ear to the back of the throat.

The safety and efficacy of Omnaris nasal spray were studied in four randomized placebo controlled clinical trials ranging in duration from two weeks to a year. The studies assessed how well Omnaris treated symptoms (runny nose, nasal itching, sneezing, and nasal congestion) in patients with hay fever. The results of these trials showed that patients treated with Omnaris nasal spray had an 8-10 percent greater reduction in nasal symptoms compared to placebo. The difference between Omnaris nasal spray and placebo was significant.

The most common side effects in clinical studies were headache, nosebleeds, and inflammation of the nose and throat linings.

Omnaris is manufactured by ALTANA Pharma US, Inc. of Florham Park, NJ.

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Research Based Intervention for Parents

The Role of Parents in Dropout Prevention: Strategies that Promote Graduation and School Achievement

Students who drop out of school face a difficult future. They are more likely to be unemployed, incarcerated, and/or impoverished. For students with disabilities, the risks are intensified. Their dropout rate is about 40 percent—more than twice that of their peers without disabilities. However, families can play an important role in making sure their student with or without disabilities graduates. Staying involved in your teen's life during middle school and high school is critical.

Students who do not earn a high school diploma are more likely to:

- face unemployment
- live in poverty
- be incarcerated
- earn half as much annual income as a high school graduate
- have children at an early age
- use illicit drugs, tobacco, or both
- be overweight

Source: *Hair, Ling, & Cochran, 2003*

Risk Factors for Dropping Out

Identifying students who are most likely to drop out is not a precise process. Some students with no risk factors leave school, and some with many risk factors complete school.

Although risk factors are not precise predictors, parents should be aware of them. More importantly, they should become involved or seek assistance if they repeatedly see risky behaviors such as skipping school, failing classes, having significant discipline problems, or being involved in illegal activities.
Students with disabilities are at greater risk of dropping out if:

- they have been held back a grade
- they are older than the other students in their grade
- they have limited English proficiency
- they have family or economic problems

(Dynarski & Gleason, 1999; Wells, 1990; Williams Bost, 2004).

Among students with disabilities, students with emotional and/or behavioral disorders (EBD) and students with learning disabilities (LD) are at greatest risk of dropping out *(Lehr, Johnson, Bremer, Cosio, & Thompson, 2004; Wagner, 1995; Wagner & Cameto, 2004; Wagner et al., 1991).*

Why Do Youth Drop Out?

When youth drop out of school, it isn't always an intentional decision. Many say they simply stopped going to school one day and no one objected. Some youth may drop out because they have problems with teachers, dislike school, or receive low grades. Other youth, however, leave school because of problems not directly related to academics, such as financial needs, family caretaking responsibilities, employment, or pregnancy. Others drop out because they think that principals or teachers wanted them to *(Dynarski & Gleason, 1999; National Center on Secondary Education and Transition, 2004; Williams Bost, 2004).*

Consequences

Most students who drop out have not fully considered the consequences and typically are not prepared for what happens to them afterward. Although they are not finished maturing physically and emotionally, these adolescents often face the challenging transition to independent living and adulthood without the benefit of adult guidance, support systems, or services. As a result, they are more likely to face poor job prospects, experience lifelong dependence on social service systems, use illicit drugs, become involved in the juvenile justice system, and become teen parents *(Alliance for Excellent Education, 2003; American Youth Policy Forum, 1998; Hair, Ling, & Cochran, 2003; Harlow, 2003).*

Family Involvement and School Completion

Family involvement is one of the most important contributors to school completion and success. The most accurate predictor of a student's school achievement is the extent to which his/her family encourages learning. Success is more likely if the family communicates high, yet reasonable, expectations for the student's education and future career and becomes involved in his/her education. Middle school and high school students whose parents remain involved tend to:

- make better transitions
- maintain the quality of their work
- develop realistic plans for their future
- have higher graduation rates
- advance to postsecondary education

(Clark, 1993; Henderson & Mapp, 2002; Mapp, 2004; Schargel & Smink, 2001; Williams Bost, 2004).

When families are involved, students are more likely to:

- earn high grade-point averages and scores on standardized tests or rating scales
- enroll in more challenging academic programs
- pass more classes and earn more credits
- attend school regularly
- display positive attitudes about school
- graduate from high school and enroll in postsecondary programs
- refrain from destructive activities such as alcohol and drug use and violence.

Source: *National Parent Teacher Association, 2001*

Strategies Parents of At-Risk Youth Should Know About

The following strategies promote achievement and help students stay in school.

Supporting Student Engagement

Students who actively participate in and identify with their school are more motivated to stay in school and more likely to graduate than those who are not involved with their school. Poor attendance, academic failure, emotional withdrawal, or other inappropriate conduct all can indicate that a student has disengaged from school (Edgar & Johnson, 1995). After-school and extracurricular activities can be an effective way of engaging students who find academics frustrating.

Learning styles, learning disabilities, and life experiences may all contribute to low academic achievement or problem behavior *(Kerka, 2003).* Many students with disabilities have trouble passing standard assessment tests. One means of promoting student engagement is to identify and accommodate disabilities so a student's academic knowledge can be accurately assessed *(Hayes, 1999; Thurlow, Sinclair, & Johnson, 2002).*

Tailoring instruction to meet the needs of individual students also supports student engagement. Many at-risk youth are not well served by mainstream education (*Raywid, 2001*). The traditional approach to education is well-suited to students with strong language and math abilities. However, teachers can help students find other creative ways to learn, solve problems, demonstrate their talents, and achieve success. Technology and classroom materials designed for use by students of varying abilities can support individualized instruction that engages all students in learning (*Smink, 2004*). Parents can advocate for their school districts to adopt such "universal design" practices.

Parents or caring adults can also advocate for individualized discipline procedures and modification of school policies, such as alternatives to out-of-school suspension. Another approach is to include students in problem-solving. Engaging students in the development and enforcement of school rules can help youth learn to evaluate possible consequences and make good decisions (*Edgar & Johnson, 1995*).

Exploring Career Education/Workforce Readiness

Integrated academic and vocational education, career development, and work-based learning can also promote success for at-risk students (*James & Jurich, 1999; Wonacott, 2002*). Students with EBD are often more successful in schools that provide training for competitive employment and maintain high expectations (*Hair et al., 2003; Kerka, 2003*). Participation in service learning can also improve grades, school attendance, social responsibility, and community-oriented attitudes (*Giles & Eyler, 1994; Hamilton & Fenzel, 1998; Schumer, 1994*).

Youth Need Adults Who Care

Students who drop out often feel that teachers, administrators, and others are not interested in them (*Grobe, Niles, & Weisstein, 2001*). Caring, knowledgeable adults can establish a climate of trust and support that lets youth know someone is paying attention. These adults can be "teachers, counselors, mentors, case workers, community members . . . who understand and deeply care about youth and provide significant time and attention" (*James & Jurich, 1999, p. 340*). School programs offering services over a long period foster such trusting relationships between students and adults (*Kerka, 2003*).

It may be especially important for youth who do not have family support to develop such relationships. All students can benefit from them, however. This includes youth who may find it difficult to confide in their parents as well as children of actively engaged parents (*Roehlkepartain, Mannes, Scales, Lewis, & Bolstrom, 2004*).

In their middle and high school years, teens want and need more privacy and independence. As they accept increased responsibility for and have opportunities to learn from their own decisions, they may need less parent involvement. Even so, they still need their parents.

Conclusion

Graduating from high school is a cornerstone of future success. Although students with disabilities may face obstacles to completing their education, parents can play a key role in helping their children achieve this goal. By staying involved, focusing on individual strengths, finding the right school setting, and holding high expectations, parents can help their children prepare for successful adulthood.

Tips for Parents: Helping Students Succeed in School

Reading, writing, and math skills are the foundation for learning in all subjects. One of the most important things parents can do is help their children build these skills in their elementary school years.

For Middle School Students

The transition from elementary school to middle school is traumatic for many students and their families (*Wells, 1989*). By only eighth grade, 20% of all students with disabilities and 40% of Hispanic students with disabilities have dropped out (*Williams Bost, 2004*). Below are some tips for parents of middle school students with disabilities:

- Let your child know that you value education as important to his/her future.
- Set aside time every day for homework, even if your child doesn't have any.
- Make sure that your child completes his/her homework. Find out if your school district has a "homework hotline" students can call for help when studying at home.
- Limit the amount of time your child watches television and plays video games to no more than one or two hours each day.
- Talk to your child about school problems and achievements every day.

- Help your child use problem-solving skills in difficult situations at home and at school. Praise good behavior.
- Know your child's friends and their families.
- Let teachers know that you want to be contacted immediately if your child has problems with homework or behavior.
- If your child is struggling, seek help. Parents and other adults can reduce the likelihood of dropout if they take steps to help youth cope with their problems.

For High School Students

Only 57% of youth with disabilities graduated from high school in the 2001-02 school year, according to the U.S. Department of Education (2002). To help ensure successful completion of high school, try the following tips, which are based on current dropout prevention research.

- Maintain contact with your child's teachers throughout high school.
- Monitor school attendance. If your child is skipping school, it may be a warning sign that he/she is having trouble.
- Encourage your child to seek out extracurricular activities or employment where they can develop positive relationships and have success outside of a classroom setting. Many schools provide after-school and summer programs that cultivate new interests. Encourage your child to participate in at least one extra- curricular activity at school or with other students. These activities can help your child feel part of the group, important to the school, and more motivated.
- Help your child explore career options that interest them and the education needed to be successful in those careers.
- Let your child know that individuals who earn a high school diploma are likely to earn twice as much each year compared to those who don't have a high school diploma or equivalency.
- Help your child establish graduation as a priority. Keep track of the credits he/she needs in order to graduate.
- Identify postsecondary goals. The most important questions to ask are: What interests your child? What is your child good at? Postsecondary technical training or two-year community college programs are appropriate paths to meeting employment goals. If attending a four-year college is the way to reach his/her vocational goal, put steps in place to make this happen.

When There's a Problem

If your child is not doing well or is beginning to have behavioral problems in school:

- Discuss your concerns with your child's Individualized Education Program (IEP) team. Request a functional behavior assessment—a process for determining why problem behaviors occur—and identify effective strategies to address them. Decide, as a group, what can be done to help your child, and what new skills or behaviors your child can learn.
- In some cases, a tutor can help a student who has fallen behind or who has missed important earlier concepts.
- Sometimes, a child's personality may clash with that of the teacher or another student. Meet directly with the teacher to determine if there is a problem or if

there has been a misunderstanding. In some cases, it may benefit everyone if you request that your child be transferred to a different classroom.

- Monitor your child's attendance and school performance. Periodically check in with your child's teachers to find out how things are going.
- Concentrate on your child's goals. Instead of focusing on why he/she is unsuccessful in school, have your child identify his/her future goals; develop a list of school, home, and personal barriers to reaching those goals; and devise strategies to address the barriers.
- If you think your child may have a problem with drugs or alcohol, contact the school guidance counselor or a substance abuse counselor, help line, or organization for information and advice.
- Consider alternative school settings. If you, your child, and the IEP team conclude that the IEP goals cannot be reached in the current school environment, ask for help identifying appropriate alternative settings. Options include magnet schools, alternative schools, charter schools, work-based learning programs, career academies, and general educational development (GED) programs. Include your child in all discussions with school personnel and the IEP team.

Additional Resources

- National Dropout Prevention Center: www.dropoutprevention.org
- Center for Research on the Education of Students Placed At Risk (CRESPAR): www.csos.jhu.edu/crespar
- PACER Center: www.pacer.org

Alternative School Settings

For some students, an alternative school program is the right choice. Students who are unmotivated or have been labeled troublemakers or failures in traditional schools may thrive in smaller, more individualized settings. Research indicates that about 12% of all students attending alternative schools in the United States are students with disabilities (Lehr, 2004). Here are some options for youth and their families to consider.

Alternative School Settings: Options to Consider

Magnet schools have a unique theme or focus. Theme-based programs can help keep students interested in learning (U.S. Department of Education, 2004), preventing the disengagement that can lead to dropout.

Alternative schools may be an appropriate option for at-risk students who want to succeed. About 12% of students in alternative schools for at-risk students are special education students with IEPs—typically students with LD or EBD (*Lehr, 2004; Lehr & Lange, 2003*). Alternative schools that promote school completion and graduation typically feature smaller and more personal settings, individualized supports, counseling, positive relationships with adults, meaningful educational and transition goals, and an emphasis on vocational and living skills (*Lehr, 2004*). The IEP should continue to be followed and services should continue after placement in an alternative school. Parents should make sure that their child's IEP is updated if necessary.

Charter schools are set up independently by teachers, parents, or other concerned people who have ideas for improving learning. Their boards of directors are elected by parents and school staff. Charter schools stress parent involvement. As for serving students with disabilities, charter schools have mixed results. Some parents have questions and concerns; others report having more positive experiences than they had in their previous, noncharter schools (*Ahearn, 2001; Fiore, Harwell, Blackorby, & Finnegan, 2000; Lehr, 2004*).

Career Academies connect school to work through vocational education, career development, and work-based learning. They provide many students with both the motivation to graduate from high school and a solid foundation from which to pursue their college and career goals. Career Academies have contributed to successful results for many at-risk youth with disabilities (*Conchas & Clark, 2002; James & Jurich, 1999; Kemple, 2001; Kerka, 2003*).

GED programs may be an appropriate educational environment for older students whose needs cannot be met in the regular school setting. Some students may just need an alternative way to pursue their education. Recent studies suggest that some students with EBD can be more successful in adult education settings that have smaller classes, individualized instruction, an informal classroom climate, and a shorter school day (*Imel, 2003; Scanlon & Mellard, 2002*). However, a diploma or GED should only be the first step to finishing one's education. The future workforce will require postsecondary education for even entry-level jobs. All youth who go on to college, including those who have a GED, have better outcomes (*Orfield, Losen, Wald, & Swanson, 2004*).

Author: Deborah Leuchovius, PACER Center. Reprinted with Permission from the National Center on Secondary Education and Transition

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Staff Development Resources

This section of resources from the National Dissemination Center for Children with Disabilities focuses primarily upon staff development for teachers (both general and special educators) and the paraprofessionals who may assist them in the classroom. Whether you're a teacher or a paraprofessional looking after your own professional development, or a school administrator responsible for the professional development of others, we hope you'll find information here that's helpful to your local concerns and needs.

Staff Development: How, Why, What Works?

• Staff development models: What kinds are there?
www.techlearning.com/db_area/archives/WCE/archives/braysd.html
Read about different models that exemplify high-quality staff development.

• What makes professional development effective?
www.edgateway.net/cs/wrel/view/lib/25
The author of this article collected and analyzed 13 recent lists of characteristics of "effective" professional development and came to three conclusions. Read the abstract at the link above and learn what he found. Surprised?

• And a national sample of teachers said...
www.edgateway.net/cs/wrel/view/lib/24
Researchers asked teachers to describe each professional development activity (e.g., mentoring, coaching), its type (e.g., workshop, teacher study group) and duration, the level of collective participation (e.g., entire faculty, single department), and the degree to which they felt their knowledge and skills were advanced. Here's an abstract of what went on and what was revealed.

• Consider how adults learn.
http://interact.uoregon.edu/wrrc/IEP/AdultLearning.htm
Much is known about how adults learn and how to improve adult learning experiences. Yet, we tend to fall back on the standard lecture with little or no audience participation as our major training approach. This discussion of Adult Learning and Trainer Skills will help you design workshops and training sessions with adult learning principles in mind.

The link above presents a general discussion and, from there via links at the top of the page, to Training Methods for Adult Learners and an annotated list of Training Resources.

• Are you a principal? An online instructional module on your role in teacher development.
www.edutopia.org/modules/TSD/index.php
Teacher development is a common theme in any school leadership training program. This online instructional module offers examples of how to build on that foundation in a variety of settings, illustrated by master school leaders. These "professors of practice" are meeting the challenges of teacher development and supervision each day in their schools.

• The big picture, the long story, and a close look.
www.financeprojectinfo.org/Publications/prof%20dev%2011-2-03.pdf
Read this useful primer on changes, debates, and delivery of professional development (both pre-service and in-service), courtesy of The Finance Project (TFP).

• The National Standards.
www.nbpts.org/index.cfm
This NICHCY resource page isn't intended to delve into the precise details of what makes for a qualified teacher, a highly qualified teacher, or a teacher that has passed the National Board Certification. But all this is nonetheless very relevant to any staff development program intended to increase the qualifications and readiness of teachers in the classroom. Find out what's what in this regard, including the national standards, at the National Board for Professional Teaching Standards.

• And standards for ONLINE professional development.
www.sreb.org/programs/EdTech/pubs/PDF/StandardsOnlineProfDev.asp
Online instruction gives teachers “anytime, anywhere” access to the professional development courses and workshops they need. This publication outlines specific guidelines to help schools and states plan and evaluate online programs.

• Standards and more standards.
www.monarchcenter.org/resources/standardsprofessional.html
Depending on how, professionally, a person is involved in the education of children with disabilities, the standards for practicing that profession well are different. And when it comes to planning and providing for staff development, it's important to consider those standards. Come to the Monarch Center and connect with a long list of the various groups responsible for establishing professional standards in a range of disciplines working with children with disabilities: early childhood educators, special educators, math teachers, reading instructors, OTs, PTs, speech-language, school counselors, you name it.

Where to Start?

• The National Staff Development Council.
http://nsdc.org/index.cfm
Of course an area as important as staff development would have a council to organize, synthesize, recommend, shape, and distill the body of knowledge about the subject. If you want to know about staff development, NSCD is an absolute must. What types of info will you find here? To name just the tips of two icebergs:

- **Standards for Staff Development**.
  According to NSCD, Staff development standards provide direction for designing a professional development experience that ensures educators acquire the necessary knowledge and skills. Staff development must be results-driven, standards-based, and job-embedded.
- **Staff Development Library.**
  Everything from staff development basics and FAQs to...well, you'll have to see for yourself.

• The Regional Labs.
www.relnetwork.org/
The network of 10 Regional Educational Laboratories, serving geographic regions that span the nation, works to ensure that those involved in educational improvement at the local, state, and regional levels have access to the best available information from research and practice. The link above only begins the journey of finding the right help for your training needs. Here are a few resources and types of assistance you can find within the network:

- Search their products database.
  www.relnetwork.org/pubs/pubs.asp
  You'll be amazed at the breadth and depth of the info the labs make available.
- Hook up with their National Leadership areas.
  www.relnetwork.org/specialty.html
  In addition to serving a geographic region of the nation, each of the 10 Regional Educational Laboratories has a designated specialty area where it takes national leadership. Assessment. Curriculum and Instruction Related to Reading and Language Mastery. Educational Leadership. Expanded Learning Opportunities. Family and Community Connections with Schools. Re-Engineering Schools for Improvement. Standards-Based Instructional Practice. Teaching Diverse Learners. Technology. Do any of these ring a bell of interest?
- A study guide for effective professional development.
  www.mcrel.org/topics/productDetail.asp?topicsID=10&productID=135
  This document is meant to be a study guide with a series of questions to use as you examine your professional development plan.
- Professional development: A toolkit for schools and districts.
  www.ncrel.org/pd/toolkit.htm
  Oh sweet! How to "do" professional development, served to you on a platter. Download the entire toolkit or just the sections you want.
- Notes & Reflections, a newsletter for professional development providers.
  www.ncrel.org/info/notes/
  Notes & Reflections is a free electronic newsletter that offers practical information—ideas, strategies, tools, and resources—about topics of special interest to professional developers who are working to improve school performance.

Professional development for special (and general!) educators.
www.cec.sped.org/index.html
You'll definitely want to visit the Council for Exceptional Children (CEC), which offers many, many resources specific to special education, children with disabilities, and the education staff who work with them. While most of CEC's materials and videos are very appropriate for learning how to address the educational needs of children with disabilities, CEC also offers an entire service devoted to professional development, which includes, for example:

- Online courses for continuing education.
  www.cec.sped.org/pd/webcourses/index.html
  How do you adapt language arts, social studies, or science materials for the inclusive classroom? How 'bout reading and math materials? What if you're a regular ed teacher, and you suddenly have a blind student in class? Or a student with .... CEC offers online courses on the most critical topics affecting special educators today--all of which can be taken from the convenience of your school, home, or office at your own pace. The link above takes you to CEC's list of current course offerings, with side menus going to FAQs, prices, and what courses are coming up.
- Web seminars.
  www.cec.sped.org/pd/webseminar/index.html
  CEC also offers a three-part series of Web Seminars designed for teachers of science and special education.
- Online workshops.
  www.cec.sped.org/pd/reading.html
  CEC's first online workshop focuses on beginning reading instruction, research-based strategies to strengthen students' phonemic awareness, decoding, fluency, word recognition, and comprehension skills.
- INTASC, Interstate New Teacher Assessment And Support Consortium.
  www.ccsso.org/projects/Interstate_New_Teacher_Assessment_and_Support_Consortium/
  Projects/Center_for_Improving_Teacher_Quality/
  The Interstate New Teacher Assessment and Support Consortium (INTASC), a project of the Council of Chief State School Officers (CCSSO), is a national center working with states on developing models for improving the preparation, licensing, and professional development of both GENERAL and SPECIAL education teachers of students with disabilities. INTASC's Model Standards for Licensing General and Special Education Teachers of Students with Disabilities: A Resource for State Dialogue (2001) articulate for the first time what all GENERAL EDUCATION teachers, as well as special education teachers, should know and be able to do to effectively teach students with disabilities.

• **Association for Supervision and Curriculum Development (ASCD).**
www.ascd.org/portal/site/ascd
ASCD is a nonprofit, nonpartisan organization that represents superintendents, supervisors, principals, teachers, professors of education, and school board members. It addresses all aspects of effective teaching and learning—such as professional development, educational leadership, and capacity building. ASCD offers a wealth of publications, has trainers and consultants from the field of education ready to design workshops and more on the subject of your choice, and offers a variety of online training

courses ($89.95 each). Beginning teachers, experienced teachers, administrators... the range of opportunities, insights, and concrete materials at ASCD calls out to be investigated.

And specific to professional development, you'll be glad you found ASCD's Design Your Professional Development Program: Where to Start? If you're not sure where to begin your school or district's professional development plan, take the online survey and it'll help you ID what your school or district needs. Find this resource at:
http://webserver3.ascd.org/ossd/planning.html

What do AFT and NEA have to say?
The two largest teacher membership groups, the American Federation of Teachers and the National Education Association, surely have much to contribute on the subject of staff development. What are some of the resources they offer? Let's see.

- Professional development for teachers, a la AFT.
  www.aft.org/topics/teacher-quality/prodev.htm
  This jump page is where you enter the "library" of AFT offerings on professional development. The 8-page Principles of Professional Development outlines AFT's guidelines for creating professional development programs that "make a difference." And you can find your way into AFT's Educational Research & Dissemination (ER&D) Program, a union-sponsored, research-based professional development program that includes summer institutes for teachers.
- And a la NEA.
  www.ncrel.org/pd/toolkit.htm
  Lots of tidbits and targeted discussions, including links to online professional development opportunities.
- And the NEA Foundation for the Improvement of Education.
  www.nfie.org/
  The NEA Foundation provides $2,000 and $5,000 grants to public school teachers, public school education support professionals, and faculty and staff in public higher education institutions for the purpose of engaging in high-quality professional development or implementing project-based learning and break-the-mold innovations that raise student achievement.

• Edutopia.
www.edutopia.org/php/keyword.php?id=238
The George Lucas Educational Foundation brings us, among other things, Edutopia, where you'll find all sorts of connections to help in staff development, including online instructional modules. The link above takes you into GLEF's Ongoing Professional Development pages.

• Teacher to Teacher Workshops.
www.paec.org/teacher2teacher/
The U.S. Department of Education brought together some of the nation's most effective teachers and education experts to share with their colleagues research-based practices and proven methods of using data-to-inform instruction. The Teacher-to-Teacher Summer Workshops have now morphed into video courses at the link above, to help teachers increase their knowledge and skills for improving student achievement. Subjects?

English/Language Arts, Math/Science, NCLB Basics, Turning Data into Information, Differentiated Instruction...and more.

• The Knowledge Loom.
http://knowledgeloom.org/index.jsp
The Knowledge Loom is an online support resource for educators to present principles of best practices in various subject areas. The Loom presents topic-based, spotlight collections of best practices in teaching and learning. It's a place for educators worldwide to: review research that identifies best practices related to various themes; view stories about the practice in real schools/districts; discover supporting organizations and resources; learn to replicate the success of these practices in their own organizations; add their own stories, knowledge, and questions to the collections; and participate in online events and discussions. And guess what? There's a "Spotlight" collection on professional development!

• Are you in one of these southern-ish states? And even if you're not...
www.sreb.org/
Ya'll come, Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia. The work of the Southern Regional Education Board (SREB) is a rich resource for you (and for the rest of us, too). Staff development is only one of the themes on which the SREB offers a lot of information. But on that theme, you'll find resources such as:

- Professional development that makes a difference: A guide for school leaders. www.sreb.org/programs/hstw/professionalDev/planandconductprofdev.asp
- The Teacher Center.
  www.electroniccampus.org/TeacherCenter/
  SREB's Teacher Center is designed as a "one-stop shop" of online resources designed to help teachers find information relevant to the teaching profession and to aid them in meeting the continuing education requirements of their state or district.
- State resources for staff development, listed further below, under What's Happening in Your State?

• Creating a plan for professional development.
www.enc.org/professional/guide/index.shtm
This online guidance leads the reader through the planning process for creating a professional development plan, either individual or system-wide. An broad range of elements are to be considered, including applying what's known about creating change, selecting learning strategies, time issues, funding issues, analyzing student data as a starting point for identifying areas for professional development, public engagement, and administrative support. No wonder this step-by-step is called "By Your Own Design."

• NICI Virtual Library and much more.
www.thinkclick.org/thinkclick/default.jsp
The National Institute for Community Innovations (NICI) offers the virtual library we've all been waiting for. Schools can use this library for much more than professional development, but that is certainly one function for which library membership can be used. You'll be surprised how inexpensive a library card per person is (special discounts

for NY and VT teachers and students and for faculty and staff of Native American schools). For a list of prices, visit:
www.thinkclick.org/thinkclick/tools/library_order.jsp

You may also be interested in the other services described at the first link given above (www.thinkclick.org/thinkclick/default.jsp). These include: (1) the online Campus, which can provide your team or group with tools and spaces for maximizing group learning and knowledge development in an e-learning environment; (2) the Portfolio, a collaboration and personal organizational tool that allows your leaders, advisors, and teachers to help learners meet goals for learning and build an e-portfolio that demonstrates what they know and can do; (3) Portals, which offer FREE access to special collections of resources needed for educational improvement AND the power to build your own publishing house and catalog store; and (4) Survey, which will give you an efficient way to collect, represent and interpret a rich array of data for educational decision-making.

• Finding and keeping quality teachers: What's effective?
www.personnelcenter.org/
The Personnel Center can tell you. The Center is working to increase the capacity of states, local school districts, early intervention programs, and personnel preparation programs to recruit, prepare, and retain well-qualified, diverse special educators, early intervention, and related service providers. To this end, the Center provides information on successful recruitment, preparation and retention strategies for increasing the quantity and quality of practicing professionals, paraprofessionals, and assistants who serve the needs of infants, young children and youth with disabilities and their families. Visit the Personnel Center's Web site and find such resources as, particularly its section called Resources for Best Practice in Recruiting, Preparing, and Retaining Personnel, at:
www.personnelcenter.org/resources.cfm

National Teacher Recruitment Clearinghouse.
www.recruitingteachers.org./channels/clearinghouse/index.asp
Recruiting New Teachers has been around since 1986 and promotes strategies for effective teacher recruitment, development, and retention. You'll find all kinds of good stuff on their Web site, such as the section called "Successful Teaching" which speaks directly to practicing teachers, with its individual sections on Beginning Teaching, Classroom Tips and Resources, Staying Motivated, Growing Professionally, and Resources and References. Another section is obviously meant for school administrators; it's called "Find and Keep Teachers," and includes its own subsections of Expand the Pool, Increase Your Outreach, Improve Recruitment, Respond to Changing Demographics, and Keep Successful Teachers.

On Professional Learning Communities

PLCs...sounds like... TLC, doesn't it? Staff training and development that lasts and builds capacity increasingly involves setting up PLCs. Learn more via the resources below.

• What are they, and why are they important?
www.sedl.org/pubs/catalog/items/cha35.html
This publication will tell you.

• Getting started.
www.sedl.org/pubs/index.cgi?l=item&id=cha39
"Launching Professional Learning Communities: Beginning Actions" focuses on the actions taken at schools to develop professional learning communities. It's part of the Southwest Educational Development Lab's Issues About Change series.

• FAQs on PLCs and much more.
www.serve.org/EdQuality/ProfLearnCom/
SERVE, one of the regional labs, has developed and piloted a successful Professional Learning Team process. Take advantage of this expertise in their materials on the subject: Professional Learning Team FAQs; the practical "how-to" Facilitator's Guide to Professional Learning Teams: Creating On-the-Job Opportunities for Teachers to Continually Learn and Grow; and Professional Learning Team Tools and Resources, where SERVE continually updates tips, tools, and information for the facilitator's guide.

On Coaching and Mentoring

• Coaching as a strategy for improving instructional capacity.
www.annenberginstitute.org/images/Coaching.pdf
This paper argues for the potential of coaching to develop strong learning communities and improve student achievement. The authors discuss two distinct types of coaches – "change coaches" and "content coaches." Change coaches work with principals and teachers to improve leadership skills and help schools more effectively use their resources, time, money and personnel. Content coaches focus on improving teacher instructional strategies and generally work directly with teachers, either one on one or in small groups. 2003, 46 pages.

• Edutopia on mentoring.
www.edutopia.org/php/keyword.php?id=228
The George Lucas Educational Foundation brings us, among other things, Edutopia, where you'll find all sorts of connections to help in staff development, including online instructional modules. The link above takes you into GLEF's Mentoring pages.

• Mentoring tips from NEA.

- The Portable Mentor: Quick ABCs for the New Elementary Teacher
  www.nea.org/mentoring/brovaz050325e.html
- 13 Tips for Building a Mentoring Program Supporting New Teachers
  www.nea.org/mentoring/prog020813.html

• Best practices resources on mentoring.
http://teachermentors.com/index.html
This site concentrates almost exclusively on teacher mentoring. There are toolkits and lots of "how-to's" about setting up programs---most of the info is for sale but not too expensive.

• Mentoring and induction principles.
www.cec.sped.org/spotlight/udl/mip_g_manual_11pt.pdf
CEC offers "Mentoring Induction Principles and Guidelines," which is designed

primarily for local school districts interested in establishing or strengthening their mentoring program for special education teachers.

• And while we're talking mentoring...
www.nwrel.org/mentoring/curriculum.html
The National Mentoring Center (NMC) actually focuses upon the mentoring of youth, but you may find NMC's 10-module training curriculum offers useful and generic guidance on how to create a mentoring system that works.

Training Your Paraprofessionals

• National Resource Center for Paraprofessionals.
www.nrcpara.org/
Oh, tailor-made! If paraprofessionals are your training concern, or you ARE a paraprofessional, the NRC for Paras is for you. Here are just some of the resources you'll find:

- The Para Community: This is the place to discuss anything under the sun related to paraprofessionals. There are topics on training, legislation, and even a place to introduce yourself. Paraprofessionals, teachers, administrators, and anyone else who cares to join are welcome!
- The State of the Art Report, which provides an overview of how federal, state and local education agencies have addressed issues that influence the roles, preparation, and supervision of paraeducators.
- A Message Board for paraprofessionals.
- Paraprofessional Bibliography: Materials on and for paraeducators.
- Last but not least, a very nice list of links to Other Paraprofessional Websites!

• Project EVOLVE.
www.uvm.edu/~cdci/evolve/
Project EVOLVE is an OSEP-funded project that's generated a wealth of resources, including:

- Paraprofessional Literature 1990-2006
- Professional articles about using paraprofessionals in schools www.uvm.edu/~cdci/evolve/products.html
- Guidelines for selecting alternatives to overreliance on paraprofessionals www.uvm.edu/~cdci/evolve/gsa.html
- A Guide to Schoolwide Planning for Paraeducator Supports www.uvm.edu/~cdci/parasupport/index.html

• Paraeducator Resource and Learning Center (PRLC).
www.uvm.edu/~cdci/prlc/
The PRLC provides information for paraeducators about six important topics: Collaborative Teamwork, Inclusive Education, Families and Cultural Sensitivity, Characteristics of Children and Youth with Various Disabilities, Roles and Responsibilities of Paraeducators and Other Team Members, and Implementing Teacher-planned Instruction.

• CEC's standards for paraprofessionals.
www.cec.sped.org/bk/catalog2/careers.html#P5691
CEC is the Council for Exceptional Children. Their Parability: The CEC Paraeducator Standards Workbook includes CEC Standards for Paraeducators, a Code of Ethics of Paraeducators, and two tools that can be used by district personnel, principals, trainers, and paraeducators to ensure that paraeducators meet the CEC Standards. The product number is #P5691 , cost is $9.95. To place orders by phone, call toll-free 1-888-232-7733. FAX orders to 703-264-9494. Or e-mail your orders to service@cec.sped.org.

• Paraeducator Institute Training Curriculum.
www.nwrac.org/para/index.html
From the Northwest Regional Lab's Comprehensive Center for Region X. The purpose of the Paraeducator Institute Training Curriculum is to prepare Title I paraeducators for Title I professional qualifications. The curriculum will be made available in 2005 to SEAs and LEAs interested in using it to meet Title I requirements for paraeducators.

• What are other states doing?
www.nasdse.org/publications.cfm
State Level Initiatives Related to Training and Supervision of Paraeducators reports the results of Project FORUM's survey of several states about their policies and activities in this regard. It's available for download or purchase at the link above.

• Paraeducators and professional development.
www.nwrac.org/para/index.html
The Region X Comprehensive Center (CC) at NWREL also offers a number of publications featuring the roles and training of paraeducators. By Request...Working Together for Successful Paraeducator Services focuses on their roles on the instructional team. Designing State and Local Policies for the Professional Development of Instructional Paraeducators explores how to appropriately train paraeducators. Questions about the qualification requirements for paraeducators under NCLB, Title I, section 1119 (c)? The Oregon Resource Guide to Paraeducator Issues is for you.

• Paraeducators into teachers.
www.recruitingteachers.org./channels/clearinghouse/
aboutrnt/1564_pubparaedutoteacher.htm
Paraeducator-to-teacher programs can help to build a more qualified and diverse teaching force. Find out how to set up such a program in the resource A Guide to Developing Paraeducator-to-Teacher Programs, described and available for purchase at the link above.

What's Happening in Your State?

States are charged with improving teacher quality, establishing standards, and determinating certification and licensure. What's what in your state? What are your state's standards and requirements? Is your state offering professional development over the Internet, a new professional development approach that is both effective and inexpensive. Hook up with state info at the links below.

• National Board Certification info, state by state.
www.nbpts.org/about/state.cfm
The effectiveness of National Board Certification rests on the collaborative efforts of the National Board for Professional Teaching Standards (NBPTS) and the nation's states and localities. What's your state doing?

• Are you in one of these southern-ish states?
www.sreb.org/
Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia. The work of the Southern Regional Education Board (SREB) was mentioned above. State-specific info of all kinds is available at SREB's site, including such resources as:

- Professional development opportunities in your area.
  www.sreb.org/programs/hstw/professionalDev/profdevindex.asp
  Visit the Professional Development Index to find upcoming institutes and conferences and to access videos of past conferences.
- How does your state define a "highly qualified" teacher?
  www.ecinitiatives.org/teachercenter/
  Pick an SREB state at the link above—or more than one state—and get state requirements, obtain information, and learn about options available to you. You can also search for subject-matter competency information for any grade level.
- SREB Multi-State Online Professional Development.
  www.sreb.org/programs/EdTech/toolkit/onlineindex.asp
  All 16 SREB states' departments of education are working together to use and promote the Web to provide needed quality professional development for teachers regardless of where they live or work. Each state participating in the Multi-State Online Professional Development initiative has access to online professional development workshops, training and mentoring programs for online instructors and online course designers, a repository of course content contributed by all participating states, and resources designed to guide districts and states in implementing successful online professional development.

• Health educators: What each state requires for their professional development.
www.nasbe.org/HealthySchools/States/Professional%20Development.html
State-by-state professional development policies for health educators...courtesy of the National Association of State Boards of Education (NASBE).

• California, for math and science.
www.k12alliance.net/index.html
The K-12 Alliance, focusing its efforts in California, unites three professional development networks--CSIN, SPAN and SS&C--to provide regional services that include standards-based content (science and mathematics), instructional strategies (including technology and literacy) and development of teacher leadership.

• Texas, on technology.
www.txstargate.net/
Texas STARgate provides the courses and tools to assist in meeting TX districts' specific technology integration staff development requirements.

Staff Development Resources on Specific Topics

• Assessment accommodations.
www.cec.sped.org/bk/catalog2/assessment.html
Making Assessment Accommodations: A Toolkit For Educators [and Videotape] is available from CEC, the Council for Exceptional Children. It features an extensive staff development guide, resources for both practitioners and administrators, and staff development activities. It also includes reproducible masters for use in training. The product number is #P5376. The cost is $103.95 ($72.95 for CEC members). To place orders by phone, call toll-free 1-888-232-7733. FAX orders to 703-264-9494. Or e-mail your orders to service@cec.sped.org.

• Assistive technology.
www.fctd.info/resources/search.php
Visit the Family Center on Disability and Technology for a wealth of info on AT. The link above takes you to FCDT's search page, where you will find hundreds of reviews of AT resources such as books, newsletters, training manuals (hey! training manuals), software, and Web sites. As a useful resource for staff training on AT, ask for ACDT's primer on AT. It's new, as of 2005, and it's very, very good.

• Assistive technology.
Click Here
Information on the Web abounds and is increasingly a part of students' lives, in and out of the classroom. But what about the students who cannot see the information, hear the audio or move the mouse? Accessible Information Technology Resources: A Quick Reference Guide for Educators provides valuable information about products, services, and guidelines to help educators improve access to information technology resources for students with disabilities.

• Attention-deficit/hyperactivity disorder (AD/HD).
www.cec.sped.org/bk/catalog2/attention.html
Attention Deficit Hyperactivity Disorder Knowledge and Skills: Training Program for Educators offers training materials that can be used in both preservice and inservice education to expand knowledge of the needs of students with ADHD. Each of the five modules presents basic information and skills about a specific topic area, along with training tools to support students with AD/HD. The product number is S5363. The cost is $49.00. To place orders by phone, call toll-free 1-888-232-7733. FAX orders to 703-264-9494. Or e-mail your orders to service@cec.sped.org.

• Behavior: FBAs and BIPs.
www.cec.sped.org/bk/catalog2/behavior.html
Two training resources from the Council for Exceptional Children (CEC) address training with respect to the behavior issues of conducting a functional behavior assessments (FBA) and writing a behavior intervention plan (BIP). To place orders by phone, call toll-free 1-888-232-7733. Or e-mail your orders to service@cec.sped.org.

- Functional Behavioral Assessment: An Interactive Training Module is a CD-ROM interactive training module designed to teach educators who work with students with problem behaviors the basic steps in conducting a functional behavioral assessment. This step-by-step training module includes video

examples, reproducible forms, case studies, self tests, and more. The product number is S5355. The cost is $89.00 ($80.00 for CEC members).

- Behavior Intervention Planning: Using the Functional Behavioral Assessment Data is also an interactive CD-ROM that walks you through the process of writing an effective plan based on the function of a student's problem behavior, with audio narrative and video clips of real students. The package ncludes a 43-page user's manual.

• Cultural proficiency.
www.wested.org/cs/we/print/docs/we/products.htm
This implementation guide for school leaders provides the practical strategies, tools, and resources needed to successfully implement cultural proficiency in the school setting.

• Deaf-Blindness.
www.tr.wou.edu/ntac/training.htm
NTAC (National Technical Assistance Consortium for Children and Young Adults Who Are Deaf-Blind) offers a number of training resources online, including a Training Database (trainings conducted by state deaf-blind projects for educators, service personnel, families or students) and the fact sheet Thoughts on Effective Training, found at: www.tr.wou.edu/ntac/tom.htm.

• Learning disabilities.
Oh la la, if you're considering professional development activities to improve your teachers' skills for working with students who have LD, there are many, many, many resources available. We are going to just point you to a few sources to get you started. Landing on the home pages of any of these sites will be just the first step in hitting the mother lode of info on this subject.

- Teaching LD.
  www.teachingld.org/default.cfm
  TeachingLD is a service of the Division for Learning Disabilities (DLD) of the Council for Exceptional Children. The purpose of TeachingLD is to provide trustworthy and up-to-date resources about teaching students with learning disabilities.
- LDonline.
  www.ldonline.org/
- Learning Disabilities Association of America (LDA).
  www.ldaamerica.org/aboutld/teachers/index.asp
- Schwab Learning.
  www.schwablearning.org

• Literacy, in the secondary school.
www.wested.org/cs/we/view/serv/11
The Secondary Literacy Support Network (SLSN) offers a professional development series to help schools build a comprehensive literacy plan across all content areas. Read about it at the link above.

• **Reading.**
www.nasbe.org/Educational_Issues/Reports/Reading_Prof_Develop.pdf
Every Child Reading: A Professional Development Guide is a publication made available online by the National Association of State Boards of Education (NASBE).

• **Science.**
www.cec.sped.org/pd/webseminar/index.html
CEC (the Council for Exceptional Children) offers a three-part series of Web seminars designed for teachers of science and special education.

• **Social-emotional competence.**
http://csefel.uiuc.edu/modules.html
The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is a five-year project designed to strengthen the capacity of Head Start and child care programs to improve the social and emotional outcomes of young children. The link above will take you to training modules (including powerpoint presentations, presentator's guides, scripts, and handouts) in these areas: Classroom Preventive Practices: Promoting Children's Success; Social-Emotional Teaching Strategies; Individualized Intensive Interventions: Determining the Meaning of Challenging Behavior; Developing a Behavior Support Plan; and Leadership Strategies for Supporting Children's Social and Emotional Development and Addressing Challenging Behavior.

• **Social skills instruction.**
www.cec.sped.org/bk/catalog2/social.html
Collaborative Approach to Social Skills Instruction - Companion Video Training Program is available from CEC, the Council for Exceptional Children. This complete training package is designed for a facilitator in workshop settings, for groups to use in planning sessions, or for individual teachers to enhance their skills. A notebook gives background information on teaching social skills, ways to collaborate, suggestions for leading workshops, activity handout masters, and overheads. The videotape includes seven segments, 4-8 minutes long, which show the program in action.The product number is #S5177. The cost is $44.50. To place orders by phone, call toll-free 1-888-232-7733. Or e-mail your orders to service@cec.sped.org.

• **Technology: What do teachers need to know?**
www.sreb.org/programs/EdTech/pubs/NewDirections/NewDirections.asp
As students increasingly are expected to use technology skillfully, teachers also must be able to meet certain expectations and to keep up with trends and developments. This report focuses on technology standards for teachers and describes how several states have implemented standards to ensure that teachers are prepared to use technology in the classroom.

• **Technology in the classroom.**
www.ncrtec.org/pd/llwt/
Leadership and Learning with Technology modules support educators in their journey toward effective technology integration. Districts can use the six modules to create meaningful workshops designed for specific needs.

• Technology in the classroom.
www.rtec.org/
The Regional Technology in Education Consortia (R*TEC) program was established to help states, local educational agencies, teachers, school library and media personnel, administrators, and other education entities successfully integrate technologies into kindergarten through 12th grade (K-12) classrooms, library media centers, and other educational settings. Find out who serves your region and access a host of help and resources. Specific to professional development are such materials as these two: Profiler, a technology skills assessment that schools can use to help individuals in a group measure their strengths and weaknesses, then collaborate to help each other build expertise; and The Active Learning with Technology (ALT) portfolio, a set of materials and activities designed for educators who provide professional development to K-12 teachers.

• Technology: Training teachers to use it.
www.techlearning.com/outlook/columns/profdev.jhtml
techLEARNING.com is produced by Technology & Learning Magazine, with contributions from hundreds of K-12 teachers, administrators & other experts in the field. On their site, you'll find a wealth of articles and insights on how to bring the horses to the technology waters and have them WANT to drink. The link above takes you to the Professional Development resources page.

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Update on Special Education Websites and Listservs

Career Voyages
http://www.careervoyages.gov/
CareerVoyages.gov is designed to provide information on high growth, in-demand occupations along with the skills and education needed to attain those jobs. The site includes information on occupations experiencing growth; the skills and education required for these occupations; and training and education available to prepare for these occupations. It targets four groups: students, career changers, parents, and career advisors. CareerVoyages.gov is a collaborative effort between the U.S. Department of Labor and the U.S. Department of Education.

Give Kids Good Schools Campaign
http://www.givekidsgoodschools.org/site/c.llKUL5MUIwG/b.1837895/k.BF3C/Home.htm
The Public Education Network recently launched the Give Kids Good Schools Campaign, a five-year national effort to build a constituency of six million people who are committed to the goal of quality public education. The campaign encourages individuals to learn, vote, and act on behalf of quality public education through its Web site. The site also includes information on Give Kids Good Schools Week (October 16-22, 2006) and ways to make your voice heard and contribute to the campaign.

Teaching Quality Data Systems Roadmap: Building Teaching Data to Promote Sound Teacher Quality Policies and Programs
http://www.teachingdata.org/
With support from the Carnegie Corporation of New York, the Center for Teaching Quality has developed an online Teaching Quality Indicators Roadmap—a comprehensive teaching quality data system that will help universities, states, and the nation answer questions about how to define a quality teacher and how to recruit, prepare, and retain quality teachers. Users can travel down each "road" on the map to learn how to build an Ideal Teaching Quality Data System—avoiding wrong turns, heeding warning signs, and arriving at a destination that is fair and reliable for teachers and the students they serve.

E-mail Updates from Ragged Edge Online
http://www.raggededgemagazine.com/emailsubscribe.html
Ragged Edge magazine is the successor to the award-winning periodical, The Disability Rag. Its Web site includes writing about society's "ragged edge" issues: medical rationing, genetic discrimination, assisted suicide, long-term care, attendant services, etc. Ragged Edge online has three e-mail news services—you can sign up to receive notice of updates to its Web site, updates to the editor's blog, and/or highlights of articles posted to the Web site in the past two weeks.

PACER e-news
http://www.pacer.org/eNews/eNews.htm
PACER e-news is the e-mail newsletter of PACER (Parent Advocacy Coalition for Educational Rights) Center, a Parent Training and Information Center in Minnesota. It is published every 1-2 months and includes resource recommendations, information about upcoming conferences, legislative announcements, and news in the disability field.

Quarterly E-Newsletter from MyStudyBuddy.org
http://www.mystudybuddy.org/newsletters/
StudyBuddy Tutorial Services in San Francisco offers a free quarterly e-newsletter with information on various topics in education. For example, the September 2006 issue includes information on the transition from middle to high school, exit exams, higher education, teaching kids about government, PTA support for the arts, and support for foster kids in college. Email Jane Radcliffe at jradcli@igc.org to subscribe.

The Navigator from Pilot Parents of Southern Arizona
http://www.pilotparents.org/navigator.htm
The Navigator is the quarterly e-newsletter of Pilot Parents of Southern Arizona, a Parent Training and Information Center. Written from a parent's perspective, it contains information relevant to parents of children with disabilities across the country. For example, the Summer 2006 issue includes an article about becoming an "increasingly empowered parent" (IEP) and an article entitled, "Are extended school year services right for your young child?" as well as resource recommendations.

Center for Implementing Technology in Education (CITEd)
http://www.cited.org/
CITEd's Web site includes content for teachers, administrators, technology coordinators, and professional development coordinators; a Learn Center, Action Center, and Research Center; and a database of products that support math or reading. Users can also request technical assistance from CITEd.

DB-Link: The National Information Clearinghouse on Children who are Deaf-Blind
http://www.dblink.org/
The Web site of the National Information Clearinghouse on Children who are Deaf-Blind provides "information to nurture, empower, and instruct children who are deaf-blind," including information about deaf-blindness, news and announcements, publications, research, and people and programs.

IDEAdata.org
https://www.ideadata.org/
This Web site from Westat provides public access to the most recent data about children with disabilities served under the Individuals with Disabilities Education Act (IDEA). These data are collected annually by the U.S. Department of Education's Office of Special Education Programs in accordance with Section 618 of IDEA. They are provided on this Web site in the form of tables produced for the Annual Reports to Congress: http://www.ed.gov/about/reports/annual/osep/

UDL Lesson Builder
http://lessonbuilder.cast.org/
The Universal Design for Learning (UDL) Lesson Builder from CAST provides educators with models and tools to create and adapt lessons that increase access and participation in the general education curriculum for all students. Users can learn about UDL, explore model UDL lesson plans, and create, save, and edit their own UDL lesson plans.

"Alternatives" Newsletter on A.T. and UDL from the TRE Center
http://www.trecenter.org/news.htm
The Technology Resources for Education (TRE) Center in New York State sends out bi-weekly e-mail newsletters with information on Assistive Technology, Universal Design for Learning, and other educational news and resources.

Self-Employment for People with Disabilities Listserv
http://groups.yahoo.com/group/pwd_self-employment/
This listserv was established by Diversity World to promote the development of self-employment opportunities for people with disabilities. It is intended to be a networking forum for entrepreneurs with disabilities and individuals or organizations who have an interest or role in hiring people with disabilities. Members are invited to post comments and questions and promote related events, publications, organizations, and resources.

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Resources from the National Center on Secondary Education and Transition (NCSET)

Department of Homeland Security and National Groups Collaborate to Help Individuals with Disabilities Prepare for Emergencies
http://www.ready.gov/america/getakit/disabled.html
On September 6, 2006, the U.S. Department of Homeland Security (DHS) announced joint efforts with AARP, the American Red Cross, the National Organization on Disability, and the National Fire Protection Association to help individuals with disabilities prepare for emergencies. These entities have developed a brochure highlighting the key preparedness steps Americans with disabilities and their families and caretakers should take before emergencies occur. For a free copy of the brochure or for more information about emergency preparedness for individuals, families, and businesses, visit the project's Web site or call 1-800-BE-READY.

A Blueprint for Change: Improving the System Response to Youth with Mental Health Needs Involved with the Juvenile Justice System
http://www.ncmhjj.com/Blueprint/pdfs/ProgramBrief_06_06.pdf
The majority of youth involved with the juvenile justice system have mental health disorders. "Blueprint for Change: A Comprehensive Model for the Identification and Treatment of Youth with Mental Health Needs in Contact with the Juvenile Justice System" (Skowyra & Cocozza, in press) offers a conceptual and practical framework for juvenile justice and mental health systems to use when developing strategies and policies to improve mental health services for youth involved with the juvenile justice system. This Research and Program Brief from the National Center for Mental Health and Juvenile Justice summarizes that framework. Available in PDF (12 pages, 451 KB).

A Difficult Passage: Helping Youth with Mental Health Needs Transition into Adulthood
http://www.ncsl.org/programs/health/forum/youthmentalneeds.htm
Developed by the National Conference of State Legislators and the National Collaborative on Workforce and Disability/Youth, this Policy Brief discusses current state strategies for improving outcomes for youth with mental health needs and offers additional policy recommendations.

ADD Update: Special Issue on Emergency Preparedness
http://www.acf.hhs.gov/programs/add/adddocs/addupdate07062.pdf
ADD Update is the newsletter of the Administration on Developmental Disabilities of the U.S. Department of Health & Human Services' Administration on Children and Families. This issue includes information on emergency preparedness for individuals with disabilities, including tips and lessons learned from a recent conference on the subject; two articles on self-advocacy; project updates; and resources. Available in PDF (17 pages, 203 KB).

An Inventory of Federal and State Law, and Planning Guide Pertaining to Mental-Health Related Services in Special Education
http://education.state.mn.us/MDE/static/009409.pdf
This guide from the Minnesota Department of Education inventories existing laws and regulations that pertain to the provision of mental-health related services for students with disabilities. The guide also includes discussion questions that are intended to facilitate local planning. Available in PDF (56 pages, 841 KB).

Assisting Students Who Enter High School with Poor Academic Skills
http://www.mdrc.org/area_issue_15.html
When students enter high school unprepared, what works to help them catch up and avoid dropping out? This brief from MDRC reviews recent evaluations of high school reforms and suggests that intervening in ninth grade, as students are adjusting to high school, is critical. In particular, semester-long intensive "catch-up" courses in reading and math can help get students back on track, and appear to benefit students over time.

From Goals to Results: Improving Education System Accountability
http://www.sreb.org/main/Goals/Publications/System_Accountability.asp
This report from the Southern Regional Education Board includes recommendations and an action agenda, "From Goals to Results . . . Making It Happen," intended to help states develop an education system that aligns K-12 schools and postsecondary institutions,

including helping students make smooth transitions to the next education level (especially first grade, ninth grade, and college), building statewide education data systems that can track individual students and teachers over time, and achieving real-dollar growth in state budgets for K-16 education.

Healthy Relationships and Safe Sex: Tips for Self-Advocates
http://www.hsri.org/leaders/theriot/joeorderform.pdf
This handbook by Joe Meadours, an accomplished self-advocate from Alabama, teaches readers how to have healthy friendships and romantic relationships, as well as safe sex. It costs $15. Order form available in PDF (1 page, 45 KB).

How to do Action Research in Your Classroom
http://www.teachersnetwork.org/tnli/Action_Research_Booklet.pdf
The Teachers Network Leadership Institute (TNLI), a project of Teachers Network, a nationwide, nonprofit education organization, has issued a booklet entitled, "How to Do Action Research in Your Classroom." It was developed from TNLI's experience in supporting teachers who were conducting action research in order to make connections among policy, practice, and student achievement. Available in PDF (20 pages, 3.9 MB).

Implementing Graduation Counts: State Progress to Date
http://www.nga.org/Files/pdf/0608GRADPROGRESS.PDF
In 2005, all U.S. state governors signed the Graduation Counts Compact, making an unprecedented commitment to a common method for calculating state high school graduation rates. The governors also committed to leading efforts to improve state data collection, reporting, and analysis; reporting additional indicators of outcomes for students; and reporting annually on their progress toward improved high school graduation, completion, and dropout data. This report from the National Governors Association reports that in 2006, 13 states will report their graduation rates based on the Compact definition, and 39 states will do so by 2010. Available in PDF (18 pages, 1.9 MB).

Improving Results for Students with Disabilities: Key Findings from the 1997 National Assessment Studies
Click Here
This report, prepared by Abt Associates for the U.S. Department of Education's Office of Special Education Programs, provides a synthesis of key findings that have emerged to date across the currently available data from seven national assessment studies (three topic-specific studies and four longitudinal child outcomes studies). It includes information on findings linking positive outcomes to parent involvement, steps states have taken to strengthen family involvement, and information on ways that poverty and family environment relate to outcomes for students with disabilities. Available in PDF (88 pages, 574 KB).

Making Science Labs Accessible to Students with Disabilities
http://www.washington.edu/doit/Brochures/Academics/science_lab.html
This brochure from the DO-IT Center at the University of Washington helps science teachers take steps to make their labs inviting and accessible to students with a wide range of disabilities. It provides an overview of two approaches to making science labs accessible—accommodations and universal design—and also provides links to additional resources on the topic.

Mentoring: Access to Supportive Relationships is Critical for Students at Risk of Underachievement
http://www.ecs.org/clearinghouse/70/94/7094.pdf
This newsletter from the Education Commission of the States summarizes recent research on how—and the extent to which—young people benefit from mentoring. It also provides an overview of different types of mentoring programs, describes the benefits and potential adverse effects of mentoring programs, and shares how mentoring has been used as part of schoolwide reform efforts. Available in PDF (4 pages, 444 KB).

Push to Win Back Dropouts
http://www.csmonitor.com/2006/0905/p01s02-ussc.html
This article in the Christian Science Monitor details several programs that states, districts, and counties are using to reach out to students who have dropped out of high school.

Reviews from the What Works Clearinghouse: Dropout Prevention and Character Education
http://www.whatworks.ed.gov/
The U.S. Department of Education's What Works Clearinghouse recently posted reviews of several interventions in both Dropout Prevention and Character Education to its Web site. Under Dropout Prevention, programs recently reviewed include ALAS (Achievement for Latinos through Academic Success), Career Academies, and Check & Connect. Under Character Education, programs recently reviewed include Caring School Community™ (CSC), Connect with Kids, Lions Quest—Skills for Action, Lions Quest—Skills for Adolescence, Positive Action, Too Good for Drugs and Violence (TGFD & V), Too Good for Drugs™ (TGFD), Too Good For Violence (TGFV), and Voices Literature and Character Education (Voices LACE)

Seeing Improvement: A Guide to Visiting Schools that Use Effective Whole School Improvement Models and Promising Practices
http://www.csrq.org/documents/SeeingImprovement81606_FINAL.pdf
This school improvement manual from the Comprehensive School Reform Quality Center and the American Federation of Teachers provides suggestions on how to select school reform models and then conduct school visits to evaluate such programs in order to inform policy decisions. It includes a rationale for and information on selecting evidence-based approaches for school improvement, as well as detailed guidance on conducting school visits. The appendices include checklists and sample materials to assist with school visits. Available in PDF (34 pages, 528 KB).

The College Ladder: Linking Secondary and Postsecondary Education for Success for All Students
http://www.aypf.org/publications/The%20College%20Ladder/TheCollegeLadderlinkingsecondaryandpostsecondaryeducation.pdf
This compendium from the American Youth Policy Forum reviews 22 programs that provide opportunities for high school students to earn college-level credit or take college-level courses. The programs' impact on a range of student outcomes—including credits earned during high school, performance on high school tests, high school graduation rates, college-going rates, college remediation, college grades, retention in college, and degree and job market attainment—are evaluated. The publication emphasizes programs that traditionally serve high-achieving students, as well as those that serve first

generation, low-income, and low-performing students and underrepresented minorities. Available in PDF (176 pages, 1.2 MB).

The MetLife Survey of the American Teacher 2006: Expectations and Experiences
Click Here
The 2006 MetLife Survey of the American Teacher examines what deans and chairpersons of schools of education, principals, and teachers think is most critical in preparing teachers to meet classroom demands. The report also analyzes data from past Surveys to understand challenges facing teachers and their likelihood of remaining in the profession, and to recommended strategies to recruit and retain high-quality teachers. Available in PDF (167 pages, 700 KB).

The Ready by 21 Challenge: People, Places, Possibilities
http://www.forumfyi.org/Files//Georgia_Voices_Institute.pdf
This is a PowerPoint presentation presented by Karen Pittman, Executive Director of The Forum for Youth Investment, at 100 Voices: A Policy Institute. It examines youth connectedness, supporting youth development, how many young people are ready for adulthood, and the need for coordinated community supports. Available in PDF (30 pages, 1.5 MB).

Voices of Urban Education: Educating Vulnerable Pupils
http://www.annenberginstitute.org/VUE/
Many schools and communities have raised student performance overall in response to the imperative to educate all students to high standards. But some students continue to lag behind, especially those that the education system has, historically, served poorly: low-income students, students of color, and students with learning needs. What will it take to fulfill the promise of education reform and educate all students to high levels? This issue of Voices in Urban Education (VUE) shares five ways to address the needs of the most vulnerable pupils. VUE is a quarterly publication of the Annenberg Institute for School Reform at Brown University.

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Funding Forecast, Grants, Awards, and Scholarships

Forecast of Funding Opportunities under the Department of Education Discretionary Grant Programs for Fiscal Year 2006
http://www.ed.gov/fund/grant/find/edlite-forecast.html
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.

FY 2006 Discretionary Grant Application Packages
http://www.ed.gov/fund/grant/apply/grantapps/
This site, from the Department of Education, provides information on grant competitions that are currently open.

Refining and Testing Mental Health Interventions and Services for Youth with Mental Illness who are Transitioning to Adulthood
http://grants.nih.gov/grants/guide/rfa-files/RFA-MH-07-051.html
The National Institutes of Health is soliciting research proposals aimed at refining and testing innovative interventions and service delivery models for youth with severe mental illnesses who are transitioning to adulthood. Care for individuals in this age range is complicated by the unique developmental context; the multi-problem nature of behavioral health conditions; the lack of evidence-based interventions and services adapted for this age group; and various discontinuities in service systems and health care financing. Responsive applications will propose research to address gaps in available intervention and service delivery strategies for this age group. Application deadline: November 28, 2006.

Research Fellowships Program
Click Here
The purpose of the Research Fellowships Program from the National Institute on Disability and Rehabilitation Research is to build research capacity by providing support to enable highly qualified individuals, including individuals with disabilities, to conduct research about the rehabilitation of individuals with disabilities. Only individuals who have training and experience that indicate a potential for engaging in scientific research related to the solution of rehabilitation problems of individuals with disabilities are eligible. Application deadline: November 27, 2006.

Technology and Media Services for Individuals with Disabilities--Research on Technology Effectiveness and Implementation for Children with Disabilities: Web-Supported Instructional Approaches
Click Here
The purpose of this program is to: (1) improve results for children with disabilities by promoting the development, demonstration, and use of technology; (2) support educational media services activities designed to be of educational value in the classroom setting to children with disabilities; and (3) provide support for captioning and video description that is appropriate for use in the classroom setting. State educational agencies; local educational agencies (LEAs); public charter schools that are LEAs under state law; institutions of higher education; other public agencies; private nonprofit organizations; outlying areas; freely associated states; Indian tribes or tribal organizations; and for-profit organizations are invited to apply. Application deadline: November 13, 2006.

Training and Information for Parents of Children with Disabilities Program
Click Here
The purpose of this program is to ensure that parents of children with disabilities receive training and information to help improve results for their children. Parent organizations are invited to apply. Application deadline: November 13, 2006.

Youth Leaders for Literacy to Awards Grants for Student-Led Projects
http://www.nea.org/readacross/volunteer/
Youth Leaders for Literacy is an initiative of the National Education Association and Youth Service America (YSA) to help youth develop and implement reading-related service projects to begin on NEA's Read Across America Day, March 2, 2007, and culminate on YSA's National Youth Service Days, April 20-22, 2007. Proposed service projects must include a scheduled activity (e.g., read-aloud session, trip to the library, book-making, etc.) for each week of the project period. Twenty grants of $500 will be awarded. Applicants can apply either as individuals or groups and must be under age 22. Application deadline: November 24, 2006.

Ed-Tech Online
http://www.bridgemultimedia.com/edtechgrants/
Ed-Tech Online is a free, comprehensive, and easy-to-use grant directory that State and Local Education Agencies (SEAs and LEAs) can use to learn about U.S. Department of Education technology grants for states, districts, and local schools. It lists U.S. Department of Education technology grants in one place and includes strategic objectives, appropriations, contact names, and telephone numbers, as well as direct links to the government agencies offering specific grants. It also features "Grants at a Glance" synopsis tables, and a useful summary of the No Child Left Behind Act of 2001, Titles I-X.

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Calls to Participate

Brain Injury Association of America Seeking Interview and Focus-Group Participants for Materials Review
http://www.surveymonkey.com/s.asp?u=509282452479
The Brain Injury Association of America (BIAA) is producing new materials for the National Brain Injury Information Center and Brain Injury Awareness Month 2007, and is seeking persons who would be willing to review them. Specifically, BIAA is recruiting persons with brain injury and their families for individual interviews and focus groups. The individual interviews with persons with brain injury will take 30-45 minutes each. Focus-group participants will be asked to review the materials and then participate in a 60-minute teleconference. Each participant will receive $50. Participants cannot be employees of or volunteers for BIAA or its state affiliates.

College Students with Disabilities: Apply to the Washington Center Scholarship Program
http://www.twc.edu/disability_about.shtml
Through a partnership with the U.S. Department of Labor's Office of Disability Employment Policy, The Washington Center for Internships and Academic Seminars is offering scholarships for students with disabilities interested in working in the executive, judicial, or legislative branches of the federal government during the spring 2007 semester. Students will be exposed to community, national, and international leaders through workshops, seminars, lectures, embassy visits, and networking events during the semester. The American Association of People with Disabilities will offer technical guidance and support to the program. Fifty scholarships of $8,500 each are available. Application deadline: November 15, 2006.

Nominate Your Community for Consideration as One of the 100 Best Communities for Young People
http://www.americaspromise.org/100Best.aspx?id=968
America's Promise - The Alliance for Youth has launched the 2007 100 Best Communities for Young People competition and invites communities across the U.S. to compete for the honor of having their locality named one of the nation's great places to grow up. The program showcases communities that do an outstanding job of fostering safe and caring environments that effectively educate youth and help them become productive citizens. The 100 Best Communities receive national recognition; opportunities to participate in national and regional forums to share ideas and best practices; and tools to promote the award locally. Application deadline: November 3, 2006.

Submit a Presentation Proposal for the AAIDD (formerly AAMR) Annual Conference
http://64.112.226.77/one/aamr/aamr07/index.php?cmd=aamr07&id
The American Association for Intellectual and Developmental Disabilities (AAIDD) (formerly AAMR) is soliciting presentation proposals for its 2007 Annual Meeting, which will focus on supports for people with intellectual and developmental disabilities. It will be held in Atlanta from May 21-24, 2007. Sub-themes to be addressed at the conference include: assessment of support needs, family supports, health and wellness supports, housing supports, positive behavioral supports, research to develop and improve supports, self-directed supports, and supports coordination. Proposal submission deadline: November 15, 2006.

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Upcoming Conferences, Workshops, and Events

Chronic Illness and Disability: Transition from Pediatric to Adult-Based Care
Conference
November 2, 2006 - November 3, 2006
Houston, TX
http://cme.bcm.tmc.edu/1340/
There is a great need on the part of youth and young adults with chronic illness and/or disability, their families, and their healthcare providers to improve the transition from pediatric to adult-based medical services. At this conference, presented by the Baylor College of Medicine, leading experts in the field will discuss the current state of transition from pediatric to adult-based care, highlighting barriers and proposing solutions to providing this care.

Differentiation and the Brain-Friendly Classroom
Workshop
November 5, 2006 - November 8, 2006
San Antonio, TX
http://www.corwinpressconferences.com/Differentiation.pdf
Participants in this workshop will increase their knowledge of differentiation and brain-compatible instruction. Sessions will focus on improving student achievement toward meeting or exceeding state-mandated standards and the requirements of the No Child Left Behind Act with special emphasis on the core areas of reading, writing, and math. Presenters will include Carolyn Chapman, David Hyerle, Kathie Nunley, David A. Sousa, Marcia L. Tate, and Donna Walker Tileston. Sponsored by Corwin Press and Teacher's Workshop. Workshop brochure available in PDF (6 pages, 490 KB).

9th Annual Accessing Higher Ground Conference: Accessible Media, Web and Technology

Conference
November 7, 2006 - November 10, 2006
Boulder, CO
http://www.colorado.edu/ATconference/
This conference will focus on the implementation and benefits of assistive technology in the college/university setting for people with sensory, physical, and learning disabilities. Other topics will include legal and policy issues (including ADA and 508 compliance) and making campus media and information resources (including Web pages and library resources) accessible. Individuals who design or provide accessible Web, media, and information resources and technology in the academic or business environment—including Web designers, assistive technologists, persons with disabilities, disability specialists, faculty, media specialists, and programmers—are encouraged to attend. Presented by Disability Services at the University of Colorado-Boulder.

14th World Congress of Inclusion International: Building an Inclusive Future: A Challenge for Globalization

Conference
November 7, 2006 - November 10, 2006
Acapulco, Mexico
http://www.inclusion-mexico.org.mx/english/
This Inclusion International World Congress will: exchange experiences, knowledge, and visions among people from around the world to promote inclusion; strengthen the capacity of families and organizations to impact decisions made by governments and multilateral agencies; strengthen the voices of people with intellectual disabilities and improve the visibility of their issues locally, regionally, and globally; and build 1) a global plan of action to promote inclusion and address poverty and 2) a strategy for implementing the new UN Convention on the Rights of Persons with Disabilities. Inclusion International's World Congresses are only held once every four years. Sponsored by Inclusion International and CONFE.

Safe and Healthy Learners Conference: Making Connections: Integrated Strategies for Supporting Youth

Conference
November 8, 2006 - November 9, 2006
St. Cloud, MN
http://education.state.mn.us/mde/Learning_Support/Safe_and_Healthy_Learners/
This conference, presented by the Minnesota Department of Education, will provide participants with the most accurate, up-to-date information about programs and strategies that identify assets, strengths, and resiliency factors for providing a solid foundation for success of the "whole child". Anyone who works with children is invited to attend.

Partnering with Parents in Dropout Prevention: The Need and the How

Teleconference Call
November 9, 2006
12:00 PM - 1:30 PM (Eastern)
In this teleconference presented by EDC, Dixie Jordan and Deborah Leuchovius of PACER Center will summarize research highlighting the role of parents in dropout prevention, describe the need for parents and families to stay involved in the education of

their youth, and describe practical strategies that families can employ to help teenagers succeed. Then, Aurelio Montemayor of IDRA will present IDRA's four dimensions of parent engagement—parents as (1) teachers, (2) resources, (3) decision makers, and (4) leaders and trainers—and how these dimensions are reflected in effective educational policy and parent engagement practice. Registration is required and a registration fee does apply; call 1-800-775-7654 or email dhall@edc.org for more information.

National Career Academy Coalition Conference

Conference
November 11, 2006 - November 14, 2006
San Francisco, CA
http://www.ncacinc.net/SanFran2006/home.htm
The National Career Academy Coalition invites those interested in career academies and other small learning communities for middle and high school students to attend its annual conference, where they will learn how to create academies, apply and teach academics in an academy setting, and develop and maintain business partnerships. Participants will also meet the authors of the National Standards for Career Academies and learn how to implement those standards in their schools.

IDEAS 508 Conference

Conference
November 13, 2006 - November 14, 2006
Washington, DC
http://tinyurl.com/zmuo9
This free two-day educational conference and technology showcase will bring together top government and industry leaders to address Sections 504 and 508 of the Rehabilitation Act—specifically, the accessible workplace. Educational sessions will include: Section 508 standards—"back to basics", baby boomers and technology, accessible colleges and universities, accessible Web sites and software, and an update on Section 508. Sponsored by PostNewsweek Tech Media, and TecAccess.

World Congress & Expo on Disabilities (WCD Expo)

Conference
November 17, 2006 - November 19, 2006
Philadelphia, PA
http://www.wcdexpo.com/
WCD Expo is dedicated to improving the lives of those with developmental and physical disabilities, their families, and professionals who work with them. It includes five comprehensive content tracks—healthcare, family, education, adapted physical activity, and assistive technology—in addition to an expo and disabilities career fair.

People on the Move: Using All Transportation Options (ADA and Beyond…)

Training
November 30, 2006 - April 26, 2007
No Location Specified
http://projectaction.easterseals.com/site/PageServer?pagename=ESPA_people_move
People on the Move is a two-day "train the trainer" initiative to increase accessible transportation in local communities. Travel trainers, transportation providers, ADA transportation coordinators, eligibility determination professionals, teachers and teaching assistants, transition facilitators, rehabilitation counselors, and human service agency

staff are encouraged to attend. The training is free, but participation is on a first come, first-served basis, and an application with a refundable deposit is required. Sponsored by Easter Seals Project Action.
February 1-2, 2007: Charlotte, NC (Application deadline: December 21, 2006)
March 19-20, 2007: Austin, TX (Application deadline: February 6, 2007)
April 25-26, 2007: Anchorage, AK (Application deadline: March 2, 2007)

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