



*Exceptional Teachers Teaching Exceptional Children*

**GUIDE to:**

**[www.naset.org](http://www.naset.org)**

**THE**

**NATIONAL ASSOCIATION**

*of*

**SPECIAL EDUCATION TEACHERS**

**(NASSET)**

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## Overview of NASET

**The National Association of Special Education Teachers** is a national membership organization dedicated to rendering all possible support and assistance to those preparing for or teaching in the field of special education. **NASET** was founded to promote the profession of special education teachers and to provide a national forum for their ideas.

**The National Association of Special Education Teachers** is a national professional association that seeks to meet a critical need for many of America's special education teachers. **NASET** was established as a professional organization for former, current, and future special education teachers who had no professional organization to call their own. **NASET** develops and promotes professional excellence through the support of teachers who provide services to children with special needs.

**The National Association of Special Education Teachers** is dedicated to ensuring that all children and adolescents with special needs receive the best education possible. **NASET** serves the professional interest of special education teachers in order to promote the highest professional standards.

**The National Association of Special Education Teachers** helps members stay abreast of current issues that are shaping the field, affecting the lives of students, and influencing professional careers. **NASET** is committed to standards of excellence and innovation in educational research, practice, and policy. **NASET** works to enhance professional practice for teachers of special education and to build public support for high quality special education programs.

**The National Association of Special Education Teachers** represents the very best in our profession. We take our direction from practicing special education teachers who have been recognized for their excellence and vision. **NASET** advances and encourages the professional development of its members through networking, research, publications, and membership benefits. We hope you will take time to learn more about us and consider joining us in promoting a strong national association dedicated solely for teachers in the field of special education.

## Mission Statement

The mission of **The National Association of Special Education Teachers (NASET)** is to render all possible support and assistance to professionals who teach children with special needs. **NASET** seeks to promote standards of excellence and innovation in special education research, practice, and policy in order to foster exceptional teaching for exceptional children.

# Membership Benefits

Here's What **NASET** Has to Offer All Members.....

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## *Professional Development Courses*

In response to a very important need by school districts, agencies and private schools for better trained, more informed, more qualified, and more knowledgeable teachers, **NASET** is proud to offer its members free access to over 100 comprehensive Professional Development courses for professional/staff development. **A partial list of courses offered includes the following:**

- Alternate Testing Modifications
- Annual Review and Triennial Review Process
- Anxiety Disorders-A Basic Overview
- Assistive Technology: An Overview
- Attention Deficit Hyperactivity Disorder (ADHD)
- Auditory Processing Disorder: Staff Development Brief
- Autism
- Autism: Criteria for Determining Eligibility for Special Education
- Behavior Problems: Intervention Strategies
- Bipolar Disorder
- Cognitive Disabilities: Helping Students Find and Keep a Job
- Deaf-Blindness: Criteria for Determining Eligibility for Special Education
- Deafness and Hearing Loss
- Depression
- Developmental and Psychological Disorders in Special Education
- Developmental Delay: Criteria for Determining Eligibility for Special Education
- Disabilities in Special Education: An Overview of Exceptional Children
- Down Syndrome-Staff Development Brief
- Eating Disorders
- Emotional Disturbance
- Emotional Disturbance: Criteria for Determining Eligibility for Special Education
- Epilepsy-Staff Development Brief
- Evaluation for Special Education: A Parent's Guide
- Factors Affecting Curriculum for Students with Special Needs
- Foundations of Learning Disabilities
- Hearing Impairments: Criteria for Determining Eligibility for Special Education
- High Risk Students in the Classroom: Identification in the Classroom
- IEP (Individual Education Program): An Overview
- IEP: A Student's Guide
- Learning Disabilities: Criteria for Determining Eligibility for Special Education
- Medication: An Overview for Professionals in Special Education
- Intellectual Disability

- Intellectual Disability: Criteria for Determining Eligibility for Special Education
- Multiple Disabilities: Criteria for Determining Eligibility for Special Education
- Orthopedic Impairments: Criteria for Determining Eligibility for Special Education
- Other Health Impairments: Criteria for Determining Eligibility for Special Education
- Pervasive Developmental Disorders
- Post Traumatic Stress Disorder-Staff Development Brief
- Related Services: An Overview
- Roles and Responsibilities of the Special Education Teacher
- Rett Syndrome
- Schizophrenia
- Special Education Services: How Children are Identified
- Speech and Language Impairments
- Speech and Language Impairments: Criteria for Determining Eligibility for Special Education
- Spina Bifida-Staff Development Brief
- Tourette Syndrome
- Transition Planning: A Team Effort
- Traumatic Brain Injury
- Traumatic Brain Injury: Criteria for Determining Eligibility for Special Education
- Violence and Disasters: Helping Children and Adolescents Cope
- Visual Impairments: An Overview
- Visual Impairments: Criteria for Determining Eligibility for Special Education



Example of the Certificate available for output after successfully completing each course.

Link to *Professional Development Courses* - <https://www.naset.org/2894.0.html>

# **NASET e-Publications**

## ***Parent Teacher Conference Handouts***

**NASET** provides for its members a variety of parent teacher conference handouts to view online or download. ***The Parent Teacher Conference Handouts*** are e-publications provided throughout the school year on a monthly basis. These handouts, on a variety of topics, are extremely useful and practical for all parents of children with special needs. The handouts can be given at the end of parent teacher conferences to reinforce concepts and help parents further understand information discussed at the conference.

Members have access to the individual Parent Teacher Conference Handouts online or downloadable PDF or MS Word versions. Examples include:

- Extended School Year Services (ESY)
- Transition Planning Timeline Checklist
- What Parents Can Do To Help Their Child Succeed In School?
- What Parents Need to Know About No Child Left Behind (NCLB)
- Record Keeping Checklist During the Transition Process
- The Role of Parents in Dropout Prevention
- Age of Majority: Preparing Your Child for Making Good Choices
- Parent to Parent Support - Basics for Parents
- Parent Training Information Centers
- Early Intervention Services: Basic Information for Parents
- Transition Resources for Parents
- Preventing Bullying for Parents
- Disability Awareness
- Using Positive Methods for Change at Home
- Options for Children with Special Needs During the Summer Months
- Identification of High Risk Behavior - 3 Parts
- Test Vocabulary for Parents
- Annual Review Preparation for Parents
- Helping Your Child Succeed in School - 2 Parts
- Abbreviations Commonly Used in Special Education

Link to ***Parent Teacher Conference Handouts*** - <https://www.naset.org/767.0.html>

## ***The Practical Teacher***

***The Practical Teacher*** is a monthly education resource that provides **NASET** members with practical tools, strategies, and relevant information that they can use both in and outside of the classroom. Notifications of the latest e-Publications are sent directly to our members via email account. A PDF file version of each issue is available for offline viewing and printing.

### **Examples include:**

- How to Determine Measurable Annual Goals in an IEP
- Breaking the Attention-Seeking Habit
- Reducing Problem Behaviors Through Good Academic Management
- Strategies for Managing Defiance and Non-Compliance
- Strategies to Prepare Classrooms for Substitute Teachers
- Effective Teacher Command
- Respectful Classroom
- Establishing a Positive Classroom Climate: Teacher Advice
- What Teachers Need to Know About Annual & Triennial Reviews
- Training and Working with your Assistant Teachers and Paraprofessionals
- Error Correction & Word Drill Techniques
- Tools to Build Student Text and Lecture Comprehension
- Study Skills Package
- Homework Contracts: Tapping the Power of Parents
- Class work & Homework: Troubleshooting Student Problems From Start to Finish
- Finding the Spark: Tips for Building Student Motivation
- Introducing Academic Strategies to Students
- Group-Response Techniques
- Accommodating All Students: 'Classic' Ideas That Teachers Can Use to Diversify Classroom
- Parent-Teacher Conferences: 10 Effective Strategies to Ease Parent Anxiety When Reporting Test Results
- Understanding Extended School Year Services
- Behavioral Interventions for Teachers to Use When Teaching Students with Attention Deficit Disorder (ADHD)

Link to ***The Practical Teacher*** - <https://www.naset.org/757.0.html>

## ***Autism Spectrum Disorders Series***

*Overview, Assessment, Interventions and Strategies for Success*

This is **NASET 's** e-publication on the latest information on autism spectrum disorders.

The **NASET Autism Spectrum Disorders Series** is a monthly education resource that will focus on the research, writing, and practical information that we have obtained on causes, characteristics, eligibility, assessment, and teaching strategies. We hope you find this series both informative and helpful. **Topics covered in this series will include:**

- Introduction to Autism Spectrum Disorders
- Characteristics of Children with ASD
- Types of Autism Spectrum Disorders
- Eligibility Criteria for Children with ASD
- Developing Quality Education Programs for Students with Autism Spectrum Disorders
- IEP Development and Goals for Students with Autism Spectrum Disorders
- Curriculum Accommodations for Students with Autism Spectrum Disorders
- Children with Aspergers Syndrome
- Effective Programming for Younger Children with Autism Spectrum Disorders
- Overview of Effective Interventions for Students with Autism Spectrum Disorders
- Structured Teaching for Students with Spectrum Disorders
- Strategies for Communication for Students with Autism Spectrum Disorders
- Strategies for Social Skills for Students with Autism Spectrum Disorders
- Strategies for Classroom Management for Students with Autism Spectrum Disorders
- Behavior and Discipline Issues for Students with Autism Spectrum Disorders
- Facilitating Inclusion for Students with Autism Spectrum Disorders
- Assistive Technology for Students with Autism Spectrum Disorders
- Transition Planning for Students with Autism Spectrum Disorders
- Collaborating with Parents of Students with Autism Spectrum Disorders
- Articles on Autism Spectrum Disorders

Link to ***Autism Spectrum Disorders Series*** - <https://www.naset.org/2561.0.html>

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## ***Classroom Management Series***

This series of articles provides teachers with practical guidelines covering a variety of topics and supportive information which may help improve their classroom. There are a variety of settings in which teachers may be hired in the field of special education, including a resource room, self contained special class or an inclusion setting. We feel that it is critical for teachers working with special needs to have a real grasp on what is involved in creating the most ideal and practical classroom for their students with special needs.

The Classroom Management Series focus is on topics for both new and experienced teachers, including topics on setting up your classroom, behavioral management, adapting curriculum, working with different personality styles of students, assisting parents of children with special needs, and many more relevant topics. **A Series Example Follows:**

### **Step-by-Step Guide to Setting up Your Classroom (Series I)**

Part I - What to do Before the Start of School

Part II - Important Meetings and Communication with Parents and Staff Member

Part III- Designing Your Classroom

Part IV- Factors Affecting Curriculum for Children with Special Needs

Part V- Adapting Curriculum for Students with Special Needs-Overview

Part VI- Adapting Curriculum for Students with Specific Disabilities

Part VII- How to Conduct Effective Parent Conferences

Part VIII- Grading Students with Special Needs

Part IX - Reporting Student Progress to Parents

Part X - Developing Educational Treatment Plans for your Students

Part XI - End of School Year Responsibilities

### **Other Classroom Management Series Include:**

**II - The Step-by-Step Guide to Building Confidence In the Classroom**

**III -Teachers Responsibilities in the Identification and Reporting of Abuse and Neglect**

**IV - Behavior Crisis Management Tools**

Link to *Classroom Management Series* - <https://www.naset.org/783.0.html>



## ***Behavior Management Series***

The **NASET Behavior Management Series** is an e-publication on the latest information on behavior management for students. The **NASET Behavior Management Series** is a monthly education resource that provides members with the latest information for special education professionals on why students do what they do and what to do when they do it. It offers insight into the inner dynamics, conflicts, fears, symptoms, and tensions of students who may be experiencing behavioral difficulties in the classroom. The goal of the **NASET Behavior Management Series** is to help educators toward a greater understanding of issues pertaining to the psychology of children in the classroom. Examples of the latest series titled “***Why Your Students Do What they Do and What to Do When They Do It***” include:

- Why Children Have Unexcused Absences
- Why Children Exhibit Overall Academic Failure in School
- Why Children Have High Activity Levels
- Why Children Have Low Activity Levels
- Why Children Are Verbally Aggressive
- Why Some Children Become Easily Angered, Annoyed or Upset
- Why Children Are Anxious
- Why Children Exhibit Separation Anxiety
- Why Children Are Argumentative
- Why Children Need to Be the Center Of Attention
- Why Children Need Immediate Attention
- Why Children Can’t Attend To a Task
- Why Children Have Short Attention Spans *And many more...*

Link to Behavior Management Series - <http://www.naset.org/2523.0.html>



## ***NASET LD Report***

The **NASET LD Report** is an e-publication on the latest information on learning disabilities. Individuals with learning disabilities represent approximately 50% of all students receiving special education services. Therefore, it is inevitable that special education professionals will be working with students with LD throughout their entire careers. The **NASET LD Report** is a monthly education resource that provides **NASET** members with a comprehensive overview of learning disabilities.

Link to **NASET LD Report** - <https://www.naset.org/2521.0.html>



## ***NASET RTI Roundtable***

The **NASET RTI Roundtable** is an e-publication on the latest information on Response to Intervention (RTI). RTI is a newly-identified process described in the federal special education law (IDEA 2004) for identifying students with learning disabilities. The **NASET RTI Roundtable** is a monthly education resource that provides members with the latest information on RTI.

Link to **NASET RTI Roundtable** - <https://www.naset.org/2519.0.html>

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## ***NASET Q & A Corner***

**NASET Q & A Corner** is an e-publication that presents some of the most frequently asked questions by members about special education and provides answers from experts in the field on the questions addressed. At **NASET**, we get many questions from our members about certain areas of interest. The **NASET Q & A Corner** provides all members with the opportunities to have access to these questions, and more importantly, answers to them from professionals in the field.

Link to **NASET Q & A Corner** - <https://www.naset.org/2525.0.html>



## ***Researched Based Articles in Special Education***

All members of **The National Association of Special Education Teachers, (NASET)** through an agreement with the **American Academy of Special Education Professionals**, will now have free access to an online peer reviewed research journal in special education, the ***Journal of the American Academy of Special Education Professionals (JAASEP)***.

### **Recent issues of JAASEP include articles such as:**

- Instructional Tactics That Facilitate Inclusion
- Master's Level Teacher Preparation for Educating Immigrant Students with Special Needs in US Schools
- Autism Should Be a Singular Discipline for Undergraduate Study
- No Child Left Behind: Implications for Special Education Students and Students with Limited English Proficiency
- Cultural Identity and Special Education Teachers
- Effectiveness of Sentence-By-Sentence Self-Monitoring (SSSM)
- An Investigation of Agency and Marginality in Special Education
- Evaluating Childhood Bipolar Disorder
- Using the Choice-making Skills of Students with Disabilities for Educational Planning
- Effects of Animal-Assisted Therapy on a Student with an Emotional/Behavioral Disorder
- Self-Determination Skills in Postsecondary Students with Learning Disabilities
- Integrating Service-Learning in Teacher Education to Raise Disability Awareness
- Future Action Research - The Relationship of the General and Special Education Teachers in the Inclusive Setting
- Relationship Between Service Coordinator Practices and Early Intervention Services
- Individualized Interventions: When Teachers Resist
- No Child Left Behind's Implementation in Urban School Settings: Implications for Serving Students with Emotional and Behavior Disorders
- The Impact of High-Stakes Testing for Individuals with Disabilities: A Review Synthesis

Link to **JAASEP** - <https://www.naset.org/777.0.html>



### ***NASET Special Educator e-Journal***

The online ***NASET Special Educator e-Journal*** is published throughout the year, and provides timely information on what's current in special education. From research based articles to book reviews, the monthly ***Special Educator e-Journal*** provides with quality special education reading content.

In order to keep up to date with the most current information in the field of special education, **NASET** provides its members with an e-Journal ten times a year.

Link to ***NASET Special Educator e-Journal*** - <https://www.naset.org/520.0.html>

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## ***NASET ADHD Series***

**NASET's** ADHD Series is intended to provide educators with a step-by-step approach to the most effective methods of teaching students with ADHD. The ADHD Series was written to explain ADHD from the eyes of the teacher, so that, if a student in your class or school is diagnosed with this disorder, you can work effectively with the administrators, parents, other professionals, and the outside community.

Link to *ADHD Series* - <https://www.naset.org/2737.0.html>

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## ***Assessment in Special Education Series***

This education resource focuses on the process used to determine a child's specific learning strengths and needs, and to determine whether or not a child is eligible for special education services. Assessment in special education is a process that involves collecting information about a student for the purpose of making decisions. Assessment, also known as evaluation, can be seen as a problem-solving process.

Link to *Assessment in Special Education Series* - <https://www.naset.org/2876.0.html>

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## ***Discipline of Students in Special Education Series***

The 9 part series of *Discipline of Students in Special Education* is provided so that you can find IDEA's requirements in specific disciplinary areas. The case study at the end looks at how IDEA's discipline procedures apply in a real-life situation.

Link to *Discipline of Students in Special Education Series* - <https://www.naset.org/3105.0.html>

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## ***Genetics in Special Education Series***

Sometimes, physicians are unable to put a name to a genetic condition. When this happens, physicians will say that a child or an adult has an undiagnosed rare or genetic condition.

The Genetics in Special Education Series is e-publication that provide information about selected genetic, orphan and rare diseases. In each issue NASET presents 2 such disorders in this series.

Link to *Genetics in Special Education Series* - <https://www.naset.org/3109.0.html>

## ***Lesser Known Disorders in Special Education Series***

NASET is proud to provide a series devoted to lesser known disorders that you may encounter in special education. While not as prevalent as other disorders experienced by most special education teachers, you should be aware of these disorders in order to become more knowledgeable, and increase your ability to assist parents of children with these disorders if they should appear in your classroom or school. Each issue we will present a list of 3 disorders that appear in the special education population. Some of these disorders may contain subtypes which will also be presented.

Link to *Lesser Known Disorders in Special Education Series* - <https://www.naset.org/2958.0.html>

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## ***Resolving Disputes with Parents Series***

In drafting the provisions of IDEA, our nation's special education law, Congress clearly contemplated that, at times, there would be disagreements between parents of children with disabilities and the school districts providing special education and related services to their children. While it is expected that parents and school personnel will work in partnership to ensure children with disabilities are provided appropriate services, there are times when the child's parents and school officials cannot reach consensus on what constitutes a free appropriate public education (FAPE) for an individual child. When such disagreements occur, parents and school districts can turn to IDEA's procedural safeguards and dispute resolution options.

In *Resolving Disputes with Parents Series* you'll find authoritative information about critical aspects of resolving conflicts under IDEA.

Link to *Resolving Disputes with Parents Series* - <https://www.naset.org/3113.0.html>

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## ***Resource Review***

The *Resource Review* provides you with new resources that have come into **NASET** each month in one publication. While these may be found in a variety of **NASET** publications i.e. **NASET Special Educator e-Journal** we felt that some of you may find it more beneficial to have these resources at your fingertips and see right away the areas you may want to explore.

Link to the Resource Review - <https://www.naset.org/2920.0.html>

## ***Week in Review***

***NASET's Week in Review*** is a weekly emailed publication that provides members with the latest e-Publications on ***NASET***, as well as, some of the most interesting stories, topics and issues reported during the week in the field of special education. In addition to the emailed copy sent weekly to members, each issue is posted online and archived.

Link to the ***Week in Review*** - <https://www.naset.org/2552.0.html>

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## ***Working with Paraprofessionals in Your School***

The climate and quality of a school and the success of its students is greatly affected by the relationships among the adults who work in and operate the school. This idea is the basis of NASET's Working with Paraprofessionals in Your School. The series was developed to provide teachers, related service personnel, administrators, paraprofessionals, parents, and other individuals charged with assisting in the development of the paraprofessional workforce with information and strategies to build strong, effective, supportive teams to ensure successful educational services for all students. In addition, we hope that the information contained in this series will help create programs of training, preparation, and recruiting of high-quality professionals and enhance the paraprofessional workforce to improve student academic achievement.

Link to ***Working with Paraprofessionals in Your School*** - <https://www.naset.org/2877.0.html>

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## ***...More to Come***

Many of our e-Publications have a definitive number of issues and as these series reach their respective end, they are replaced with new e-Publications. In this way ***NASET*** is constantly adding and growing its' library of informative, and practical e-Publications for our members.

# NASET Resources

**NASET** provides all members access to multiple resources organized in a convenient, easy to find areas covering multiple topics and include the following:



## *The Special Educator's List of 100 Forms, Tables, Checklists, and Procedures*

This list is provided to all members of **NASET** to help facilitate the numerous tasks required on a daily basis. All documents are available to view online or download as a PDF file for offline printing. **Topics covered include the following:**

- Adapting the Curriculum
- Assessment
- Child Development Information
- Child Study Team
- Classroom Management
- Identification of High Risk Students or Special Needs Students
- IEP
- IEP Committee
- Medical Information
- Related Services
- Suspected Abuse and Neglect
- Transition Services
- Working with Parents
- Working with Staff

Link to *Special Educator's List of 100 Forms, Tables, Checklists, and Procedures*

- <https://www.naset.org/2512.0.html>





## *The Master Curriculum to Help You Develop an Entire Curriculum or an Individual IEP*

**NASET** provides the raw material to develop an entire Master Curriculum or an individual IEP [Individual Education Program] to all its members, free of charge.

*Master Curriculum* is an excellent tool for creating IEPs and curricula. **It consists of the following components:**

- 16 Subject Areas
- 105 Goal Areas under the Subject Areas
- 4,830 Objectives under the Goal Areas
- 2,719 Suggested Activities for achieving the objectives.

Link to *The Master Curriculum* (IEP Goals, Objectives and Suggested Activities) - <https://www.naset.org/2445.0.html>



## *One of the Largest Databases in the Country for Exceptional Children and Disability Information and Practical Resources for Special Educators*

Membership in **NASET** provides you with access to one of the country's most comprehensive and conveniently organized databases on Exceptional Students and Disability Information. Twenty categories under each disability provide an extensive overview of useful and practical resources to assist you on a daily basis.

Link to *Exceptional Children and Disability Information* - <https://www.naset.org/exceptionalstudents2.0.html>



## *Special Education and the Law Database*

As a professional of special education, professor at a college or university, or a graduate student in the field, it is imperative that you have the ability to gain access to any new changes in the laws that govern your work. At **NASET**, we provide all members with an extensive and comprehensive site that covers the most up-to-date information on special education and the law.

- Americans with Disabilities Act (ADA)
  - Family Educational Rights and Privacy Act (FERPA)
  - Freedom of Information Act (FOIA)
  - Goals 2000: Educate America Act
  - Government Resources
  - Individuals with Disabilities Education Act (IDEA 2004)
  - Individuals with Disabilities Education Act of 1997 (IDEA 97)
  - Landmark Cases in Special Education
  - No Child Left Behind (NCLB)
  - Perkins Vocational Education Act
  - Section 504 of the Vocational Rehabilitation Act
  - State Education Departments
  - Technology Related Assistance for Individuals with Disabilities Act
  - United States Department of Education
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Link to Special Education and the Law - <https://www.naset.org/specialedlaw01.0.html>



## ***Power Point Presentations***

As a member of **NASET** you will have free access to over 50 Power Point Presentations which can be used for personal growth or presentations. Examples include:

- 9 Ways to Adapt Curriculum
- Annual Review
- Autism: An Overview
- Calculating the Age of a Student for Assessment Purposes
- Child Find
- Components of an IEP
- Definition of Special Education
- Early Intervening Services and Response to Intervention
- Effective Classroom Strategies
- Effective Co-Teaching Communication Skills
- Eligibility for Specific Learning Disabilities
- Emotional Disturbance - An Overview
- Emotional Disturbance and the Least Restrictive Environment
- Emotional Disturbance and Prevalence Rates
- Emotional Disturbance - Understanding the Definition under IDEA
- Factors Effecting Curriculum Performance
- Highly Qualified Teachers
- History of Special Education
- How to Hold Successful Parent Conferences
- Identification of Children with Specific Learning Disabilities
- Identification of High-Risk Students
- Learners with INTELLECTUAL DISABILITY
- Non-Discriminatory Evaluations under IDEA
- Overview of Disruptive Behavior Problems
- Overview of Related Services
- and many more...

Link to ***Power Point Presentations*** - <https://www.naset.org/750.0.html>



## ***NASET's Career Center***

You will have access to The Career Center, which provides members with the ability to view current job placements in special education posted by employers throughout the country, career advice, career book resources, career fact sheets, access to databases for teacher salaries by state, and state licensure information.

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## ***NASET Awards***

You will be afforded the opportunity to nominate individuals as well as be nominated for various Awards presented annually by **NASET**.

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

- **NASET** Schools of Excellence
- Outstanding Special Education Teacher Award
- Outstanding Graduate Student Performance Awards
- Certificate of Merit for Excellence in Special Education
- Distinguished Service Award in Special Education
- Exemplary Service Award
- **NASET's** Excellence in Special Education Award

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## *Professional Reference Library*

You will have the availability of an extensive professional reference library, where you can access daily headlines from numerous news services, a comprehensive reference library with materials such as online dictionaries, encyclopedias, thesauri, medical information, statistics, acronym finder, almanacs, quotations, historic documents and much more, as well as access to numerous popular search engines and much more.

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## *NASET's Facebook Page and NASET's Group for Special Education Teachers* (NASET members be sure to indicate you are a member to be included in this group)

Join **NASET'S** FaceBook "Special Education Teachers Group" -click on the link below

<https://www.facebook.com/groups/SpecialEducationTeachers/>

**NASET's** Facebook page is available at : <https://www.facebook.com/nasetmembers/>

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## ***And Much More....***

In addition to all the above listed membership benefits and features, **NASET** also provides the following:

- **Transition Services** - with 18 main sections, this is a comprehensive guide to an important element of Special Education. - <https://www.naset.org/transervices4.0.html>
- **NASET Member's Discounts** - From Board Certification in Special Education with our partner *AASEP* to Car Rental, Office Depot, LifeLock, Travel and Insurance Company discounts, **NASET** can help to save you money on your education, personal and professional needs.
- **NASET Sponsors** - Special education products and services: from adaptive technology to toys for the special needs student.
- **NASET Store** - Everything from golf shirts to book bags with the **NASET** logo
- **NASET's Book Selections at Amazon.com** - A selection of books in various topics of interest to special educators.
- **Literacy** - Teaching Literacy in English to K-5 English Learners - <https://www.naset.org/2466.0.html>

## Members' Comments

### Here's what our members have to say about NASET:

*"I appreciate having access to the various resources provided by NASET membership, as well as having an organization that can address specific questions and/or concerns involving special education."*

*"NASET provides information that keeps me up-to-date on special education issues."*

*"I would renew immediately so as not to miss a thing. The dues are very affordable, not like CEC, which I am also a member of. I get more from NASET than I do CEC for less than 1/2 the money. Thanks"*

*"The organization provides me with resources, conveniently located and easily accessible, on the wide variety of issues I have to deal with on a daily basis. The updates on current research are invaluable."*

*"I love the website, and have highly recommended it to my colleagues. I frequently use the information in the handouts for the general education staff that are struggling with student behaviors, and even gave one on managing bus behavior to our transportation supervisor. Please keep up the good work!"*

*"Wonderful and practical information that I could use as I work with people with differences."*

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

*"The articles are very informative. I feel a part of a larger community having NASET"*

*"Up to date, easy to read professional information in many areas, regarding my profession."*

*"I am getting everything I need. NASET supplies me with more than enough information for which I am very glad I joined. I am often supplying other teachers with recommendations about classroom problems and am recommending NASET to them."*

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

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

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

*"I wish I had known about this when I started teaching Resource/lifeskills. What a wonderful site and professional association."*

*"I cannot thank you enough for your tip sheets, guides and basic information. Everything is extremely useful, practical and brief. I work with new special education teachers and your information has been at the top of my request list!"*

*"I like the features like Q&A, RTI Roundtable, and the Behavior Management Series very much. Please continue."*

*"I have found a great deal of information and research that I have used for training my staff. The easy access to this information makes my job a lot easier."*

*".. and before I say anything further, can I just say what an asset it is to be a member as a Learning Support teacher - even though I'm over at the other 'side of the pond!' - in Ireland!"*

*"I am a student with just two courses and student teaching left before licensure. I love the NASET webpage, which I find both informative and approachable. Reading the articles is helping me to approach special education more as a professional than a student."*

*"I do want to just say I am a fairly new member of NASET and I am impressed and proud to be a member of an organization that is of the caliber of this organization. Each time I have a question I get a response in short order and it is always helpful. Thanks so much."*



# YOUR SCHOOL NAME Membership Registration Instructions

## NASET

1. Copy this link - <https://www.naset.org/607.0.html> (then go to step 6)  
**OR**
2. Go to **NASET** (<https://www.naset.org>)
3. Click on “**Membership**” in the horizontal menu bar



4. On the “**Membership Department**” page choose “**Join NASET**”
5. Click on the link titled “**District Membership Registration**”
6. Enter the required information and for the “**School registration code**” enter:

**SAMPLECODE**

7. If your registration is completed correctly, you will be directed to a welcome page where you can enter your user name and password to enter all areas of the website. If you are not directed to the welcome page, look for a message explaining what is missing or entered incorrectly.
8. Additionally, if you have successfully completed the registration, you will receive an email confirmation of your membership.

If you are already an active member of NASET, contact the Membership Department at:

[membership@naset.org](mailto:membership@naset.org)

## **Welcome to NASET: A Message from the Executive Directors**

It is our pleasure to welcome you to the **National Association of Special Education Teachers' (NASET)** Website. As Executive Directors of **NASET**, we invite you to become a member of our professional association. With backgrounds in public school teaching, school psychology, administration in secondary special education and a current university professor in special education, we know that your involvement in **NASET** will be a rewarding experience. Today, more than ever, an active **NASET** is essential to the well being of the profession and the services we provide.

The concept of **NASET** was first initiated when we were looking to join a national organization dedicated solely to the professional growth and development of special education teachers throughout the United States. As full-time university graduate professors in special education departments, we wanted our students to be able to keep up to date with the most current events, legislation, commentaries, etc. affecting special education teachers. To our amazement, we found no organization throughout the United States that was a professional organization dedicated solely to special education teachers. After discussing it with many colleagues in the field, we felt that the establishment of **The National Association of Special Education Teachers** needed to be commenced. The feedback we received on developing **NASET** was overwhelmingly positive, and it set the ball in motion for great things to come for this organization.

**NASET** is ever mindful that teachers do not always receive the recognition and support they deserve for the important and difficult job they do. As teachers prepare students for the future, especially special needs students, they do so with the understanding that there will be changes taking place, and they must grow with these changes. **NASET** is growing and developing its ability to provide a professional service to its members. There is a wealth of knowledge in the members of the association. Everyone has something he or she can contribute to the good of the membership. Education is a powerful tool and one that can make all the difference in how our profession grows and prospers in the future. We encourage members to not only seek education for themselves, but share your knowledge with your colleagues.

We would like to officially welcome all new members to **NASET**. It is your energy, dedication, enthusiasm, leadership, integrity, professionalism, and exemplary service that make our positions so rewarding. **NASET** is your professional organization and needs a variety of voices to make it strong. This is your organization; please help make it the best in the country. We are convinced we have a great future ahead of us. We welcome any suggestions on how **NASET** can better serve you. We are honored to serve as Executive Directors of **NASET** and prepared to dedicate our time and energy to fulfill the destiny of the association.

Sincerely yours,

Dr. Roger Pierangelo & Dr. George Giuliani

Executive Directors

**NATIONAL ASSOCIATION OF SPECIAL EDUCATION TEACHERS**

## **NASET Leadership**

### **Dr. Roger Pierangelo, Executive Director**

Dr. Roger Pierangelo is a full-time Associate Professor in the Department of Special Education and Literacy at Long Island University. He has been an administrator of special education programs, served for 18 years as a permanent member of Committees on Special Education, has over 35 years of experience in the public school system as a general education classroom teacher and school psychologist, and a consultant to numerous private and public schools, PTA and SEPTA groups. Dr. Pierangelo has also been an evaluator for the New York State Office of Vocational and Rehabilitative Services and a director of a private clinic. He is a New York State licensed clinical psychologist and has been in private practice for over 25 years, certified school psychologist, and a Board Certified Diplomate Fellow in Child and Adolescent Psychology and Forensic Psychology. Dr. Pierangelo currently holds the office of Executive Director of the National Association of Special Education Teachers (**NASET**), and Executive Director of The American Academy of Special Education Professionals (**AASEP**).

Dr. Pierangelo earned his B.S. from St. John's University, M.S. from Queens College, Professional Diploma from Queens College, Ph.D. from Yeshiva University, and Diplomate Fellow in Child and Adolescent Psychology and Forensic Psychology from the International College of Professional Psychology. Dr. Pierangelo is a member of the American Psychological Association, New York State Psychological Association, Nassau County Psychological Association, New York State Union of Teachers, and Phi Delta Kappa.

Dr. Pierangelo is the author of the *Special Educator's Survival Guide* and the *Special Education Teacher's Book of Lists*, published by Jossey Bass and author of *301 Ways to be a Loving Parent*, published by SPI Publishers. He is the co-author of the *Educator's Diagnostic Manual (EDM)*, and the *Special Educator's Comprehensive Guide to 301 Diagnostic Tests*, published by Jossey Bass; the co-author of *Assessment in Special Education: A Practical Approach; Transition Services in Special Education: A Practical Approach; and Learning Disabilities: A Practical Approach to Foundations, Diagnosis, Assessment, and Teaching* published by Allyn and Bacon; co-author of *Why Your Students Do What They Do-and What to Do When They Do It-Grades K-5; Why Your Students Do What They Do-and What to Do When They Do It-Grades 6-12; Creating Confident Children in the Classroom: The Use of Positive Restructuring, and What Every Teacher Should Know about Students with Special Needs*, published by Research Press; co-author of the *Complete Guide to Special Education Transition Services, the Parent's Complete Guide to Special Education, the Special Educator's Book of Lists, the Survival Kit for the Special Education Teacher* published by Prentice Hall; co-author of the *Special Education Yellow Pages* published by Merrill Publications; co-author of the *Big Book of Special Education Resources, the Special Educator's Step-by-Step Guide to IEP Development, the Special Educator's Step-by-Step Guide to the most Frequently Asked Questions from Parents about Special Education, the Special Educator's Step-by-Step Guide to Understanding Eligibility Requirements for Special Education, the Special Educator's Step-by-Step Guide to Response to*

*Intervention (RTI), the Special Educator's Step- by-Step Guide to Working in a Special Education Classroom, the Special Educator's Step- by-Step Guide to Classroom Management for Students with Emotional and Behavioral Disorders, the Special Educator's Step-by-Step Guide to Classroom Management Techniques for Students with Attention Deficit Disorder, the Special Educator's Step-by-Step Guide to Assessment and Evaluation, the Special Educator's Step- by-Step Guide to Classroom Management for Students with Learning Disabilities, the Special Educator's Step- by-Step Guide to Classroom Management for Students with Autism, for Corwin Sage Publications.*

**Dr. George Giuliani, Executive Director**

Dr. George A. Giuliani is a full-time tenured Associate Professor at Hofstra University's School of Education and Allied Human Services in the Department of Counseling, Research, Special Education, and Rehabilitation. He is the Director of the Special Education Program at Hofstra University's Graduate School.

Dr. Giuliani earned his B.A. from the College of the Holy Cross, M.S. from St. John's University, J.D. from City University Law School, and Psy.D. Rutgers University Rutgers University, The Graduate School of Applied and Professional Psychology.

Dr. Giuliani earned Board Certification as a Diplomate Fellow in Child and Adolescent Psychology, and Board Certification as a Diplomate Fellow in Forensic Psychology from the International College of Professional Psychology.

Dr. Giuliani is also a New York State licensed psychologist, certified school psychologist, and has an extensive private practice focusing on children with special needs.

Dr. Giuliani is a member of the American Psychological Association, New York State Psychological Association, the National Association of School Psychologists, Suffolk County Psychological Association, Psi Chi, American Association of University Professors, and the Council for Exceptional Children.

Dr. Giuliani is the Executive Director of The National Association of Special Education Teachers, Executive Director of the American Academy of Special Education Professionals, and President of the National Association of Parents with Children in Special Education.

He has been a consultant for school districts and early childhood agencies, and has provides numerous workshops for parents, teachers and other professionals on a variety of special education and psychological topics.

Dr. Giuliani is the co-author of the *Special Educator's Complete Guide to 109 Diagnostic Tests*, the *Educator's Diagnostic Manual of Disabilities and Disorders* and the *Special Educators Comprehensive Guide to 301 Tests for Special Educators* published by Jossey Bass; the co-author of college textbooks titled, *Assessment in Special Education: A Practical Approach*(3rd ed.); *Transition Services in Special Education: A Practical Approach*; and *Learning Disabilities:*

*A Practical Approach to Foundations, Diagnosis, Assessment, and Teaching*, published by Allyn and Bacon; co-author of *Why Your Students Do What They Do-and What to Do When They Do It-Grades K-5*; *Why Your Students Do What They Do-and What to Do When They Do It-Grades 6-12*; *Creating Confident Children in the Classroom: The Use of Positive Restructuring, and What Every Teacher Should Know about Students with Special Needs*, published by Research Press; co-author of *The Big Book of Special Education Resources*, *the Special Educator's Step-by-Step Guide to IEP Development*, *the Special Educator's Step-by-Step Guide to the most Frequently Asked Questions from Parents about Special Education*, *the Special Educator's Step-by-Step Guide to Understanding Eligibility Requirements for Special Education*, *the Special Educator's Step-by-Step Guide to Response to Intervention (RTI)*, *the Special Educator's Step-by-Step Guide to Working in a Special Education Classroom*, *the Special Educator's Step-by-Step Guide to Classroom Management for Students with Emotional and Behavioral Disorders*, *the Special Educator's Step-by-Step Guide to Classroom Management Techniques for Students with Attention Deficit Disorder*, *the Special Educator's Step-by-Step Guide to Assessment and Evaluation*, *the Special Educator's Step-by-Step Guide to Classroom Management for Students with Learning Disabilities*, *the Special Educator's Step-by-Step Guide to Classroom Management for Students with Autism*, for Corwin Sage Publications.