



The following “Guide to Resources” was developed by the LRE-Part B Community of Practice.  
The LRE-Part B Community of Practice has given the Rhode Island Parent Information Network permission to reproduce this guide.

This Guide may be occasionally updated by the LRE-Part B Community of Practice. The most recent version can be downloaded from [www.tacomunities.org](http://www.tacomunities.org) by clicking on the link to the “Guide to Resources for Promoting Least Restrictive Environment (LRE) Practices.”  
The Guide can also be downloaded from the Rhode Island Parent Information Network’s website at [www.ripin.org](http://www.ripin.org).



## Guide to Resources for Promoting Least Restrictive Environment (LRE) Practices

### About this Guide

As a component of its continuous improvement and focused monitoring process, the [Office of Special Education Programs](#) (OSEP) requires that every state report annually on the performance of each of its local education agencies with regard to the targets in its State Performance Plan (with 20 U.S.C. 1416(2)(C)(ii)). [This report is called the Part B Annual Performance Report \(APR\)](#). States are required to provide information on many indicators, including an indicator of Least Restrictive Environment (LRE) practices.

Four years ago, OSEP established a technical assistance delivery strategy called Communities of Practice, to address the needs of state and local education agencies. Six communities (Early Identification, Preschool LRE Part B/619, Settings Part C, Data, LRE-Part B, and Exiting) were formed and facilitated by staff from Regional Resource Centers, Parent Training & Technical Assistance Centers, and TA Specialty Centers. Communities, whose members represent states, districts, parent organizations, TA organizations, and institutions of higher education, are engaged in a variety of activities. *Promoting LRE Practices* represents the work of the LRE Part B Community of Practice. Community Facilitators developed this guide to assist state personnel to identify federal resources (and those developed with federal funding) to address LRE. Educators can use *Promoting LRE Practices* in conjunction with the [State Performance Plan Guide](#) previously developed by the LRE Part B Community of Practice Facilitators. This guide is organized into seven topical areas: instructional capacity, leadership, resource availability, perceptions, parent and family support, integration with schoolwide reform, and self-determination. These topics were identified by the facilitators based on a review of research and literature, and our experience in providing technical assistance. These topics are not exhaustive of the variety of factors that may impact LRE, and state personnel are encouraged to carefully review their own circumstances to identify additional variables that may affect the participation and progress of students with disabilities in general education settings.

*Promoting LRE Practices* includes suggestions regarding centers that are supported by OSEP and whose work is most aligned with the topical areas that can impact LRE. Suggestions are provided regarding the information and materials offered by each center as a way to help state personnel target their requests for technical assistance. This list of suggested centers is not exhaustive of the large number of national, regional, and local organizations that may be helpful in supporting the work of state and local education agencies to implement activities to address LRE. Readers are encouraged to review materials developed by and/or shared through:

- [OSEP's Regional Resource, Regional Parent TA Center, and Federal TA&D Network](http://www.rfcnetwork.org), (<http://www.rfcnetwork.org>)
- [The Office of Elementary and Secondary Education's Comprehensive Center Network](http://www.ed.gov/rschstat/research/pubs/oieresearch/edresources_5.html)([http://www.ed.gov/rschstat/research/pubs/oieresearch/edresources\\_5.html](http://www.ed.gov/rschstat/research/pubs/oieresearch/edresources_5.html))
- [The Office of Elementary and Secondary Education's Equity Assistance Center Network](http://www.edgateway.net/pub/docs/262) (<http://www.edgateway.net/pub/docs/262>)

There are many ways that states can use the resources provided in this guide to prepare APRs and to implement related activities. These activities may vary by intensity, required resources, cost, and may include: disseminating materials at professional development events; featuring materials in publications; conducting training; requesting direct technical assistance from federally funded centers; and using these materials to build state-specific and customized resources. The [Technical Assistance Matrix](#), a database of TA activities, provides descriptions of TA activities across states and may offer ideas regarding ways in which states can use TA materials.

The LRE Part B Community of Practice Facilitators expect that *Promoting LRE Practices* will be updated as we receive feedback, as centers change, or as technical assistance providers continue to develop services aligned with state needs. We thank our advisory committee who offered us support in developing this resource. We encourage your feedback and request that all comments, updates, or questions be directed to Suzanne Arnold at [suzanne.arnold@cudenver.edu](mailto:suzanne.arnold@cudenver.edu).

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### I. Instructional Capacity and Skill of Educators

Providing high quality instruction that enables, and, excites students to learn, requires **instructional capacity and skill by educators**. Capacity and skill includes knowledge, tools, and a repertoire of strategies to instruct a diverse range of students. This capacity can impact whether a student has access to the general education curriculum.

| Strategy, Tool, or Resource  | Description   |
|--|---|
| Instructional capacity /teaching methods research articles<br><a href="http://research.nichcy.org/subject.asp?SubID=x10x">http://research.nichcy.org/subject.asp?SubID=x10x</a>  | Twenty-one research articles on Teaching Methods  |
| Review of Progress Monitoring Tools: Tools, Area, Foundational Psychometric Standards, and Progress Monitoring Standards<br><a href="http://www.studentprogress.org/chart/chart.asp">http://www.studentprogress.org/chart/chart.asp</a>  | This is a standard process to evaluate the scientific rigor of commercially available tools to monitor student's progress   |
| Frequently Asked Questions on Curriculum-Based Measurement in Math<br><a href="http://www.studentprogress.org/progressmonitoring_math_faq.asp">http://www.studentprogress.org/progressmonitoring_math_faq.asp</a>  | FAQ on math and CBM   |
| Frequently Asked Questions on Curriculum-Based Measurement in Reading<br><a href="http://www.studentprogress.org/faq.asp">http://www.studentprogress.org/faq.asp</a>   | FAQ on reading and CBM  |
| Crafting Curricular Aims for Instructionally Supportive Assessment<br><a href="http://education.umn.edu/nceo/Presentations/CraftingCurricula.pdf">http://education.umn.edu/nceo/Presentations/CraftingCurricula.pdf</a>  | This analysis describes how state curriculum can be optimally configured to foster instructionally supportive assessment; that is, assessment intended to promote more effective classroom instruction.   |
| Preparing Educators to Teach Students with Disabilities in an Era of Standards-based Reform and Accountability<br><a href="http://education.umn.edu/nceo/OnlinePubs/EPRRITR5.pdf">http://education.umn.edu/nceo/OnlinePubs/EPRRITR5.pdf</a>  | This report puts forth key skills and knowledge that all educators need to increase the participation and performance of students with disabilities in standards-based environments   |
| Online Professional Development Modules<br><a href="http://iris.peabody.vanderbilt.edu/resources.html">http://iris.peabody.vanderbilt.edu/resources.html</a>   | Modules use a combination of a challenge, interactive activities, and multiple opportunities for sharing, assessment, and revision. The aim of the modules is to ensure that general education teachers, school administrators, school nurses, and school counselors are well prepared to work with students who have disabilities and with their families. |
| A Few Steps to Better Data<br><a href="http://www.ndpcsd.org/assistance/docs/A_Few_Steps_to_Better_Data.pdf">http://www.ndpcsd.org/assistance/docs/A_Few_Steps_to_Better_Data.pdf</a>  | Strategies to improve the quality of dropout-related data   |
| Dropout Prevention for Students with Disabilities: Recommendations for Administrators<br><a href="http://www.ndpcsd.org/assistance/docs/Recommendations_for_Administrators--20060920.pdf">http://www.ndpcsd.org/assistance/docs/Recommendations_for_Administrators--20060920.pdf</a> | Strategies for administrators – power point presentation  |

| Strategy, Tool, or Resource   | Description  |
|---|--|
| Inclusive Schooling – Professional Learning Module<br><a href="http://www.urbanschools.org/professional/mod_3.html">http://www.urbanschools.org/professional/mod_3.html</a>   | This module introduces the inclusive model of education, which proposes that, with support structures in place, all students are able to successfully learn in the general education classroom   |
| Collaborative Teaching – Professional Learning Module<br><a href="http://www.urbanschools.org/professional/mod_4.html">http://www.urbanschools.org/professional/mod_4.html</a>  | This module introduces the many faces of co-teaching relationships, exemplars and non-exemplars of successful co-teaching strategies, approaches for developing co-teaching skills, and opportunities to co-plan lessons.  |
| Assessment – Professional Learning Module<br><a href="http://www.urbanschools.org/professional/mod_5.html">http://www.urbanschools.org/professional/mod_5.html</a>  | This module looks at the construction of both quality assessments and student learning outcomes, examines multiple ways to assess learning, explores the use of rubrics for assessing student work, and highlights key elements of performance assessment tasks. |
| Instructional Programs and Practices<br><br><a href="http://www.k8accesscenter.org/training_resources/program_sandpractices.asp">http://www.k8accesscenter.org/training_resources/program_sandpractices.asp</a>         | Variety of products, training guides, and archived video materials related to adapting instruction to meet the needs of diverse learners.  |
| Universal Design for Learning<br><br><a href="http://www.k8accesscenter.org/training_resources/universal_design.asp">http://www.k8accesscenter.org/training_resources/universal_design.asp</a>                          | Materials include research based products and practical guides. Administrators and educators can use these materials to modify instruction to enhance the participation of students with disabilities in grade level content.                                    |
| Content Specific Materials, in language arts, reading, math, and science<br><br><a href="http://www.k8accesscenter.org/training_resources/default.asp">http://www.k8accesscenter.org/training_resources/default.asp</a> | Materials can assist educators to modify instruction and materials to improve student participation in rigorous academic curriculum.   |

## II. School Culture and Leadership that Supports LRE

| <p><b>School culture and leadership that supports LRE</b> provides the context for an educational setting in which high expectations for student learning in the least restrictive environment exist. This belief is realized in settings that provide resources and opportunities for educators, and students and their families, to implement high quality services that promote learning through general education curriculum.</p> |   |
|---|---|
| Strategy, Tool, or Resource   | Description   |
| School Self- Assessment Guide for Culturally Responsive Practice<br><a href="http://www.nccrest.org/publications/tools.html">http://www.nccrest.org/publications/tools.html</a>   | An instrument that allows schools to conduct a self-assessment of their programs and practices in five domains: (a) School Governance, Organization, Policy and Climate, (b) Family Involvement, (c) Curriculum, (d) Organization of Learning, and (e) Special Education Referral Process and Programs. |
| Rubric for Looking at District Practice<br><a href="http://www.nccrest.org/publications/tools.html">http://www.nccrest.org/publications/tools.html</a>  | The tool is designed to examine knowledge, skills and dispositions as well as contextual factors that may lead to institutionalized practices that manifest themselves in disproportionate identification.  |

| Strategy, Tool, or Resource  | Description  |
|--|--|
| Urban Schools OnPoint Series<br><a href="http://www.urbanschools.org/publications/on_point.html">http://www.urbanschools.org/publications/on_point.html</a>  | 21 research that discuss critical issues in urban education and inclusive schooling practices  |
| Self-Assessment: Focused Monitoring Implementation Checklist (FMIC)<br><a href="http://www.monitoringcenter.lsuhs.edu/PDF%20Word/FMIC_Revised_03122005.pdf">http://www.monitoringcenter.lsuhs.edu/PDF%20Word/FMIC_Revised_03122005.pdf</a> | The tool is a means by which states/lead agencies and local programs/districts can assess the <ul style="list-style-type: none"> <li>• Comprehensiveness of their data system and activities,</li> <li>• involvement and participation of stakeholders in the development, implementation, and evaluation of the monitoring system, and</li> <li>• monitoring procedures within a focused monitoring process.</li> </ul> |
| Selection or Programs for On-site Monitoring<br><a href="http://www.monitoringcenter.lsuhs.edu/PDF%20Word/Selection_Monitoring_Draft2.pdf">http://www.monitoringcenter.lsuhs.edu/PDF%20Word/Selection_Monitoring_Draft2.pdf</a>            | Provides guidance on how to select districts for comprehensive monitoring  |
| Focused Monitoring: A model for the present<br><a href="http://www.monitoringcenter.lsuhs.edu/PDF%20Word/071902a%20FOCUSED%20MONITORING.pdf">http://www.monitoringcenter.lsuhs.edu/PDF%20Word/071902a%20FOCUSED%20MONITORING.pdf</a>       | The model outlined herein sets forth a focused monitoring system to be utilized by the Office of Special Education Programs (OSEP). This model focuses on a small number of outcome-oriented priorities and has clearly defined accountability actions, including sanctions, for failure to meet objective, data-supported standards.  |
| Understanding Culture and Cultural Responsiveness– Professional Learning Module<br><a href="http://www.nccrest.org/professional.html">http://www.nccrest.org/professional.html</a>   | This module explores cultural responsiveness, creating equitable opportunities for all students, as it applies to educators and education.   |
| Background Materials on Access to the General Education Curriculum<br><br><a href="http://www.k8accesscenter.org/training_resources/background.asp">http://www.k8accesscenter.org/training_resources/background.asp</a>                    | These resources provide leaders and administrators with a framework for understanding why access to the general education curriculum and LRE issues are important.   |

| <b>III. Availability of Accessible Materials</b>   |  |
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| Classroom materials and curricular that are adapted to fit the learning styles and needs of students with disabilities enable students to engage in general education content. When materials are adapted, without compromising their reliability or validity, students may be able to remain in the general education setting, and thereby, impact LRE. |  |
| Strategy, Tool, or Resource  | Description                              |
| Research articles on accessible materials<br><a href="http://research.nichcy.org/search.asp">http://research.nichcy.org/search.asp</a><br>(enter accessible materials in search box)   | To find research on accessible materials |

| Strategy, Tool, or Resource   | Description   |
|---|---|
| Universal Design Online Manual<br><a href="http://education.umn.edu/nceo/UDmanual/default.html">http://education.umn.edu/nceo/UDmanual/default.html</a>   | This tool outlines steps that states can take to ensure universal design of assessments. The recommendations can be used for both computer and paper-based assessments.   |
| A State Guide to the Development of Universally Designed Assessments<br><a href="http://education.umn.edu/nceo/OnlinePubs/StateGuideUD/default.htm">http://education.umn.edu/nceo/OnlinePubs/StateGuideUD/default.htm</a> | The purpose of this guide is to provide states with strategies for designing tests from the very beginning, through conceptualization and item construction, field-testing, item reviews, statewide operationalization, and evaluation. |
| National Center for Educational Outcomes Technical Reports and Policy Directions<br><a href="http://education.umn.edu/nceo/overview/overview.html">http://education.umn.edu/nceo/overview/overview.html</a>               | A series of research based articles and policy directives related to standards, assessments, and students with disabilities.  |
| National Center for Educational Outcomes Special Topics<br><a href="http://www.education.umn.edu/NCEO/TopicAreas/">http://www.education.umn.edu/NCEO/TopicAreas/</a>  | Provide in-depth information on the specified topics, including frequently asked questions, links to state policies, and topic-specific publications that you can download  |
| Instructional Programs and Practices<br><a href="http://www.k8accesscenter.org/training_resources/program_sandpractices.asp">http://www.k8accesscenter.org/training_resources/program_sandpractices.asp</a>               | Variety of products, training guides, and archived video materials related to adapting instruction to meet the needs of diverse learners.   |

#### IV. Integration in School Wide Reform or Improvement Initiatives

| To fully offer students with disabilities opportunities to participate in rigorous academic curriculum in least restrictive environments, schools and districts must promote the <b>integration of school wide reform and improvement strategies</b> . School improvement approaches, often considered general education initiatives, offer educators, and students and their families, additional opportunities to benefit from practices and strategies that affect academic achievement. |   |
|---|---|
| Strategy, Tool, or Resource   | Description   |
| A Few Steps to Better Data<br><a href="http://www.ndpcsd.org/assistance/docs/A_Few_Steps_to_Better_Data.pdf">http://www.ndpcsd.org/assistance/docs/A_Few_Steps_to_Better_Data.pdf</a>   | Strategies states can use to improve the quality of their dropout-related data and get the greatest utility from those data   |
| School Self- Assessment Guide for Culturally Responsive Practice<br><a href="http://www.nccrest.org/publications/tools.html">http://www.nccrest.org/publications/tools.html</a>   | An instrument that allows schools to conduct a self-assessment of their programs and practices in five domains: (a) School Governance, Organization, Policy and Climate, (b) Family Involvement, (c) Curriculum, (d) Organization of Learning, and (e) Special Education Referral Process and Programs. |

| Strategy, Tool, or Resource  | Description   |
|--|---|
| <p>A Self-Study Guide to Implementation of Inclusive Assessment and Accountability Systems</p> <p><a href="http://education.umn.edu/nceo/OnlinePubs/workbook.pdf">http://education.umn.edu/nceo/OnlinePubs/workbook.pdf</a></p>                                    | <p>The purpose of the workbook is to focus and clarify stakeholder discussion on essential components of inclusive systems state by state and district by district and to provide an impetus for revisiting basic assumptions and beliefs about emerging state and district systems.</p>  |
| <p>Collaborative Leadership Teams – Professional Learning Module</p> <p><a href="http://www.nccrest.org/professional/leadership_teams.html">http://www.nccrest.org/professional/leadership_teams.html</a></p>  | <p>This module is designed to promote inclusive systems and schools by coaching Collaborative Leadership Team members in both leadership skills and team collaboration.</p>   |
| <p>Resources to improve student performance and thereby affect school accountability and improvement activities</p> <p><a href="http://www.k8accesscenter.org/training_resources/default.asp">http://www.k8accesscenter.org/training_resources/default.asp</a></p> | <p>Materials produced by the Access Center and its partners address student performance in the least restrictive setting. As instruction is adapted to meet the needs of a broad range of learners, student achievement, and participation and performance in assessments may be impacted. As student achievement improves, so does the potential positive impact of other school improvement efforts.</p>  |
| <p>Schoolwide Instructional Programs Across Curricula</p> <p><a href="http://www.ideapartnership.org/rkr2.cfm?rkrpageid=6">http://www.ideapartnership.org/rkr2.cfm?rkrpageid=6</a></p>   | <p>Schoolwide instructional programs or curricula that cover a range of subjects/skills are briefly described, with links to evidence of effectiveness. Links to the developer’s research and/or other evaluations by independent reviewers are included. Links to available information on assistance with adoption/implementation from the developer are included in these annotations. This section also includes web-based resources across curricula.</p>  |
| <p>Academic Enhancements and Differentiated Instruction</p> <p><a href="http://www.ideapartnership.org/rkr2.cfm?rkrpageid=9">http://www.ideapartnership.org/rkr2.cfm?rkrpageid=9</a></p>   | <ul style="list-style-type: none"> <li>• Instructional Programs and Curricula: Academic Enhancements and Differentiated Instruction</li> <li>• Tools, Strategies, Supplements, and Opportunities: Academic Enhancements and Differentiated Instruction</li> <li>• Reports, Commentaries, and Guides: Academic Enhancements and Differentiated Instruction</li> <li>• Reports, Commentaries, and Guides: Response to Intervention (RTI)</li> <li>• Web-Based Resources for Practitioners: Academic Enhancements and Differentiated Instruction</li> <li>• Web-Based Resources for Practitioners: Response to Intervention (RTI)</li> </ul> |
| <p>MANY VOICES: Citations from Web-Based Journals and Other Periodicals</p> <p><a href="http://www.ideapartnership.org/report.cfm?reportid=82">http://www.ideapartnership.org/report.cfm?reportid=82</a></p>   | <p>Section on Reform/Restructuring</p>  |
| <p>IDEA and NCLB Collaboration Community of Practice</p> <p><a href="http://www.ideapartnership.org/work4.cfm?communityid=6">http://www.ideapartnership.org/work4.cfm?communityid=6</a></p>  | <p>These materials can provide information on how to begin or strengthen a process of integrating special education improvement with NCLB and other overall school reforms and strategies that have or have not worked effectively in various states</p>  |
| <p>No Child Left Behind and Students with Disabilities</p> <p><a href="http://www.taalliance.org/publications/index.htm">http://www.taalliance.org/publications/index.htm</a></p>  | <p>This curriculum addresses components of the No Child Left Behind Act (NCLB) such as assessments, school choice, supplemental services, and teacher qualifications in the context of students with disabilities. Approved by the U.S. Department of Education.</p>  |

| Strategy, Tool, or Resource   | Description  |
|---|--|
| School-Wide PBS Blueprint:<br><a href="http://www.pbis.org/files/Blueprint%20draft%20v3%209-13-04.doc">http://www.pbis.org/files/Blueprint%20draft%20v3%209-13-04.doc</a> | The purpose of this blueprint is to provide implementers with definitions, descriptions, and guidelines that allow for accurate and durable implementation of school-wide positive behavior support (SW-PBS) practices and systems.  |
| PBS Evaluation Tool:<br><a href="http://www.pbis.org/files/Evaluation%20Template%2010-05.doc">http://www.pbis.org/files/Evaluation%20Template%2010-05.doc</a>             | This document is prepared for individuals who are implementing School-wide Positive Behavior Support (PBS) in Districts, Regions or States. The purpose of the document is to provide a formal structure for evaluating if School-wide PBS implementation efforts are (a) occurring as planned, (b) resulting in change in schools, and (c) producing improvement in student outcomes. |
|   |  |

| <b>V. Student Empowerment or Self-determination</b>   |  |
|---|--|
| <p>Student knowledge and involvement with their parents, school, and peers is important to their having access to the general curriculum. Students who understand their own strengths and needs can be more active partners in developing and implementing their I.E.P. They become a vital part of the team that ensures their education is delivered in the least restrictive environment. The following TA&amp;D Network projects have information that supports the involvement of students and their families in LRE and access to the general curriculum.</p> |  |
| Strategy, Tool, or Resource   | Description  |
| School-Based Interventions to Enhance the Self-Concept of Students with Learning Disabilities: A Meta-Analysis<br><a href="http://research.nichcy.org/subject.asp?SubID=x8x">http://research.nichcy.org/subject.asp?SubID=x8x</a>   | Provides research interventions for enhancing student self-concept   |
| Effects of Interventions to Promote Self-Determination for Individuals with Disabilities<br><a href="http://research.nichcy.org/subject.asp?SubID=x9x">http://research.nichcy.org/subject.asp?SubID=x9x</a>   | Research on self-determination   |
| National Community of Practice in Support of Transition (2004 and ongoing)<br><a href="http://www.ideapartnership.org/work4.cfm?communityid=4">http://www.ideapartnership.org/work4.cfm?communityid=4</a>   | State and local agencies in several states came together in this Community in 2004 to improve interagency transition initiatives and promote the role of youth in this effort. Scroll down to view states committed to using the community of practice approach. Click on state name to look at their documents and resources. |
| Heidi's Inclusion in Junior High: Transition and Educational Planning for a Student with Deaf-Blindness<br><a href="http://www.tr.wou.edu/tr/dbp/pdf/may95.pdf">http://www.tr.wou.edu/tr/dbp/pdf/may95.pdf</a>  |  |
| Transition to Adult Life Packet for Students with Deaf-Blindness<br><a href="http://dblink.org/lib/transition-pkt.htm">http://dblink.org/lib/transition-pkt.htm</a>   |  |
| Engaging staff and students to implement PBS in their High school<br><a href="http://www.pbis.org/">http://www.pbis.org/</a>  |  |

## VI. Parent and Family Support

Parents and families are critical partners with schools in including students with disabilities and ensuring their access to the general curriculum through development and implementation of inclusive IEPs. Parents bring critical knowledge of their children's strengths and needs, strategies that have worked, and the desire to maximize their children's learning, development and school and community inclusion. The following TA&D Network projects have information that supports the involvement of families in LRE and access to the general curriculum.

| Strategy, Tool, or Resource   | Description   |
|---|---|
| Student Progress Monitoring Resources for Families<br><a href="http://www.studentprogress.org/family/default.asp">http://www.studentprogress.org/family/default.asp</a>   | For families and educators looking for ways to communicate about student progress monitoring and how and why it is used in schools. Explains the benefits of implementing student progress monitoring for the student, the teacher and the family.  |
| Family School Linkages Products<br><a href="http://www.urbanschools.org/publications/family_school.html">http://www.urbanschools.org/publications/family_school.html</a>  | Resources and activities for engaging families in the school community. Publications that you download here have come from ideas generated by families and school professionals working together.   |
| NCLB and IDEA: What Parents of Students with Disabilities Need to Know and Do<br><a href="http://education.umn.edu/nceo/OnlinePubs/Parents.pdf">http://education.umn.edu/nceo/OnlinePubs/Parents.pdf</a>  | Discusses four key ways that NCLB and IDEA work together to improve the academic performance of students with disabilities.   |
| NCSEAM Parent/Family Involvement Measures<br><a href="http://www.monitoringcenter.lsuhs.edu/parent_family_involvement.htm">http://www.monitoringcenter.lsuhs.edu/parent_family_involvement.htm</a>  | Part B and C, Preschool 619 parent surveys  |
| Positive Behavioral Interventions (E, S)<br><a href="http://www.taalliance.org/publications/index.htm">http://www.taalliance.org/publications/index.htm</a>   | This curriculum introduces families to a new way of thinking about their child's behaviors and about the need to advocate for behavioral instruction. Professionals find very useful. Approved by the U.S. Department of Education. 1999.   |
| Parent Center SIG Product Directory<br><a href="http://www.taalliance.org/SIGDirectory.htm">http://www.taalliance.org/SIGDirectory.htm</a>  | Materials Developed by or in Collaboration with Parent Centers under State Improvement Grants including LRE, parent involvement, access to general curriculum, positive behavior supports, transition to adult life & self-determination  |
| Delaware's Inclusive Schools Initiative (ISI)<br><a href="http://www.picofdel.org/related/inclusive_schools.htm">http://www.picofdel.org/related/inclusive_schools.htm</a>  | The Parent Information Center of Delaware, in collaboration with the Delaware Department of Education, is providing information for families to introduce inclusive schooling and the benefits of inclusion to students and communities. Site includes parent training module on inclusion, inclusive schools checklist for parents, information for parents on universal design for learning, and other resources. |
| Questions Parents Can Ask About Spelling, Writing, & Testing: Literacy & Reading Improvement for Students with Disabilities<br><a href="http://www.ecac-parentcenter.org/readingandliteracy/readingquestions.pdf">http://www.ecac-parentcenter.org/readingandliteracy/readingquestions.pdf</a> ;<br><a href="http://www.ecac-parentcenter.org/readingandliteracy/readingquestions.pdf">http://www.ecac-parentcenter.org/readingandliteracy/readingquestions.pdf</a> | Materials to share with parents on spelling, writing, testing, literacy and reading improvement   |

| Strategy, Tool, or Resource   | Description   |
|---|---|
| Center on Positive Behavior Interventions & Supports<br>Parent and Family Support Materials<br><a href="http://www.pbis.org/">http://www.pbis.org/</a><br><a href="http://www.pbis.org/families/htm">http://www.pbis.org/families/htm</a> | Use to develop or reshape strategies to engage families in planning, implementing and assessing the use of positive behavior interventions and their impact <ul style="list-style-type: none"> <li>• Powerpoint presentation for families</li> <li>• Family engagement checklist</li> <li>• Planning matrix</li> <li>• Team implementation checklist</li> </ul> |
| Family Center on Technology and Disability<br><a href="http://www.fctd.info/resources/fig_summary.php">http://www.fctd.info/resources/fig_summary.php</a>   | Use to develop and shape strategies to assist families in planning, implementing and assessing the use of assistive technology in their child's educational settings. Available in Spanish also (online). Single copies will be sent (in English) upon request.   |

### VII. Perceptions Regarding the Implications of Particular Disabilities on Instructional Services

| <p>Students with particular disabilities, such as emotional disabilities, significant cognitive disabilities, multiple disabilities, autism, or deaf-blindness, are much less likely to be included in general education classrooms or to be provided with access to the general curriculum. This is due in part to stereotypical views about those disabilities and a presumption that students with those disabilities cannot be included successfully. Increasing and enhancing the inclusion of students with these disabilities requires targeted intervention. The following TA&amp;D Network projects have information that support the inclusion of students with particular disabilities in general education.</p> |   |
|---|---|
| Strategy, Tool, or Resource   | Description   |
| Disabilities That Qualify Infants, Toddlers, Children, and Youth for Services under the IDEA<br><a href="http://www.nichcy.org/pubs/genresc/gr3.htm">http://www.nichcy.org/pubs/genresc/gr3.htm</a>   | Describes eligibility, broad disability categories, and links for NICHCY's disability fact sheets                                       |
| The Effects of Cognitive-Behavioral Interventions on Dropout for Youth with Disabilities<br><a href="http://www2.edc.org/ndpc-sd/cognitive/report.pdf">http://www2.edc.org/ndpc-sd/cognitive/report.pdf</a>   | Strategies for instruction for students with cognitive-behavioral issues  |
| Star Legacy Training Modules<br><a href="http://iris.peabody.vanderbilt.edu/activities/activ_by_topic.html#DISABILITIES">http://iris.peabody.vanderbilt.edu/activities/activ_by_topic.html#DISABILITIES</a><br><a href="http://iris.peabody.vanderbilt.edu/onlinemodules.html">http://iris.peabody.vanderbilt.edu/onlinemodules.html</a>  | Offer educators and administrators guidance regarding curricular and instructional modifications for students with visual disabilities. |

| <b>VIII. Miscellaneous Resources</b>   |  |
|--|--|
| <b>Strategy, Tool, or Resource</b>   | <b>Description</b>   |
| Matrix: Mapping Technical Assistance & Dissemination (TA&D) Activities across the States<br><a href="http://www.rfcnetwork.org/component/option,com_matrix/Itemid,285/">http://www.rfcnetwork.org/component/option,com_matrix/Itemid,285/</a><br>You can find information on the categories we have defined for this guide but putting the terms into the Search section of the Matrix | The Matrix can be used to find out what TA&D projects are doing within the states. You can search by project, by state, and by keywords.   |
| 2005 State Special Education Outcomes: Steps Forward in a Decade of Change<br><a href="http://education.umn.edu/nceo/OnlinePubs/2005StateReport.htm">http://education.umn.edu/nceo/OnlinePubs/2005StateReport.htm</a>  | The purpose of this report is to make public the trends and issues facing states, as well as the innovations states are using to meet the demands of Federal legislation.  |
| District/LEA Data Profiles – Part B<br><a href="http://www.monitoringcenter.lsuhs.edu/data.htm">http://www.monitoringcenter.lsuhs.edu/data.htm</a>   | This page is intended to provide a means of learning more about data resources and to provide a method of distance networking for those wishing to learn about data activities of states, lead agencies, and others. |

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