

Having trouble viewing this email? [Click here](#)

Welcome to the February Issue of CollabNews

Volume 13, Issue 2

In This Issue

[Spring Meeting 2010 - Louisville, KY](#)

[Event](#)

[Need Your Help!](#)

[Resources](#)

[Inclusive Schools Network](#)

Quick Links

[Urban Special Education Leadership Collaborative Home](#)

[Spring 2010 Meeting Page](#)

[Call for Presentations Form](#)

[NCLD Talks - Implementing RtI in Middle Schools](#)

[American Psychiatric Association - DSM5 Development](#)

[NSTTAC Homepage](#)

[NSTTAC - Guide for Determining Level of Evidence for Practices and Curricula](#)

[NSTTAC - Predictor Implementation Self-Assessment](#)

About Us



The [Urban Special Education Leadership Collaborative](#) is a network of special and general education leaders working together to improve outcomes for students with disabilities in the nation's urban schools.

Spring Meeting 2010 - Louisville, KY



Call for Presentations

The primary topical focus of our Spring Meeting is: "Engaging the Disengaged and Non-Traditional Learner: Alternative Pathways to School Success". We will be examining alternatives to traditional offerings in order to engage students, who, although still enrolled in school, have disconnected from much of what their schools and/or classes are offering. Although this includes alternative schools, the topic also focuses on innovative programs and models (e.g., virtual learning, community based-programs, fine or performing arts programs, "schools within schools") that have proven to motivate students, particularly those with disabilities, to remain in or re-enter school, improve their academic performance and successfully graduate.

If your school district has adopted and implemented such programs and have data that indicate they are working we look forward to hearing from you! We, in turn, will begin working with you to make the experience as worthwhile for you and your colleagues as it is for our participating Members and Associates.

To download a form, [click here](#). For more information, please contact Ronald Felton, Associate Director, at rfelton@edc.org.

Event

Implementing RtI in Middle Schools

A transcript from the February 18th, 2010 webinar, presented by the RtI Action Network in collaboration with the National Center on Response to Intervention entitled "Implementing RtI in Middle Schools" is now available. The webinar featured Jeanice Kerr Swift, Executive Director, K-12 Schools in Colorado Springs School District #11, and Lori Smith, Principal at Cheyenne Mountain Junior High School in Colorado Springs, Colorado, in a live Q&A session addressing questions about key issues relating to RtI including scheduling; staff buy-in; preparation; planning and training for RtI; benefits to students and staff; challenges; and next steps. The transcript is available at: <http://ncldtalks.org/content/interview/detail/3561/>.

Need Your Help!



Feedback on Proposed DSM-V

The American Psychiatric Association (APA) recently released a draft for the fifth edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM)*, which proposes major revisions in diagnostic criteria. With these changes comes implications pertinent to educators related to classification and eligibility for services for students with disabilities. The draft manual is open for public review at: <http://www.dsm5.org/Pages/Default.aspx>.

The [National Joint Committee on Learning Disabilities \(NJCLD\)](#) will also be submitting comments to the APA and would like to hear from you about a few of the "hot button" items in the draft that must be addressed:

- Changing the name of the category from "learning disorders" to "learning disabilities"
- Changing the definition of learning disabilities
- Limiting the subcategory of learning disabilities to "dyslexia" and "dyscalculia" (not including disorders of written expression,..)
- Omitting the "not otherwise specified" (NOS) option
- Changing the "reading disorder" to "dyslexia"; no mention of "comprehension"
- Reliance on "psychometrically sound standardized measures" only

Please send specific comments (concerns, recommendations) **by March 31** to Sheldon H. Horowitz, Ed.D., Director of Professional Services, at: shhorowitz@nclld.org.

Resources

Secondary Transition Resources

One of the [National Secondary Transition Technical Assistance Center's \(NSTTAC\)](#) tasks is to identify the evidence-based practices for the field of secondary transition. On their website, NSTTAC has made available the results of reviews of evidence-based practices, including Practice Descriptions, organized by the categories of the Taxonomy for Transition Programming, and Research to Practice Lesson Plan Starters. Additionally, there are other evidence-based secondary

transition resources from the What Works in Transition Synthesis Project. The review was also expanded to include rigorous correlational research in secondary transition to identify evidence-based predictors that are correlated with improved post-school outcomes in education, employment, and/or independent living.

Additionally there is a [Guide for Determining the Level of Evidence for Instructional Practices and Curricula](#) and a [checklist](#) intended to provide schools, districts, or other stakeholders in secondary transition with a framework for determining the degree to which their program is implementing practices which are likely to lead to more positive post-school outcomes for students with disabilities.

Inclusive Schools Network



High Performing, Inclusive Secondary Schools: A Leadership Institute

A two-day institute with Dr. Lisa Dieker will be held July 14-15, 2010, in Boston, Massachusetts. During the summer institute, participants will engage in lectures, learning activities, and action planning sessions. Content will build on knowledge and skills in effective strategies for inclusion at the secondary level and leadership development. Participants will complete action steps between the summer and the fall follow-up session and have the opportunity to share successes and problem solve with faculty and peers. The follow-up session in the fall will include webinar discussion opportunities through the Inclusive Schools Network.

Lead Faculty: Dr. Lisa Dieker is an Associate Professor and Lockheed Martin Eminent Scholar at the University of Central Florida. Her primary area of research focuses on collaboration between general and special education at the secondary level. She is the co- editor of the Journal of International Special Needs Education and an Associate Editor for the Journal of Psychological and Educational Consulting. She is the author of The Co-Teaching Lesson Plan Book and featured presenter for the video - 7 Effective Strategies for Secondary Inclusion.

Collaborative Help Desk

Urban Special Education Leadership Collaborative
Education Development Center, Inc.
55 Chapel Street
Newton, MA 02458

Phone: 617-969-7100 x2447
TTY: 617-964-5448
Fax: 617-969-3440
Email: collaborative@edc.org
Website: www.urbancollaborative.org