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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.

FALL MEMBER MEETING - REGISTRATION

Success at an Early Age: Improving Outcomes for Young Children with Disabilities



Our Fall Member Meeting in Chicago, IL is fast-approaching! Each district is entitled to one (1) free registration. Any subsequent registrations are \$150. Beginning October 21st, there will be a charge of \$250 per registration.

To register, please click [here](#). You will need your username and password to access registration. If you need this information, please email Anna Lingan, Senior Administrative Assistant, at alingan@edc.org.

SAFE SCHOOLS/HEALTHY STUDENTS

3 Bold Steps

Promote Prevent

For over ten years, the National Center for Mental Health Promotion and Youth Violence Prevention at [Education Development Center, Inc.](#) (EDC) has been working with communities and schools across the United States to implement systemic

change for children, youth and families. Lessons learned

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through SAMHSA's Safe Schools Healthy Students Initiative led to the creation of the 3 Bold Steps microsite, a straightforward partner, plan, and act concept.

Explore this site and the full range of micro-sites developed to address bullying, violence, substance abuse, classroom engagement, and social and emotional health at promoteprevent.org.

WEBSITE OF THE MONTH

Frameworks for Response to Intervention in Early Childhood

As we approach the Collaborative's Fall Member Meeting, we will be sharing resources that focus on early education and intervention. This month we are highlighting [Frameworks for Response to Intervention in Early Childhood: Description and Implications](#).

This paper was jointly developed by the [Division for Early Childhood of the Council for Exceptional Children](#), the [National Association for the Education of Young Children](#), and the [National Head Start Association](#). The purpose of the joint paper was to define early childhood response-to-intervention frameworks and to promote a broader understanding and discussion of the topic. While states and local programs have conceptualized RTI for young children in many different ways, the focus of this paper is on the common features of RTI frameworks in EC, and how they are designed to ensure high-quality teaching and responsive caregiving for all young children.

INTENSIVE INTERVENTION

Data-Based Individualization

The [National Center on Intensive Intervention](#) has released the first in a series of training modules focused on implementing intensive interventions to help students with severe and persistent learning needs. The training module is [Introduction to Data-Based Individualization \(DBI\): Considerations for Implementation in Academics and Behavior](#). This module provides a rationale for intensive intervention and an overview of DBI.

DBI is a research-based process for individualizing validated interventions through the systematic use of assessment data to determine when and how to intensify intervention. Two case studies, one academic and one behavioral, are used to illustrate the process and highlight considerations for implementation. The training module includes a PowerPoint presentation with speaker notes, handouts and a coaching guide.

There is also a recording of a [webinar](#) that was conducted by the NCII Center Director, Dr. Lou Danielson. In the recording, he discusses why intensive intervention is necessary, who requires intensive intervention, and where and when intensive intervention should occur.

BULLYING

OSERS Guidance

The Office of Special Education and Rehabilitative Services (OSERS) is issuing guidance in the form of a Dear Colleague letter that provides an overview of school districts' responsibilities to address bullying of students with disabilities. Both the [OSERS' letter](#) and the document *Effective Evidence-Based Practices for Preventing and Addressing Bullying* offer practices that can be used as part of any bullying prevention and intervention program. States and schools should reevaluate their policies and practices to ensure that problematic behaviors, including bullying, are addressed. Every effort should be made to structure school environments and provide supports to students and staff so that bullying does not occur.

NEW MEMBER DISTRICTS - WELCOME!



Please join the Urban Collaborative staff in welcoming our newest member districts: Baltimore County Schools (MD) and Marlborough Public Schools (MA).

Our member contact in Baltimore County is Ms. Debra Brooks, Executive Director of Special Education and Student Support Services. Baltimore County Public Schools (BCPS) serves approximately 108,442 students. To learn more about BCPS, please visit their [website](#).

Serving as the member contact for Marlborough Public Schools (MPS) is Ms. Heather Geary, Director of Special Education. Approximately 4,654 students are enrolled in Marlborough Public Schools. To learn more about MPS, please visit their [website](#).

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