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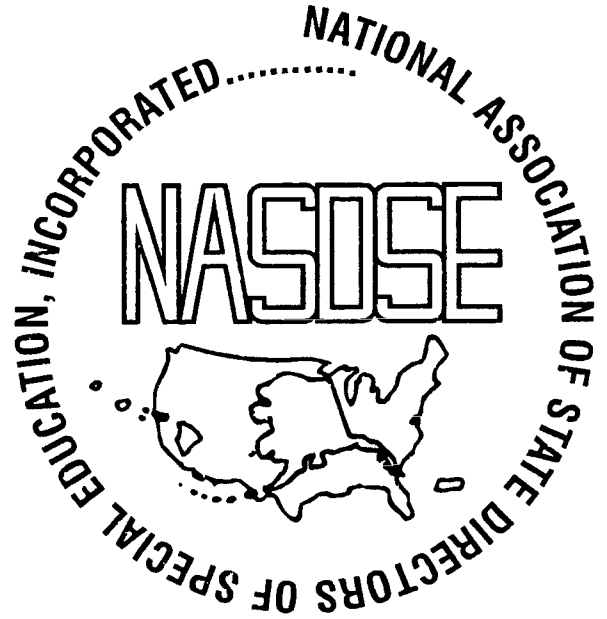
ABSTRACT

This proceedings documents a meeting designed to allow state directors of special education to exchange information about the special education systems in Mexico and the United States, to discuss common issues and concerns related to the provision of educational services for children and youth with disabilities, and to establish collegial relationships with state directors in another country. The meeting was attended by state directors of special education from the Mexican border states of Baja California, Baja California Sur, Chihuahua, Coahuila, Nuevo Leon, and Sonora, and the U.S. border states of Arizona, California, Florida, New Mexico, and Texas. Presentations included an overview of special education in Mexico and the United States, special education professional associations in the United States, technical assistance to the states in the United States, and instructional consideration for Spanish-speaking students in Mexico and the United States. In addition, there were state presentations on characteristics and issues pertinent to education in the 11 participating states. Participants also discussed the following topics: charter schools, services in rural areas, working with indigenous populations and cultural/language differences, and transition from school to work. Appendices include a participant list and a meeting agenda. (CR)

United States and Mexican State Directors of Special Education: Information Exchange Meeting February 7-9, 1999

Proceedings Document



Final Report
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This document is available in both English and Spanish versions.
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A draft of this document was sent to all meeting participants for review. Project FORUM extends its sincere appreciation to those who reviewed and commented on the draft. Their efforts have served to enrich the document's quality and accuracy.

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Abstract

This document is the proceedings of a meeting convened by Project FORUM, a Cooperative Agreement funded by the United States (U.S.) Department of Education's Office of Special Education Programs, located at the National Association of State Directors of Special Education (NASDSE). The meeting, entitled *United States and Mexican State Directors of Special Education: Information Exchange Meeting*, was held at the Clarion Hotel in Sacramento, California, on February 7-10, 1999. Participants included state directors of special education or designees from the Mexican border states of Baja California, Baja California Sur, Chihuahua, Coahuila, Nuevo Leon, and Sonora; and the United States of Arizona, California, Florida, New Mexico, and Texas. Other participants included three officials from the Mexican Ministry of Education, three officials from the U.S. Office of Special Education and Rehabilitative Services, two university faculty, the executive director of NASDSE, and the director of the Western Regional Resource Center.

The goals for the meeting were to exchange information about the special education systems in Mexico and the U.S., discuss common issues and concerns related to the provision of educational services for children and youth with disabilities, and establish collegial relationships with the state directors in another country. Presentations included an overview of special education in Mexico and the U.S., special education professional associations in the U.S., technical assistance to the states in the U.S., and instructional considerations for Spanish speaking students in Mexico and the U.S. In addition, there were state presentations on characteristics and issues pertinent to education in the eleven participating states. Participants also discussed the following topics: charter schools, services in rural areas, working with indigenous populations and cultural/language differences, and transition from school to work. Following the meeting, each Mexican director traveled to one state in the U.S. to observe the provision of special education services in the U.S. and discuss effective strategies for addressing common challenges.

United States and Mexican State Directors of Special Education: Information Exchange Meeting

Background and Goals for the Meeting

Over the past five years, spurred by the North American Free Trade Agreement (NAFTA) and the Memorandum of Understanding (MOU) between the Mexican Department of Education (SEP) and the U.S. Department of Education (ED), there has been increased cooperation between the two countries on diverse educational topics, including special education. Through the Office of Special Education and Rehabilitative Services (OSERS), the Department has been involved in several projects with Mexico. In 1995, Assistant Secretary Judith Heumann represented the U.S. in the First International Congress on Disability held in Mexico City. In April 1996, Assistant Secretary Heumann participated in the second symposium on Blending the Mexican and Native American Cultures Through Collaboration Between Mexico and the U.S. held in Tucson, Arizona, In August of the same year, OSERS sent a representative to a conference in Oaxaca, Mexico on the Indigenous Vision of Educational Integration of Persons with Disabilities. In 1997, Mexico held the Second International Congress on Disability to which OSERS sent a representative. This past December, OSERS sent a group of inclusion experts, including a parent, to provide training for teams from across Mexico in Mexico City.

To complement the above activities, OSERS envisioned an opportunity for state directors of special education from both sides of the border to meet in the U.S., and for Mexican directors to visit programs/schools in the U.S. following the meeting. In order to create such an opportunity, Project FORUM at the National Association of State Directors of Special Education (NASDSE) was asked to plan and convene a meeting, and work with the U.S. directors to plan state visits for their Mexican colleagues. This was part of Project FORUM's work on its cooperative agreement with the OSERS's Office of Special Education Programs (OSEP).

The goals for the meeting were to:

- Exchange information about the special education system in Mexico and the U.S.
- Discuss common issues and concerns related to the provision of educational services for children and youth with disabilities
- Establish collegial relationships with the state directors in another country

The goals for the state visits were to:

- Provide an opportunity for the Mexican directors to observe the provision of special education services in the U.S.
- Discuss effective strategies for addressing common challenges

Preparation for the Meeting and State Visits

The Mexican border states of Baja California, Baja California Sur, Chihuahua, Coahuila, Nuevo Leon, Sonora and Tamaulipas were selected to participate in the meeting. At the last minute, Tamaulipas was unable to participate due to illness of the state director. From the United States, the states of California, Florida, New Mexico, and Texas were selected. Other participants included three officials from the Mexican Ministry of Education, three officials from OSERS, two university faculty, the director of NASDSE, and the director of the Western Regional Resource Center. The participant list can be found in Appendix A.

Beginning in October 1998, Project FORUM staff and a staff member from the Mexican Ministry of Education worked closely to plan the meeting. FORUM staff met with the U.S. state directors (or their designee) in November 1998 at NASDSE's Annual Meeting in Baltimore, Maryland to generate agenda ideas and discuss tentative plans for the state visits. This information was summarized and sent to Mexico for feedback. Then each U.S. state director worked with their staff to plan the two-day state visits.

Location and Process of the Meeting

The meeting was convened in Sacramento, California at the Clarion Hotel, February 7-9, 1999. The opening session was held on Sunday evening, February 7, and included a welcome from Sofialeticia Morales, Assistant to the Secretary of Education in Mexico, and Judy Heumann, Assistant Secretary of OSERS, as well as an overview of special education in their respective countries. Martha Fields, Executive Director of NASDSE, gave a presentation on the role of professional associations in the U.S. in regard to provision of services to children and youth who have disabilities. Participant introductions also took place on Sunday evening, which concluded with a dinner.

Monday morning each state representative gave a description of state features that impact education and the provision of special education services in their state. After lunch Richard Figueroa and Nadeen Ruiz presented on *Instructional Considerations for Spanish Speaking Students in Mexico and the Untied States*, followed by Dick Zeller's presentation, *National Technical Assistance to the States*. The remainder of the afternoon was spent discussing the following topics: charter schools; services in rural areas; working with indigenous populations and cultural/language differences; and transition from school to work.

Tuesday morning was spent discussing methods of evaluating the outcomes of the meeting and state visits, and follow-up activities. The meeting was adjourned at 11:15 a.m. on Tuesday, February 9. At that point, state directors from Mexico departed with a state representative from the U.S. for two days of visits to schools and programs.

The meeting agenda can be found in Appendix B; however, it should be noted that the agenda was modified during the course of the meeting and the narrative description above more accurately reflects the actual agenda.

Welcoming Remarks *by Judith E. Heumann, Assistant Secretary, OSERS*

Four years ago when Secretary Riley began talking with Mexican education officials about bilateral agreements, OSERS was not involved in those discussions. It was Sofialeticia, representing special education in Mexico, who asked for involvement of her counterpart. This is how I had the privilege of meeting Sofialeticia. We talked about ways to elevate special education in the eyes of the education community and share information about students with disabilities in both countries. It took several years to get beyond talking and now we have some meaningful activities in place. For example, there was a meeting in Mexico City at the end of 1998 with parents, principals, and teachers of students with disabilities to discuss *inclusion*, and now this meeting. This will not be our last commitment; we are looking at our budget for next year. I would like to see more interaction among teachers from the U.S. and Mexico.

I am very pleased to see everyone here and I thank all of you for coming. I look forward to growing collaboration and communication that I hope will occur as a result of the relationships we develop here. It is critical for us to learn from Mexico, since we have a growing population of children from Mexico in our schools. Also, we have many challenges related to students whose first language is not English. Appropriate identification of disabilities in those students is a major part of this challenge, and we have a lot to learn.

I am very happy that President Zedillo has been helping individuals with disabilities and their families to have a voice in policy making. Recognition of the disability community was one of the first things he did, as did President Clinton when he took office.

Welcoming Remarks *by Sofialeticia Morales Garza, Special Assistant to the Minister of Education*

It is a pleasure to see all of you and to know that the border that separates our countries does not separate us. We are here to learn from each other and, if we share the efforts we have made in our own countries, we will do this. It is not only the students who have special needs; we all have special needs. I want to see a plan for future contacts after this meeting.

I am thankful for the support of Judy Heumann's office - A woman like Judy Heumann transcends all borders in this field. She has great energy and is very dedicated. She is much more than her title. I also appreciate the assistance of the Mexican Ministry of Education that has enabled us to introduce new and different policies related to inclusive education. My thanks also to Martha Fields. She represents the reality that communication among state directors is a possibility. It opens our eyes to new possibilities for communication among state directors.

Special Education in Mexico - A National View

by Sofialeticia Morales Garza, Special Assistant to the Minister of Education

As a result of binational agreements between the U.S. and Mexico, the *Summit of the Americas* in Chile last year, and Mexico's *Memorandum of Understanding 1995-2000*, the following tenets of Mexican educational policy move the country towards inclusion:

- Education as a right for all children
- Equal opportunity
- Recognition and respect for diversity
- Improving the quality of education

The *Program of Educational Development 1995-2000* that guides the inclusion process is framed in the concept of human development. The program aims to achieve equity in the access to educational opportunities and to provide the necessary conditions to meet educational needs. It is oriented to promote the participation and responsibility of those involved in the educational processes, and to develop human beings who responsibly participate in social life.

Special education in Mexico dates back to the government of Benito Juárez (1858-1872). Important milestones include:

- National School for the Deaf opened in 1867
- National School for the Blind opened in 1879
- Pedagogical Medical Institute opened in 1930
- Institute for the Rehabilitation of Blind Children opened in 1950

Inclusive education has been defined as the right of every child to be enrolled in basic schooling and to meet his/her basic educational needs. Inclusive education is a process that pursues relevance, quality, and equity—equity of access to development, learning and participation. Inclusive education demands the reconsideration of values by the entire population. It requires significant changes in our society. The challenge is to move from a government policy to a state policy.

It is important to acknowledge the teachers of students with disabilities. In a short time, the roles and functions of these teachers have been transformed. Children and teachers are facing challenges as a result of these changes. The new educational approach addresses the students' needs and welfare. It is an approach for all of education, not just special education.

Special education needs emerge from an interaction between the student and the context in which learning is taking place, including the teacher's style and resources. If we consider it in this way, not only the student but the whole school has special needs. The teacher's style may not be appropriate, the books may not be appropriate, etc. This necessitates collaboration of the authorities, community, teachers, and family. The transformation process is oriented towards the improvement of the quality of education.

We must take the following steps towards inclusion: reorganization of the educational system, teacher training and updating, curriculum flexibility, and participation of parents and school community. There must be participation at all levels—state directors, authorities, social organizations, community members, school masters/principals, regular and special education teachers, parents, students with and without disabilities, and governmental officials including the President. This is a shared responsibility. There must be political will, juridical support, interagency collaboration, and promotion of initiatives. In Mexico, we have Article 3 of the Mexican

Constitution and, for the first time, a national program. This program has been supported at the presidential level has trickled down to the level of the governors. This will allow us to work with health and welfare and all the ministries. We have to deal with different secretariats and follow the children through to the point they are integrated into an appropriate work environment.

There has been a reorientation of special education services—a transformation.

Special Education Schools or Centers	Units of Information and Mainstreaming	Inclusive Groups and Psycho-Pedagogical Center
↓	↓	↓
Centers of Multiple Attention (CAM)	Centers of Public Assistance	Service Units for Support of Regular Schools (USAER)

The USAER Schooling Project does the following:

- Enables family participation
- Advocates academic work in school
- Supports inclusion for children with special needs, with and without disabilities
- Provides family support and guidance

Leaders in special education participate in the process of inclusion by being sector chiefs, coordinators, supervisors and school masters. The challenge is to have quality education for all and not to take resources away from either the students who are non disabled or the students who are disabled.

Teachers participate in the inclusion process by being group teachers, special education teachers, support teachers and *pedagogical pairs*. The teacher's role is to facilitate the learning process, attend to different learning styles and talents, increase accessibility to and from the curriculum, and create optimum conditions for meaningful learning inside the classroom. The regular and special education teachers must work together, and we must create linkages between parents and schools. Also, in Mexico, working hand in hand with the national teachers' union will promote progress.

Adjustments are necessary to reach all students. Physical and environmental adjustments may be necessary in the following areas: architectural, equipment and furniture, and personal devices. To insure access to the curriculum, adjustments of texts, graphic material, and the provision of material in alternative languages are important. Access from the curriculum to the world of work requires adjustments of purposes, contents, methodology, and evaluation. The continuous adjustment/modification of one or more elements is necessary to respond to the special needs of students with and without disabilities. Educational goals can be achieved in different ways.

To respond to diversity in the classroom, we must recognize that each student has his/her own way to approach learning (different learning styles), as well as different interests, motivations,

talents, habits, and capacities. Each student enters school with a unique knowledge base and bank of information. Responding to classroom diversity requires child-centered settings, cooperative learning with the students' active participation, interactive procedures/constructive views of teaching, and the following interactions: student-teacher, student-student, student-context.

Students without disabilities in inclusive classrooms benefit in the following ways:

- Development of values related to equity and respect toward tolerance
- Solidarity and opportunities to improve learning (e.g., peer tutor)
- Reduction of their fear toward human differences
- Learning opportunities and experiences that might not be part of the curriculum

Parents of students with disabilities in inclusive settings say they welcome positive educational experiences for their children, more acceptance of their children, and greater confidence in their children's potential. On the other hand, they express concern about their children failing in inclusive settings, and a lack of confidence in their children as a result of comparison to their peers without disabilities.

We strive to have parents of children without disabilities in inclusive settings recognize the benefits obtained from the incorporation of interactive and constructive methodologies, and appreciate the moral and social development of their children. However, many parents think that having their children sharing a class with students with disabilities is negative. We have to work to change those attitudes. They may reject students with disabilities due to false fears and beliefs or hold patronizing attitudes toward children with disabilities.

Inclusive education is a process of acceptance and flexibility. Members of the community must also participate in the change process. There must be collaboration between education and all other support areas (e.g. health, rehabilitation). Non-governmental organizations must share in the efforts, especially efforts to modify the laws and policies that support special needs. Shared responsibility requires action in the following areas:

- Legislation
- Interagency programs and construction of public policy
- Operative/methodological processes
- Teacher training and updating
- Teaching and material resources
- Communication strategies
- Transition from school to work

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Special Education in the United States - The Federal Role

by Judith E. Heumann, Assistant Secretary, OSERS

In the U.S., much of special education policy and practice is guided by our major federal legislation, now almost 25 years old, the Individuals with Disabilities Education Act (IDEA). Few other areas of education or social welfare practice at the state and local level are as strongly influenced by a single piece of federal law as special education.

There is a long history of civil rights activism in the United States, and many civil rights issues have been resolved via litigation and legislation. In the early seventies, several landmark court cases were brought on behalf of children with disabilities pursing the right to a free appropriate public education under the equal protection clause of the U.S. Constitution. These cases contributed to a recognition of the federal role in ensuring that all children with disabilities in the nation are provided an equal opportunity for education.

Prior to the enactment of our federal law (then called the Education of the Handicapped Act) in 1975, one million children with disabilities in this country were excluded from school and another 3.5 million did not receive appropriate services and programs within the public schools. Many children were institutionalized in state or other facilities that did not address their educational needs. From about 1968 to 1975, there was much work at the federal level to ensure that students with disabilities had a right to a free appropriate public education.

When I was a child, I had polio and my mother was told I could not go to school because I was a "fire hazard." From first to fourth grade, I had a teacher who came to my house for about 2½ hours per week. This is an example of the inferior quality of education that students with disabilities were getting in the U.S. at that time.

Parents formed organizations, and worked at local and state levels to get some kind of education established for students with disabilities. There were some state laws guaranteeing education for some students with disabilities, but these laws were not adequate. By the late 1960s, there was a growing recognition on the part of states that they had to do something different.

When the law passed in 1975, the goal was to get children into school. Today, nearly a quarter century later, we are in a very different place—we are focusing on the quality of the education those children receive. I have had the opportunity to visit many schools. These visits have convinced me that it is important to have strong leadership at the school level, and these leaders must believe that all children can learn and that the school has the ability to teach all children. When school leaders hold these beliefs, you see qualitatively different teaching than in schools where there is not that level of support. We are trying to identify the leaders who can articulate inclusion of all students. We are also stressing that teachers need the training that will help them provide this type of education.

What does U.S. special education under IDEA look like today? For the most part, children and youth with disabilities are no longer excluded from school. Special education and related

services assist 12 percent of elementary and secondary students in the nation. Nearly 6 million children age 3-21 are served through Part B of IDEA, that section of our law that includes the provisions designed to guarantee and deliver a free appropriate public education to all eligible children with disabilities. The federal government provides about $4.5 billion to state education agencies (about 10% of the cost) to assist with the cost of providing special education and related services. This amount, however, is only a small portion of what is spent on such services at local and state levels. There is no federal right to education in the U.S.; that right comes from the state.

Since 1975, the lives of students with disabilities have improved significantly. More students with disabilities complete high school, more are employed, and more adults have lives characterized by equality of opportunity, full participation, independent living, and economic self-sufficiency. Moreover, a wide array of national activities support the implementation of IDEA. Activities and programs supported through the law's national activities in research, personnel preparation, parent training, technical assistance and dissemination, and technology and media services provide the essential building blocks for effective implementation. We now benefit from an extensive knowledge base of effective strategies for teaching and learning for infants, toddlers, children and youth with disabilities. This information is shared with parents, teachers, researchers, school administrators, and policy makers through extensive training and technical assistance networks.

What tools does IDEA employ to guarantee a free appropriate public education and improve the results for children with disabilities? If a parent requests that his/her child be assessed, the child is evaluated and determination is made as to whether that child needs special education and related services. A meeting is convened, and parent and school officials sit together to develop a plan for the child's education over the coming year. Parents have a lot to offer in terms of how the child learns and behaves at home and can provide valuable information to the teacher. Meaningful goals must be established and our newly revised law stresses that students with disabilities should be learning the same curriculum as the students without disabilities.

When I finally began attending school in 4th grade, my curriculum bore no resemblance to what was being taught in the rest of the school. When I became a teacher in that same school, that situation was no different.

Because our law covers children from birth, we are trying to insure that parents get the information they need about special education as soon as a disability is identified. Early intervention and prevention is a major focus in the U.S. We have seen that the birth of a disabled child can cause family disintegration if families do not receive the information they need.

We, like you, have many challenges ahead. We are still very concerned about those students with disabilities who fail courses and drop out of school. Though employment rates for young adults with disabilities are improving, they are still unsatisfactory. We are concerned about the poor educational results achieved by many students with learning disabilities and emotional disturbance. We continue to struggle with the identification of best practices for serving non-white children and youth who have learning difficulties and may or may not have disabilities as defined by our law.

Nonetheless, I am very proud of the many strides we have made over the past 25 years. Our federal special education law contains a number of provisions that have largely been responsible for many of the changes and improvements in the educational access and outcomes for children with disabilities. I will share just a few of those provisions and the concepts which frame them.

Provision of Services to Children with Disabilities Birth-Age 21 and Their Families

As it has evolved and developed, IDEA has formally recognized what we all know—services must be provided to children with disabilities when most developmentally appropriate and meaningful. For some children, this means in infancy or in the very early years. Part C of IDEA provides for state systems of coordinated, comprehensive, and multidisciplinary early intervention for infants and toddlers with disabilities and their families. Nearly 200,000 children birth through age 2, receive services through Part C each year.

IDEA also guarantees a free appropriate public education to eligible preschool age children with disabilities. Like all special education and related services under Part B of IDEA, preschool services must be provided in the least restrictive environment available, and guided by the goals, objectives and benchmarks established by a multidisciplinary group of professionals and parents in the individualized education program (IEP).

Finally, IDEA's commitment to effective transitions into post-secondary settings is reflected in the requirements to serve eligible young adults with disabilities through age 21 and to develop transition plans and services at age 14 years to assist the student achieve meaningful post-secondary outcomes.

Active Engagement of Parents in All Aspects of Special Education

Parent involvement in identification, assessment, placement and service provision has been the backbone of the law since its enactment. The law specifies not only the presence and participation of parents and guardians in the planning for child's specialized programming, it also guarantees parents comprehensive procedural safeguards necessary to ensure the provision of a free appropriate public education. Parents have, for example, the right to examine all of their child's records and to participate in all meetings relevant to their child's identification, evaluation, educational placement, and service provision. The law provides that notice of these procedural safeguards are provided to every parent in their native language and in terms that are easily understandable.

In addition, the law provides for an extensive system of parent training and information dissemination programs and activities. Each state is home to at least one IDEA- supported parent training and information center. We have recently funded 10 new Community Parent Resource Centers, designed to ensure that underserved parents of children with disabilities, including low-income parents and parents who are English language learners, have the information and training they need to advocate for their children.

Personnel Preparation and Development

Our federal law has always recognized the importance of skilled and prepared special education and related services personnel. States are required to have a comprehensive system of personnel development to ensure an adequate supply of qualified personnel. We have also been working on providing help in the development of the IEP, especially its connection to the regular education curriculum. In addition, we are trying to take the research and help teachers to apply it. Many states have assessments but have not always included students with disabilities. We have been holding workshops instructing state staff about the law and how students with disabilities can be included in the state assessments.

Reform and change of state systems for professional development, technical assistance, and dissemination of knowledge about best practices is the goal of our new state program improvement grants. These competitive grants assist states and their required partners including universities and institutions of higher education, local districts, other state agencies, and parents, to develop individual state improvement plans to identify state and local needs for professional development and to design improvement strategies to address these needs. It is important to note that states are encouraged to incorporate into their plans training for regular education teachers, who are addressing the needs of children with unique learning styles in their classrooms, as one method of reducing inappropriate referrals to special education. In this first year of grants, we are supporting grants in 18 states, with a total commitment of $18.1 million. In spite of federal support, maintaining an adequate supply of qualified personnel remains a significant challenge for states and local districts in the U.S.

Our most recent reauthorization of IDEA takes some innovative steps towards improving the way in which states reform and improve their systems for providing educational, early intervention, and transitional services for children with disabilities. The federal government provides funds to the state, and the state signs a document that ensures that they will make sure that all the school districts comply with the federal law. Politics is a challenging part of the state environment in which state directors are working to see that the law is implemented. We at the federal level are working to see that appropriate technical assistance needed in the states is made available.

High Standards for All Students and Accountability for Success

Our federal special education law has worked to ensure that all children and youth with disabilities receive the necessary special education, related services, and supplemental aids and services necessary for them to reach high academic, social, behavioral, and vocational expectations. This issue has become even more of a priority as many of the general education reforms focus on raising academic standards and the use of large scale assessments to measure progress. The 1997 reauthorization of IDEA reflects several significant changes designed to improve results for students with disabilities. These include requirements that students have access to the general education curriculum to the maximum extent appropriate, and that they participate, with necessary modifications, in the state or district assessments provided to all students. Further, the performance of children and youth with disabilities on these assessments must be publicly reported as are the

scores of non disabled students. No longer can schools, districts and states "water-down" curriculum for students with disabilities. They must now be held accountable for their efforts to improve results for all students.

Special education should be a service, not a place. The purpose of education is to enable children to learn the academic and social skills necessary to complete school and get a meaningful job or move into higher education. We all know that children who do not complete school become more and more problematic for our country. However, students can succeed if they get the education and support services they need. Parents have higher and higher expectations for their children who are disabled, and educators must have increasing expectations as well.

These are but a few of the major provisions of our federal law that have, for the past 25 years, helped shape how children and youth with disabilities are provided the early intervention, special education and related services necessary to achieve a free appropriate public education. We will have other opportunities over the next two days to share more about the U.S. system and you will also have opportunities to see these procedures in practice when you travel with our state directors. I am interested and eager to hear more about the roles of the state and federal government in your Mexican special education system. Thank you for taking the time to join us.

The Support of Special Education by Professional Associations in the United States

by Martha J. Fields, Executive Director of NASDSE

My role is to tell you about NASDSE, but you could generalize what I say to other organizations in the U.S. that focus on children with disabilities, such as the Council for Exceptional Children. NASDSE is a nonprofit professional organization governed by an eight-member board of directors, elected by their peers. The NASDSE members are actually states, and currently 49 of the 50 states are dues-paying members. The states are represented by state directors of special education or other employees of the state education agencies who have the major responsibility for directing, coordinating and supervising educational programs and services for children and youth with disabilities, and insuring compliance with federal and state special education laws. They may have different titles across the country, but they have similar jobs. You will be hearing more about their specific roles over the course of this week.

According to its mission, NASDSE operates for the purpose of providing services to state education agencies to facilitate their efforts to maximize educational outcomes for individuals with disabilities. Everything we do is directed by this mission statement. We fulfill our mission by providing information and services tailored to the needs of our members.

NASDSE has partnerships and linkages with other entities and organizations that are important to state directors of special education. For example, the U.S. Congress (members and their staff); U.S. Department of Education (Dr. Heumann's office and others); other professional organizations (e.g., the association of chief state school officers who are heads of education in each state, and the state governors' association); parent organizations; business (e.g., chambers of

commerce and The 100 Black Men of America, an organization working on behalf of African American children); and other technical assistance projects (e.g., Regional Resource Centers).

Some examples of NASDSE's technical assistance activities are:

- Two major national conferences
- Four satellite conferences on "cutting edge" issues such as behavior and discipline
- Website
- Publications targeted to state directors' needs
- State policy database maintained in conjunction with the Regional Resource Centers, which allows state directors to review state policies and procedures from other states

We have a number of projects funded by the federal government and private foundations. A few examples are:

- Project on the Blind & Visually Impaired - developing program guidelines
  funded by the Hilton Foundation
- Project FORUM - exploring and collecting information on critical issues in special education
  funded by OSERS for 20 years
- Policymaker Partnership Project - developing policy through partnerships
  newly funded by OSERS
- Professional Development Leadership Academy - providing leadership development
  newly funded by OSERS
- Wingspread Conferences - exploring issues related to accountability in special education
  four meetings sponsored by the Johnson Foundation

NASDSE engages in leadership and advocacy activities to influence federal laws and regulations, and address critical issues. Examples of such issues are accountability, insuring good results for students with disabilities and education reform.

Perhaps the most important service we provide our members is the peer/collegial network. Through NASDSE meetings and other events, state directors get to know each other and consequently call on each other to address common challenges and issues.

Please visit our website learn more about our organization: www.nasdse.org

Summary of Answers to Questions on Sunday Evening

In response to questions and issues raised in a general discussion with Judy Heumann and Sofialeticia Morales, the following information was shared.

Re: United States--

- The U.S. Department of Education is now in the final stage of developing regulations for the 1997 Amendments to the IDEA, and they will be issued soon. These regulations will help interpret the law and answer questions that the statute has not sufficiently answered.

- In Mexico there is a link between equity and quality in education. In the United States, there is no comparable federal statement; however, the federal law does establish that all children will get the same quality of education regardless of economic background. Title 1 of the Improving America's Schools Act provides extra funds for poorer areas. Unfortunately, poor communities often do not have the same array of services available, and there are numerous challenges at the state level about the lack of equity.

Re: Mexico--

- There are 32 states in Mexico, including the Federal District of Mexico City. Twenty-seven million children attend school in Mexico, and about 10 % have disabilities. For the first time in 1995, Mexico counted students with disabilities, but this was an incomplete count . Some parents were not familiar with the process and did not know the specific label for their child's disability. The majority of children with disabilities have *learning disabilities*.

- There is only one major curriculum for all of Mexico, but every educational authority has the responsibility to elaborate on the local history. Book are provided free of charge that enables children to go to school. There are no translations for indigenous languages, and there is not one standard national exam.

- Mexican law requires that the President develop an educational plan and establish priorities and goals for the year 2000. This is called *The Mexico Plan 1995-2000.* Special education is embodied in the general education law because it states that *education is the right of all children*. This could be the first step toward state support of special education.

- In Mexico there are presidential programs providing support to the students and families in poor areas. Also, there is more program support for girls than for boys because it is harder for girls to stay in school in Mexico.

- In Mexico there is no organization comparable to NASDSE.

- There are some government organizations in Mexico that focus on educational research.

- The national teachers' union in Mexico does not include special education directors.

Brief State Presentations

Baja California *by Marcela Sada de la Mora*

Baja California is the northern part of the California peninsula. There are five municipalities. The majority of the 2.7 million people live in urban areas, Tijuana being the largest. There are 63,218 children enrolled in preschool (not obligatory), 315,188 in elementary school, and 101,000 in secondary school. Two special education systems exist—one federal and one state-based. Thirty-three centers for the disabled serve all types of disabilities and 2,801 students are enrolled this year. There are also students with disabilities who attend the regular education program. The curriculum for special education used to be different, but parallel; however, now there is only one curriculum. Our goal is to meet all children's needs by being flexible and open to diversity. We must reorganize the special education schools for all types of disabilities.

In Baja California we are working on our capacity to prepare regular and special education teachers, and are participating in an exchange program between Spain and Mexico that has helped us in many ways.

Arizona *by Joyce Bonello*

Arizona is very diverse geographically and culturally. A large percentage of the population is Hispanic, and 30 percent of the students are Hispanic. There is also a large percentage of Native Americans, many of whom live on reservations in varied economic conditions. Arizona has a large population of retired people who do not want to pay taxes for schools.

The five highest elected officials in the state are female. The State Superintendent of Instruction has instituted many changes, such as charter schools and rigorous standards for all students. She also strongly supports vouchers. Arizona now requires that all students pass a state test to graduate from high school. Many are worried about how students with disabilities will perform on this test. Arizona is working on a downward extension of its state education standards.

Arizona has different types of school districts—some are only elementary, some elementary and secondary, and others are charter schools. Charter schools are set up under separate legislation, but they are public schools and must take any student who applies. There are currently 290 charter schools; about 50 new charter schools open each year. Charter schools are not required to follow most state procedures, but must comply with federal special education laws. Most of the charter schools had no idea they had to comply with federal law when they opened. Monitoring these schools is very difficult and keeps our state-level staff very busy. Arizona also has *open enrollment*, which permits students to attend any public school they choose.

The Bureau of Indian Affairs (BIA) operates schools in Arizona for the native American population. The state education agency provides technical assistance and monitoring to them. In addition, there are two state schools—one for the Deaf and Blind, and the State Hospital for disturbed children—and juvenile detention centers, where special education services are provided.

The state education agency in Arizona is very supportive of special education. Arizona has an inclusive parent advisory council and a very active parent network.

Baja California Sur *by Guadalupe Coronado*

In Baja California Sur, population 387,000, there have been many recent advances in special education. Integration of students with disabilities is based on equity and reflected in Article 41 of the General Education Law. The law prohibits exclusion of any child and mandates services that will bring social equity and integration to regular schools. For any child who cannot attend regular school, services are provided individually. To comply with the law, services were reoriented and divided into three types—support services in regular schools, multiple service centers, and special centers. The support units for regular schools are made up of a director, teachers and a support team made up of a psychologist, a social worker and a speech specialist. Through evaluation, they identify the children who need services and determine appropriate educational strategies for the children. Services may be provided within the regular group or through consultation with the regular classroom teacher. The teacher is trained to help the child succeed. Sometimes the child is put into a special class, but that is the last resort.

The three multiple service centers are headed by a director and have a multi-disciplinary team. A total of 399 students are served in these centers at this time. The goal is to re-integrate these students into the regular schools and decrease the population in these centers. If they cannot be re-integrated, we provide training to prepare them to go to work.

The children in the 27 special centers have many types of disabilities. The largest number of children in the special centers have hearing problems and the *total communication* approach is used with these children. We work with their teachers and parents at the same time.

Classes are provided for regular education teachers on the topic of disabilities to help them identify students who need special help and promote integration of students with disabilities. In Baja California Sur, we are examining our entire system to make it more effective, especially in the area of teacher preparation.

California *by Janet Canning*

In California, we have 5.6 million students in kindergarten through twelfth grade, served in over 1,000 districts, 58 counties, and 265 non-public schools. About 25% of our students are non-English speaking, and this presents a challenge for our educational system. Most of the materials from the state department of education have been made available in Spanish, including videos.

The number of students with identified disabilities is 610,000. Two hundred and fifty thousand (250,000) teachers work in California and about 15% are special education teachers. Like many US states, we have a problem finding fully qualified personnel for special education. California has recently established standards for reading and math and, for the second year, is using

a statewide assessment for all students, including those with disabilities. California has two state schools, one for students who are deaf and one for students who are blind.

Chihuahua by *Rosa Elba Gonzalez Licona*

Chihuahua is the largest state in Mexico, with 3 million inhabitants in 77 municipalities. Most of the population is concentrated in five municipalities. There are some ethnic groups in the state. Chihuahua's geography varies from mountains to desert.

Chihuahua began integrating students with disabilities in 1995. Before that, all students with disabilities were in multiple service centers that provided basic education, including services at the preschool and elementary level. There are now 1,029 students with disabilities and 529 without disabilities in the multiple service centers; two centers serve children who have intense motor needs. The non-disabled students receive support services in these centers.

In 410 regular schools (10.2% of the schools) there are support services for students with disabilities. This involves 1,585 students with disabilities and 7,774 without disabilities; 1,200 of the students with disabilities have been integrated into regular classes. This is a low percentage of schools, but the number has increased in the last few years.

Chihuahua is training teachers at all levels, including training in integration of students with disabilities. Seven employees at the state level help teachers modify the curriculum and work with parents, but this is not enough staff for such a large state. It is Chihuahua's goal to link services and social organizations, but this has not yet been achieved.

Florida *by Tim Kelly*

Florida is the fourth largest state in the country, with a population of 14 million. The projected growth is one million new arrivals each year. The school population is just under 2.3 million. These children are served in only 67 school districts, which correspond to the counties in Florida. Currently about 16% of the students are Hispanic, but the percentage of Hispanic students is increasing. The school population includes 325,000 *exceptional students*, and 95,000 of those are labeled *gifted*.

In the last 5 years there has been an 82% increase in the number of children receiving homeschooling. This is a choice made by parents to educate their children at home, often prompted by a concern about the public schools (e.g., too much violence, inappropriate curriculum). Homeschooling, a rapidly growing general education phenomenon across the United States, is not regulated in Florida, but this differs from state to state. Parents who homeschool their children are increasingly using the internet, and sometimes groups of parents work together to homeschool their children. There are few children with disabilities homeschooled in Florida.

Florida has an elected commissioner of education, and special education is administered by a bureau that also administers programs for gifted and at-risk students (e.g., drop outs and students

in juvenile justice programs). The governor and lieutenant governor both ran on a strong education platform and since their election there has been increasing attention to accountability and higher standards.

Beginning in the early 1970s, special education funding was based on cost factors derived from general education and the disability categories. This funding formula changed this year and now funds are allocated on the intensity of special services, regardless of the type of disability. After a child's individualized education program (IEP) is written, the following five domains are examined to generate the funding level: curriculum, socio-emotional behavior, independent functioning, healthcare, and communication. Since this is the first year of the new funding formula, the primary concern is how this will change the amount of funds the districts receive. This new formula supports the position that special education is a service, not a place.

Coahuila *by Guadalupe Saucedo Solis*

Coahuila is the third largest state and is located in the north central part of Mexico. The state has 171 municipalities in 6 natural regions, including a large desert and many lakes. The Portuguese arrived in Coahuila in 1077 and established many missions. Now many different tribes of indigenous Indians live in Coahuila. The state has a democratic government. We identify ourselves as a land of opportunity. We are very poor, but very proud of what we have been able to accomplish.

Coahuila has a strong commitment to strengthen the education system and to improve the standard of living for all its citizens. The state is committed to seeing that the needs of all 762,500 students are met, and that all children finish their studies. The education and health systems are solid, and the state is improving roads and services. Coahuila serves a higher percentage of preschool and secondary-age children than Mexico as a whole, and half of the primary schools have English as an obligatory language of study. New training centers have been established to prepare students at all levels for the labor force, and computers are being installed in all our secondary schools. Every town has its own educational infrastructure and federal programs are added to this base. There is a self-evaluation program for teachers, and administrative procedures are being modernized.

Progress has also been made in special education. Of the 24,930 students with disabilities, 21,224 are integrated at 114 centers. These were previously special schools and now they are resource centers. We are putting emphasis on our curriculum and aiming to improve teaching for all students, while incorporating students with disabilities into general education. Among our challenges are: achieving educational equity, improving training for teachers, increasing the social value of teaching, and increasing funding.

New Mexico *by Bob Pasternack*

New Mexico is an enchanted place, but we also have many problems, including drug abuse and alcoholism among the young. The number one birth defect is fetal alcohol syndrome. New Mexico is the poorest state in the United States. Most of the state residents are Hispanic, but there are also 23 Native American tribes each with a different language and culture. New Mexico is the

only state that never had institutions for retarded children, so adults with disabilities live in cities in group homes.

Sixty-six percent of the students with disabilities in New Mexico are in regular classes. We work very closely with our parents because we believe they are the true experts about their children. However, there is a need to involve fathers more in the education of their children. In New Mexico, we use a model called "families as faculty," where parents teach classes at the universities about what it is like to be the parent of a child with a disability. Across the country, we need to do a better job of training teachers to work with families in a respectful, compassionate and empathetic manner.

There is a difference between the letter of the law and the spirit of the law. We have become obsessed with the letter of the law and have forgotten the spirit. Unfortunately, we often find ourselves in adversarial relationships with parents, and we spend increasing time with lawyers and filling out papers rather than educating our children. Many good educators are leaving the field because of the huge amount of paperwork necessary to perform our jobs. The IEP form in one state is 23 pages, plus 11 pages of attachments.

In New Mexico, as well as across the country, students with disabilities have poorer outcomes than students without disabilities. For example, the drop-out rate is higher for students with disabilities. These outcomes present challenges for us.

Nuevo Leon *by Martha Mancillas Bortolussi*

Nuevo Leon is in the northwest part of Mexico. We have extreme climate changes and very little rain. Our 51 municipalities are home to 3.5 million people, 1.5 million of whom are birth to 18 years old. We have all different levels of education, and we are home to the University of Monterrey.

The fundamental ideals that undergird special education in Nuevo Leon are: educate students with or without disabilities; end our parallel system of education for students with disabilities; operate under the normal basic education programs; attend to the individual needs of students with disabilities, including physical and social needs; and respond to different curriculum needs of student within the regular curriculum.

Nuevo Leon has 64 Centers for Multiple Attention (CAM), 155 service units for support to regular schools (USAER) and 8 centers for work preparation (curricular and educational materials developed). In 1987, a special program was set up by the Rotary for dropouts and dropout prevention, students who normally would not get special attention. There are also educational services provided for children with serious physical illnesses.

Texas *by Gene Lenz*

The state of Texas covers over 261,000 square miles and 2 time zones. Three of the ten most populous cities in the US are in Texas, but, we are also very rural. Texas has the most farms in the

U.S. Twenty million people live in the state. Education is a very popular political issue and every politician has ideas as to how to improve education. The Texas Education Agency (TEA) serves almost 4 million students in 1,100 districts. Our ethnic breakdown is: 45% White, 14% African American, 38% Hispanic, 2.4% Asian, and 0.3% Native American. Our diversity makes us a great state.

The TEA provides special education services to 486,749 students, ages 3-21. We are divided into 20 regions and each one has an educational service center to provide technical assistance to the schools in their region. These centers do not provide direct services to children or do monitoring and enforcement. In recent years, the number of state staff was reduced from 67 to 21, and more resources were sent to the regional centers to get services closer to school districts. Changes were also made in the state regulations to reduce duplication and redundancy, while at the same time meet requirements.

Most of our students with disabilities (70%) spend more than half of their time in the regular classroom. We are re-examining the balance between the educational needs of students and the goal of including them as much as possible in the regular class. Texas also has a state school for the blind and a state school for the deaf.

Texas is very focused on accountability and student performance, and there is state testing in grades 3 through 9. The state attends to low performing schools. There is currently a large law suit focusing on equity of funding for schools. The plan that the legislature established is the *Robin Hood Plan*, to redistribute funds to poor districts. School funding has fueled by property taxes, which vary widely across the state.

The TEA has a good working relationship with advocates in the state. They produced a document about IDEA and, through a regional service center, the TEA published it and mailed it to every school in the state as a parent resource. Some school districts have distributed the document to every parent. There is a unit of the TEA that is devoted to parent and community relations, and this unit puts on an annual conference. We provide many training opportunities for our Spanish-speaking parents, including conferences in Spanish. The University of Texas has contributed to these efforts because we have a shortage of bilingual staff. Our big initiative now is in reading, and materials of this topic have been made available in Spanish.

Sonora *by Patricia Melgarejo Torres*

The word "Sonora" means place of corn. Sonora's state shield, created in 1987, shows the most important components of the state—corn representing agriculture, mountain and pick representing mining, a Native American, a bull representing cattle and pigs, and a shark representing fisheries. Sonora is the second largest state in Mexico. A population of 2.8 million people lives in 72 municipalities. The headquarters of eight different cultural groups are in our state, with the number of Native Americans totaling 72,000.

We have special education in only 32 of our 72 municipalities, meaning that our students with disabilities live in those municipalities. We serve 18,960 students with disabilities in Centers for Multiple Attention (CAM) and regular schools with support units (USAER). We also serve some Native American students with disabilities in outlying areas, but this is a challenge because the families do not accept us easily. Although the adults speak Spanish, they do not allow the children to learn Spanish until they have learned their native language.

In Sonora, we are beginning to integrate students with disabilities into regular classrooms. This involves sensitizing teachers, parents, and the community about integration and re-orienting our services for diversity. We have a special pilot project integrating students to determine what we will face when the entire state integrates students with disabilities. We are also trying to support working mothers by integrating children with disabilities into daycare centers.

We want Sonora to be "the land of education" and to make education a priority for our state by devoting 50% of our budget for education.

Instructional Considerations for Spanish Speaking Students: Mexico and the United States
by Richard Figueroa and Nadeen Ruiz

Richard Figureroa:

In the early 1970's, the San Francisco Unified School District set up a Latino Assessment Center at San Francisco General Hospital to help place Nicaraguan children into the school district. There had been an earthquake and displaced children and their families were invited to the United States. I was asked to do a psychoeducational assessment on a 13 year old boy, Pedro, who had never been to school and who from one day to the next was removed from an environment akin to Club Med in the Caribbean to the Mission District in San Francisco.

Pedro failed every test I gave him. I recommended placement in the middle school and sent a note to the principal that was full of cautions and warnings about Pedro's likely performance in school. Two months later, I received a referral for special education for him. I measured his intelligence using a non-verbal test of intelligence, the Raven's Progressive Matrices, a test historically considered to be culturally and linguistically fair for non-English speaking children in the U.S. His IQ was in the 50's. According to the criteria used at that time, he was *trainable mentally retarded.*

By Pedro's own account, he was lost in the middle school. The schedule did not make any sense to him. The classes were incomprehensible. He joked about how the Latino students did not speak to him because he was black, how the black children did not talk with him because he spoke Spanish, and how the white children could not figure out who he was.

He was a charming, wonderfully verbal boy who could tell you everything about the fauna, seasons, and the wildlife in his village. I tore up his IQ test. The vice principal of the school found a bilingual, retired elementary school teacher to work with Pedro. We changed his schedule. Pedro

worked with his new teacher for three hours every morning on reading and writing. In two years, he was *cured* of his mental retardation. He was reading at grade level in Spanish and making impressive progress in English literacy skills. Unbeknownst to me, Pedro held the key to everything.

In the 1970's, Mexico used a straight translation of the Weschler Intelligence Scales (WISC) to assess the intelligence of children in the public schools. The prevalence of mental retardation was 430% higher than in the United States. The problem was that school psychologists in Mexico were using a straight translation of the WISC and using the U.S. norms.

In the early 1980's, Dra. Margarita Gomez-Palacio, with the collaboration of Professor Jane Mercer, translated, adapted and normed for use in Mexico the WISC-R, the Kaufman Adaptive Behavior Inventory for Children (K-ABC) and several other psychometric diagnostic tests with a long history of use in the U. S. I played a small part in this effort, training two school psychologists from each state in Mexico on how to use these tests and procedures. As many of the psychologists from rural Mexican areas informed me, however, the tests were sure to be incomprehensible to both parents and children. Psychologists from the Yucatan region were particularly adamant that neither the use of Spanish nor the Mexico City norms for these tests would work for these children.

I have to admit, I was skeptical. Soon thereafter, however, I was invited to train school psychologists from the state of Coahuila. The day before I was to meet with them, I saw something on the local TV station that began what for me was a twenty year process of conversion. A young girl was speaking with great passion. But it was in a language I did not understand. Soon, however, she spoke in Spanish. She was asserting her right to speak and be educated in her native language. The following day, as I tried to train the school psychologists, I was very apprehensive. I wondered whether that young woman on the television was going to be another Pedro.

Bilingual/multicultural children present an exceedingly difficult challenge to the science of special education in both Mexico and the United States. Our techniques, eligibility criteria, professional practices and knowledge bases seem to not be able to account for their linguistic and cultural repertoires. What is even more daunting is using the categories of disabilities such as *learning disabilities*, *mental retardation*, *speech and language impairments* and *emotional disturbance*; these children are too susceptible to false-positive diagnostic mistakes. A great deal of the suspicion surrounding these disabilities, particularly that they are all too often socially constructed rather than real disabilities, comes from the experiences of bilingual/multicultural children who are referred for possible special education services.

In the 1970's, Mexican American and African American children were overrepresented in California's classes for the mentally retarded at rates that were statistically anomalous. In the early 1990's the Reports to Congress on the implementation of IDEA documented that Limited English Proficient (LEP) children continued to be significantly overrepresented in the *mentally retarded* category. Two weeks ago, the Los Angeles Unified School District Chanda Smith Consent Decree administrators reported that this continues to be the case in that school district and that in one school 100% percent of all LEP children who recently were exited out of bilingual education programs had been referred for a special education testing. It is difficult to escape the conclusion that indeed social

and political factors place linguistic and cultural minorities in a unique position relative to special education.

The last twenty five years of my research, professional work and contact with Mexican and North American special educators have caused me to rethink much of what we do in special education, particularly with culturally and linguistically diverse students. So has the experience of being the father of a deaf daughter. I know special education as a researcher, a practitioner and a parent. Each one of these roles has convinced me that we must undertake the difficult task of considering that much of what we do needs to be radically reformed.

Allow me, if you will, to make a few strong suggestions in this regard:

Consider the possibility that the use of psychometric tests, and the medical model under which they are used, is a waste of time, effort and money. As I have demonstrated elsewhere, tests are fragile, and for culturally and linguistically diverse pupils, they may entail a consistent degree of bias.

Consider the possibility that from an educational model it makes more sense to harvest individual differences in optimal instructional contexts. For decades educational psychologists have known that the more you improve instruction, the more individual differences are manifest. Diagnosis is fundamentally a guessing game. Creating instructional contexts that diminish the impact of disabilities is not a guessing game. It is doable.

Consider the possibility, that the high degree of *proceduralism* required under special education law may actually attenuate the instructional resources for children with disabilities. One of the most bewildering aspects of the current special education system, is its minimal attention to pedagogy. In California, out of 400 pages of special education laws and regulations, only three pages address the issues of curricula and instruction and those pages have to do with the individualized education program (IEP) and individualized transition program (ITP).

Finally, consider the possibility that our remedial, reductionist orientation in special education is a major factor in the comprehensive lack of academic achievement of children in special education classes.

Our research on this matter has been influenced and, in great part, guided by the work of our Mexican colleagues. Under Dra. Sofialeticia Morales's leadership, Mexico has begun the paradigmatic reorientation of special education from a remedial, reductionist set of practices to an enriched, constructivist pedagogy.

You will recall Pedro's story at the beginning of my presentation. All of Pedro's educational needs, all of the problems facing him because of a false IQ, all the negative possibilities that might have been if he had been placed in a class for the mentally retarded; all of these things were eliminated by the provision of a linguistically and educationally appropriate curriculum and instruction.

Over the last ten years, my colleague, Dr. Nadeen Ruiz, and I have been pursuing a unique hypothesis in our professional work and with our daughter: If you make the instruction outstanding, you preclude the need for diagnostic guessing games, you create the individual and structural conditions for inclusion, and you dramatically diminish the impact of any disability. In greater detail, she will explain what this actually means in the next article.

Nadeen Ruiz:

Achievement scores are very important—they reveal broad trends—but we need to know what goes on in the classroom between the teacher and the student to determine what is responsible for the achievement scores. Studies that are qualitative in nature look at what happens day to day in instructional contexts. I collect information about studies on bilingual students receiving special education services. One such study was done by López-Reyna (1996) in a large urban school district. This study is similar to others I reviewed from different parts of the country. López-Reyna and her team observed special education students, 7-10 years old, in a separate class and found that much of the time the students were reading isolated words and copying isolated words from the board. This is *reductionism*, the breaking down of a complex task, like reading, into small pieces. At that point the students were not doing well with reading and writing.

Then López-Reyna and her team intervened by changing the nature of the instruction. They changed the context of the instruction by emphasizing the background knowledge of the children and encouraging these Latino children to choose the language they wanted to speak. Children's literature was used and the students were given the opportunity to read and write in an interactive meaningful context. The students' knowledge of reading strategies and analytical responses to literature began to improve, and they initiated more with oral language. Overall, their engagement in literacy increased. However, the researchers found little improvement in writing. They speculated this was because the students were conditioned to copying.

Other studies from all over the country have similar results—Latino children receiving special education services in reductionist contexts do not make good progress. However, when instructional strategies are radically changed and students are able to use their background knowledge and first language in meaningful and authentic contexts, the outcomes are much more positive.

In the early 1980's, Mexican educators were very forward thinking. A book published in 1984 by the Mexican government described how Mexican students who were at risk for failure were put into smaller regular education classes (about 15 students) with the best reading and writing instruction, instead of conducting expensive diagnosis for special education programming. These strategies from the early 1980's in Mexico are consistent with subsequent research findings from the US. For educators working with Spanish-speaking children, it is essential to read this book and other research about literacy instruction in Mexico.

Based on US research findings from the 60's, 70's, 80's and 90's on bilingual students in regular and special education, as well as research from Mexico, we began to create environments that

provide opportunities for these students to learn in meaningful contexts. Second language learning in a drill-oriented mechanistic way does not work. Richard came up with the term Optimal Learning Environment or OLÉ because the name captures the theoretical foundation of the project—when teachers create research-based optimal learning environments in their classrooms, students make significant gains in their reading and writing achievement. OLÉ is a balanced program with an equally strong emphasis on phonics and meaning. Again, research has shown that the meaningful context is essential for US Latino students.

About four years ago we met a teacher of a day class for students with severe disabilities. He learned about OLÉ and a new way of doing assessment. The teacher applied what he learned to a nine-year old male student that everyone, including the psychologist, believed would never learn to read and write. The boy was very active and would not participate in class activities. The teacher started to use a monthly writing sample with this student, a part of OLÉ process. (Every OLÉ class has a wall of the students monthly writing samples.) After 6 months, there was a conference with the student's parents and they were shown the boy's writing samples. The student's drawing was excellent and dramatic improvements were seen within a month. By the April writing sample, he chose to base his writing on Pablo Neruda odes and he did his work on the computer. The student demonstrated tremendous progress. It is children like this who teach us and make us passionate about our work.

Now there are many OLÉ projects.[1] We are excited by seeing so much convergence between what Mexico has found and what we in the US are now finding. We are convinced that our response to the continuing under-achievement of Latino students in special and general education should be to change and optimize our instruction.

Comments and Reactions:

- If we want to educate children effectively, we must examine the attitudes that the teachers and educational systems have about children before they walk into the classroom. The layer of discrimination toward children who do not speak English has to be peeled off or we will not attain good results. Sofialetitia Morales has spoken about equity, but we have not been able to reconcile the feelings of racism and class issues that exist in both Mexico and the US.

- We (Richard and Nadeen) started our work in a school that was 99% Latino. We changed the special education classrooms and made them look like classrooms for the gifted. We gave these students computers and the teacher a copy machine. Soon, the students began bringing their friends and they would ask what they had to fail to get into that class. Enriching the context even attracted other teachers and the entire school started talking the language of inclusion.

[1]For more information about OLÉ, contact: Optimal Learning Environment Project, California State University, 6000 J Street, T-JJ-1, Sacramento, CA 95819-6107, 916-278-4926 (phone), 916-278-4896 (fax).

- OLÉ is a practical demonstration of empowerment. Sharing experiences of every day life empowers children and OLÉ makes this happen. We cannot empower anyone else until we empower ourselves and believe in what we are doing.

- We now are seeing more support for a "balanced approach" to teaching reading and writing to English Language Learners.

- Our current special education procedures can be depicted as a broad-based triangle ▲ with evaluation at the bottom because much time and effort is spent on referral and diagnosis and little time on curriculum and instruction. We need to turn the triangle over ▼ and spend less time on evaluation (bottom) and more time on instruction (top).

National Technical Assistance to the States in the US

by Dick Zeller, Director, Western Regional Resource Center (WRRC)

There are a number of population and system differences when comparing Mexico and the U.S., as displayed in the table below.

	Mexico	United States
Total Population	91,200,000	271,815,192
States	32	50
Population < 15 years old	35.0%	≤28.7%
School enrollment (6-17 yrs.)	?	47,306,000
Special Education Students	?	4,818,185
Disability Prevalence	≈10%	10.2%
Intermediate Units	?	≈1,000
Local School Districts	?	≈16,000

Mexico has a younger population and more school-age children. This translates into more households with children and possibly more community support for education. Mexico has identified about 10 percent of its children as having disabilities, but only about 3 percent are currently receiving special education services. This probably means that in Mexico the population of students with disabilities is more clearly and unambiguously disabled (e.g., deaf, blind). In the U.S., most of our students with disabilities (10% of the student population) have "judgmental disabilities" (e.g., learning disabilities, speech impaired, emotional disturbance).

As Judy Heumann explained, in the U.S. there is no federal right to education. We do not have a ministry of education, as there is in Mexico, that is linked to the local schools. The 14th Amendment to the U.S. Constitution guarantees fair educational treatment, but education is

controlled by the states and each state has its own system. Except for Hawaii and the District of Columbia, every state has local school districts that are separately constituted and responsive to their communities. Districts do not report to the state. Within each school district, the individual school principal has a lot of latitude as leader and manager of his/her building; and ultimately, each teacher has control of what happens in his/her classroom. This demonstrates that there are sometimes "loose connections" between each part of the educational governance system.

State education agencies (SEA) have two roles—governance and program improvement. Governance functions include:

- Making policies and procedures (prescribing action)
- Developing guidelines (suggesting action)
- Developing or approving curriculum (standards or guidelines)
- Influencing certification standards for personnel
- Establishing and enforcing district plan requirements
- Monitoring compliance with the law and requiring corrective action

States spend an enormous amount of time on governance, especially ensuring that federal statutes and regulations are carried out, but states also have a role in program improvement. Most educators would say they would like to see states spend more time on program improvement functions, which include:

- Collaborating with other agencies to ensure appropriate education (e.g., cosponsor programs or activities with juvenile justice or health departments)
- Providing technical assistance to local efforts
- Interpreting/explaining policy
- Developing promising practices
- Disseminating information and conducting training
- Administering discretionary funds to influence preservice or inservice training, promote promising practices and programs, and assist districts achieve compliance
- Administering direct service programs in exceptional cases or in state-operated programs
- Influencing constituencies for program maintenance or reform

In the United States today, we have a number of assumptions about education that are guiding our reform movement and much of our policy-making. These assumptions are:

- High expectations for students and schools will promote high performance
- Most students with disabilities can achieve in the general curriculum
- Segregation in school *cannot* produce integration in society
- Disability can result from organic causes and from social transaction

The U.S. culture is very acquisitive in nature and people are concerned with the number of *things* they acquire. Many people feel that their worth is measured by how many *things* they own. However, in the Pacific Islands, for example, people are concerned with how to divide the pie so that

everyone has a piece. This is a *distributive culture*. Acquisitive and distributive orientations result in very different cultures. In the U.S., because of our acquisitive culture, we believe competition will produce better outcomes. But this may not be the appropriate belief for special education, especially for students with multiple disabilities who need services from a variety of providers and/or agencies. Special education may need to *fight* that acquisitive assumption.

Another assumption in the U.S. is that if there is a problem, there is an educational solution. Schools do have a role, but schools reflect a society where different children are treated differently. Many of our societal problems need more than an *educational fix*. Disability is, in part, a social construction and, in part, organically caused. Assumptions about children can make a condition more or less of a disability. As educators, we need to be aware of and explicit about our assumptions. These assumptions may assist us in our goals or may disadvantage us and the children we are trying to serve. We may be creating disabilities instead of removing them.

Technical assistance is:

> *The provision of expert advice or guidance about how to best implement a new idea, procedure or program in an organizational setting. (Yin and White, 1984)*
>
> *...assistance in identifying, selecting or designing solutions based on research to address educational problems, planning and design that leads adapting research knowledge to school practice, training to implement such solutions, and other assistance necessary to encourage adoption or application of research. (Goals 2000, Title IX, Definition 11)*

The purpose of technical assistance (TA) delivery systems is to provide TA to a part of the education system (state, intermediate, local, classroom level) to ensure that it can serve its appropriate function in support of improved student learning. TA may include: needs assessment, program planning/development, curriculum or materials development, administrative/management consultation, legislative testimony, program evaluation and site reviews, consultations about clients, training, dissemination, or model demonstration and research (Pappas, 1990, p.2-3.1).

In the US, technical assistance is provided by national, state and local systems. The four national systems are information clearinghouses, speciality topical and population centers, partnership centers, and regional centers serving state educational agencies. (See Appendix C.)

The five clearinghouses produce pamphlets and brochures for educators and parents, and each has a toll-free number and a website. One is general in its nature, the *National Information Center for Children and Youth with Disabilities*. It is located in Washington, DC and provides information to the field about a range of disability-related issues. The others are more specific in nature: deafblindness, post secondary opportunities for youth with disabilities, literature bank, and careers and professions in the disability area.

There are 24 speciality topical or population center programs. Some examples are a technical assistance center on early childhood, special education finance, student outcomes and results, deafblindness, inclusion, and minority research in special education.

We have four new partnership centers which are a recognition of the fact that in many cases there are issues larger than special education or education as a whole. These centers organize partnerships of parents, health and mental health agencies, schools, general and regular educators, teacher training institutions, colleges and so forth, to address some of the issues involving implementing the federal statute.

The federal and regional resource center (RRC) system consists of a federal resource center and six regional centers that provide TA to state education agencies and their partners. I'm from one of those centers, the Western RRC, located at University of Oregon. We serve the western states: Alaska, California, Hawaii, Idaho, Nevada, Oregon, Washington, and the Pacific territories. There are five other such RRCs that each serve a group of states. Our role is both to work on governance issues (e.g., follow up monitoring by the federal government), as well as program improvement issues. In California, for example, we are working to support their efforts to improve literacy in grades kindergarten through third.

Technical assistance providers are challenged by the following issues:

- "Loose connections" between levels of governance
- Control versus persuasion
- Teacher unions - bargaining agreements
- Release time for training
- Local control and sanctity of the classroom (professionalism)
- Lack of agreement on outcomes
- Assessing TA impact on results of students

Summary of Topical Discussions

Charter Schools

Charter schools in the U.S. are public schools, funded by the state like all public schools. These schools are required to provide special education services, as mandated by IDEA. The rapid growth of charter schools in the U.S. reflects the "school choice" sentiment in the larger educational reform movement—giving parents more options from which to choose an appropriate educational setting for their child. Charter schools also reflect the continued search for effective educational strategies, especially for children who are not succeeding in the "traditional" school setting.

Charter school laws vary greatly from state to state; however, typically charter schools have more flexibility in the areas of curriculum and personnel than other public schools. For example, in Texas, charter schools are not required to hire state certified teachers.

The impetus for starting a charter school comes from a myriad of sources, such as parents, educators, advocacy organizations and others. For example, in Arizona, one teacher did not agree with the way reading was taught, so she and her husband started a charter school. Their students are now scoring very high on state tests, and there is a long waiting list. Many charter schools focus on a particular curricular area, such as fine arts, foreign language, etc. There are also charter schools that target students with disabilities, such as the charter schools for the deaf in Minnesota and Colorado.

In Mexico, many schools are like charter schools in that they operate under local control.

The following questions were posed by the group:

- How do we use our special education experience to make education special?
- Do charter schools provide a choice to all families?
- How can we design a desirable school without bureaucratic barriers?
- How can we open the system up to greater choice without lowering the standards?

Services in Rural Areas

Isolated rural communities with small populations have unique challenges in both the U.S. and Mexico. In Mexico, when there are fewer than 100 children in a community, a teacher may be contracted to live in that community for two years and create an educational program. In cases where a child cannot get to a center to receive services, he/she may receive individualized services in the home from a teacher. For Mexican high school students in rural areas, there is a television-based program facilitated by a teacher (who is not an expert in every subject). This, however, is not a program for disabled children. In some rural communities in Mexico, parents bring their children to residential schools on Monday and pick them up on Friday. In some cases, special educators and social workers are available at these residential schools. In other areas of Mexico, courses are given from a mobile unit, and there is the possibility of integrating disabled children into this education.

In the U.S., rural school districts may form a cooperative, where they pool their resources to ensure that all children will have every type of service. For example, one district may not be able to afford a therapist, but could contribute to the salary of a therapist who serves a number of districts. These cooperatives also provide an administrative structure to support the whole special education program. Professionals who may not want to live in the rural areas, are paid to travel periodically to remote areas and provide services. The U.S. also has a sophisticated satellite system for specialized subjects areas. Districts subscribe to particular instruction that is delivered by satellite with two-way audio and one-way video. This provides advanced subject matter in remote areas. The U.S. has the American Council on Rural Special Education that provides assistance for these efforts.

Working with Indigenous Populations and Cultural and Language Differences

Both countries find that serving children from indigenous populations and those with cultural and language differences is a great challenge. Addressing the needs of children with disabilities in those groups poses an even greater challenge.

In Mexico, buses are used to transport migrant children to education centers, and educational strategies are adapted for this population. There are many challenges with migrant children and sometimes the laws interfere with service delivery. In some areas, schools are linking with communities to provide curricular information where families are providing instruction (similar to home schooling in the U.S.). To reach indigenous groups, people from the community are trained as teachers in both their mother tongue and Spanish.

In New Mexico, there are many Native Americans, and they have a disproportionate number of problems with drugs, alcohol, domestic violence. Infanticide for culturally-based reasons is also relatively common. The Native Americans have their own schools that are different from the public school system because they are sovereign nations. These nations are not obligated to follow all the U.S. laws and procedures. When Native American children switch from Native American schools to regular public schools, they often have problems. For example, as a right of passage, children live in a kiva for a year to learn about their own religion and culture. When these children return to the public school, they are often have difficulty and are referred for special education services. The increased emphasis on state or district testing and accountability does not help these students.

Transition from School to Work

In Mexico, many youth with disabilities do not want to work because they were not integrated as children and cannot cope in the general labor force as adults. Now, youth with disabilities are integrated into regular schools to prepare them for the work force so they are a burden to their families or society. Multiple service centers support these efforts. There is a national goal of generating jobs for youth with disabilities. A high percentage of the government scholarships and positions in government offices are given to students with disabilities. There are incentive programs to encourage corporations to hire people with disabilities, but corporations want to wait and see how well youth with disabilities do in the public sector.

If a Mexican student is being taught daily living skills rather than the regular curriculum, the student does not receive a diploma. These students may learn skills to make saleable items at home (e.g., potholders). There are also parent-organized workshops for students who cannot work in a competitive environment. These workshops must be self-sufficient, because they are not a public facility. Youth with major intellectual disabilities can remain in the school system until they are 24 years old and even older. At that point, they go to work in training centers. This complies with Mexican standards.

Laws in the US require a transition plan, including an appropriate course of studies, beginning at age 14 for students with disabilities. The student is encouraged to participate in this planning. In one Arizona town, there is a car wash program to help train students for work. A parent group in Arizona has published a booklet on transition experiences. In New Mexico, students who are "turned off" by the regular curriculum are engaged by talking about entrepreneurship and being taught skills to start a business. A bill is being considered in the New Mexico legislature that would permit the use of public funds for a teacher to start a business and then, if it is successful, repay the

money. Creative alternatives are needed for students who feel that the curriculum is not relevant, and creativity must be encouraged.

One of the challenges facing youth with disabilities in the US is graduation requirements. In some states, there are graduation exams and students with disabilities receive a certificate only (no high school diploma) if they cannot pass that exam.

Suggestions for Next Steps

There was discussion about what type of follow-up activities would sustain and build on the relationships that have been formed through this meeting at the federal and state levels, and how information that was shared at this meeting could most effectively influence activities at the federal, state and school levels. It was emphasized that each person can influence policy.

There was a proposal for the directors to re-convene in early June in a Mexican city. After a brief meeting, they would travel to selected Mexican states for several days, and conclude with a group meeting to bring closure to the full set of exchange activities. If a follow-up meeting were to happen, the following topics were proposed for discussion: border problems, migrant students, indigenous peoples, undocumented students, children with families in another country, teacher preparation, non-discriminatory testing, second language learners, and accountability.

However, some participants felt that the dialog that started at the federal and state level must now be broadened to include those who provide services directly to children. For example, a teacher exchange during the school year to focus on classroom activities, and/or a teacher exchange during the summer to focus on cultural issues. Other persons to involve in follow-up activities might be parents, university staff who prepare teachers, and state advisory panel members.

State directors discussed the sharing of instructional and parent materials across borders, and improving communication across borders regarding educational matters. The Mexican directors will each make a plan of action based on their experiences and observations in the US.

Although no funds have been clearly identified for follow-up activities, both Judy Heumann and Sofialeticia Morales are committed to building the relationship between special educators in Mexico and the United States.

Appendix A
Participant List

U.S. and Mexico State Directors of Special Education - Information Exchange Participant List

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Appendix B
Meeting Agenda

Agenda

U.S. and Mexican State Directors of Special Education - Information Exchange

Clarion Hotel

Sacramento, California

Sunday, February 7, 1999

5:30	Appetizers and Beverages
6:00-6:15	Welcome & Goals of the Meeting . . . . . Joy Markowitz Judy Heumann Sofialeticia Morales
6:15-6:45	Participant Introductions
6:45-7:00	Review of Agenda & Meeting Logistics . . . . . Joy Markowitz
7:00-7:30	Special Education in Mexico A National View . . . . . Sofialeticia Morales
7:30-8:00	Special Education in United States The Federal Role . . . . . Judy Heumann
8:00-8:30	Special Education - The State's Role and The Role of Professional Associations Martha Fields
8:30	Dinner served

Monday, February 8, 1999

8:30-9:00	Breakfast Buffet
9:00-10:30	State Features that Impact Education *Each state director presents a 5 minute overview of pertinent state characteristics (e.g., demographic, geographical, cultural, political structure)*
10:30-11:00	National Technical Assistance to the States . . . . . Dick Zeller
11:00-11:15	Break
11:15-12:00	Instructional Considerations for Spanish Speaking Students: Mexico and the United States . . . . . Richard Figueroa & Nadeen Ruiz

The next 6 topics will be addressed in discussion format, with a facilitator from the US and Mexico for each topic and input from all participants addressing the following questions:

What works well in your state?
What are the challenges in your state?
What are the current initiatives in your state?

12:00- 1:00	Inclusion of Students with Disabilities in General Education
1:00-2:15	Lunch (pair U.S. and Mexican Directors based on state visits)
2:15-3:00	Special Education for Infants and Toddlers
3:00-3:45	Transition from School to Work or Post-Secondary Training
3:45-4:00	Break
4:00-4:45	Language, Culture and Family Issues
4:45-5:30	Pre-service and In-Service Preparation of Educators
Evening	Optional Social Dinner

Tuesday, February 9, 1999

8:30-9:30	Breakfast Buffet and Individual Time with State Directors
9:30-10:30	Change and Reform in Education
10:30-11:00	Evaluation of the US/Mexico Exchange Activities
11:00-11:30	Break and Hotel Check-Out
11:30-12:00	Follow-up Activities and Closing Remarks
12:00	Adjourn

Appendix C

Technical Assistance and Dissemination Projects of the Office of Special Education Programs

Technical Assistance and Dissemination Projects of the Office of Special Education Programs

INDEX

Clearinghouses

★ National Information Center for Children and Youth with Disabilities (NICHCY)
Academy for Educational Development
PO Box 1492
Washington DC 20013-1492
Voice/TTY: 202-884-8200
Voice/TTY: 800-695-0285
nichcy@aed.org
www.nichcy.org

NICHCY provides information and referral services on children and youth with disabilities to families, caregivers, professionals, and others for the purpose of improving the educational outcomes of all children and youth. Our goal is to help families and the professionals who serve children with disabilities assure that all children participate as fully as possible in all aspects of life, including school, home, and community. NICHCY's editors collaborate with professionals in the disabilities and special education fields to produce NICHCY's publications.

NICHCY is an information and referral clearinghouse funded by the U.S. Department of Education's Office of Special Education and Rehabilitative Services. NICHCY provides information pertaining to children and youth with disabilities and disability-related issues to parents, professionals, and the public.

NICHCY's services include the following:

- Personal responses to questions about disability topics, including specific disabilities, early intervention, special education and related services, Individualized Education Programs, (IEPs), family issues, transition to adult life, multicultural issues, legal issues, etc.
- Referrals to other organizations, such as national, regional, and state disability organizations and agencies, professional associations, information centers, parent groups, special interest groups, and other information providers.
- Information searches of NICHCY's extensive databases and resource collection.
- Accessible publications that are current and user friendly, including transition summaries, news digests, state resource sheets, fact sheets on disabilities, issue and briefing papers, legal information, parent guides, student guides, technical assistance guides, and bibliographies.
- Technical assistance to parent groups and other information providers.

★ ERIC Clearinghouse on Disabilities and Gifted Education
ERIC/OSEP Special Project
Council for Exceptional Children
1920 Association Drive
Reston VA 20191-1589
Voice/TTY: 800-328-0272

Fax: 703-620-2521
ericec@cec.sped.org
http://www.ericec.org

"ERIC is a distributed national information system designed to provide users with ready access to an extensive body of education-related literature. ERIC, established in 1966, is supported by the The National Library of Education, a part of the U.S. Department of Education's Office of Educational Research and Improvement. The ERIC system WWW Home Page is maintained at the ACCESS ERIC facility. ERIC encompasses the world's largest and most frequently searched education database and a decentralized network of knowledgeable and helpful subject experts. ERIC also maintains an extensive Internet presence, including the award-winning AskERIC question-answering service and Virtual Library, the National Parent Information Network, and more than a dozen subject-oriented gopher and World Wide Web sites."

★ HEATH Resource Center
American Council on Education
One Dupont Circle NW Ste 800
Washington DC 20036-1193
Voice/TTY: 1-800-544-3284
Fax: 202-833-4760
Heath@ace.nche.edu
http://acenet.edu/Programs/HEATH/home.html

The HEATH Resource Center's mission is to make known the educational and training opportunities available after high school in whatever settings adults with disabilities may choose to continue their education: college campuses, vocational/technical schools, independent career schools, adult and continuing education programs, independent living centers, and other training entities. HEATH promotes the type of accommodations that enable full participation by people with disabilities in regular and in specialized postsecondary programs so that these settings will be the least restrictive and most productive environment possible for them. HEATH's goals are:
to collect and disseminate information nationally on issues relevant to postsecondary education and individuals with disabilities;
to identify areas of need for additional information;
to develop a coordinated network for professionals, related organizations and associations; and
to respond to requests for information.

★ National Clearinghouse on Careers and Professions Related to Early Intervention and Education for Children with Disabilities (National Clearinghouse)
Council for Exceptional Children (CEC)
1920 Association Drive
Reston VA 20191
Voice: 703-264-9476
Voice: 800-641-7824
TTY: 703-264-9480
Fax: 703-264-1637
ncpse@cec.sped.org
hhttp://www.special-ed-careers.org

The mission of NCPSE is to collect, analyze, and disseminate information that will guide efforts to increase the adequacy of the available supply of qualified, diverse special education, and related professions. The Clearinghouse has the following goals:
collect and disseminate information on current and future national, regional, and state needs for special education and related services professionals;
develop and disseminate information to potential special education and related services professionals concerning career opportunities, location of preparation programs, and financial assistance;
improve and maintain a knowledge base concerning programs preparing special education and related services professionals;
establish networks of state education agencies, local education agencies, and professional associations to maximize

the sharing and accuracy of information regarding career and employment opportunities; and
provide technical assistance to institutions of higher education seeking to meet state and professionally recognized standards.

★ National Information Clearinghouse on Children who are Deaf-Blind (DB-LINK)
Western Oregon University
Teaching Research Division
345 North Monmouth Avenue
Monmouth OR 97361
Voice: 800-438-9376
Voice/TTY: 800-854-7013
Fax: 503-838-8150
dblink@tr.wou.osshe.edu
http://www.tr.wosc.osshe.edu/dblink/index.htm

"DB-LINK is a federally funded information and referral service that identifies, coordinates, and disseminates (at no cost) information related to children and youth who are deaf-blind (ages 0 to 21 years). Four organizations have pooled their expertise into a consortium-based clearinghouse. This collaborative effort utilizes the expertise and resources of the American Association of the Deaf-Blind, the Helen Keller National Center, the Perkins School for the Blind, and Teaching Research. DB-LINK is available to everyone in the United States and its Territories. DB-LINK provides access to a broad spectrum of information. The purpose of DB-LINK is to:

- Ensure that information about practices, programs, and available services are readily acccessible to children and youth in the United Stares, who are deaf-blind and their families.
- Provide information that will assist education, medical, and service personnel in their efforts to deliver comprehensive services nationwide to the approximately 10,000 infants, toddlers, children, and youth who are deaf-blind in the U.S."

Deaf/Blind

★ National Technical Assistance Consortium for Children and Young Adults Who Are Deaf-Blind (NTAC)—includes HKNC and Teaching Research
Western Oregon University
Teaching Research Division
345 N. Monmouth Ave.
Monmouth OR 97361
Voice: 503-838-8096
TTY: 503-838-8821
Fax: 503-838-8150

Helen Keller National Center
111 Middle Neck Road
Sands Point, NY 11050
Voice: 516-944-8900
TTY: 516-944-8637
Fax: 516-944-7302
ntac@fstr.wou.edu
http://www.tr.wou.edu/ntac/

NTAC is a consortium for the provision of technical assistance to families and agencies serving children and young adults who are deaf-blind. The primary mission of NTAC is to (a) assist states to improve the equality of existing

placements and services for individuals (birth to age 28) who are deaf-blind; and (b) to increase the numbers of children, young adults, their families, and their services providers, who will benefit from these services. This mission will be accomplished by providing different types of technical assistance, information, and support to a wide array of agencies, including 34 CFR 307.11 grantees, State Education Agencies, Part H Lead Agencies, Adult Service Agencies, and Family Organizations. NTAC will assist in the development and maintenance of comprehensive coordinated family, early childhood, educational, and adult services to meet the unique needs of children and young adults who are deaf-blind.

Early Childhood

★ National Early Childhood Technical Assistance System (NECTAS)
Frank Porter Graham Child Development Center
University of North Carolina at Chapel Hill
500 NationsBank Plaza
137 East Franklin Street
Chapel Hill NC 27514
Voice: 919-962-2001
TTY: 919-966-8300
Fax: 919-966-7463
nectas@unc.edu
http://www.nectas.unc.edu/

"The National Early Childhood Technical Assistance System (NEC*TAS) assists states and other designated governing jurisdictions as they develop multidisciplinary, coordinated, culturally sensitive, and comprehensive services for children with special needs, birth through age 8 years, and their families. Assistance also is provided to projects in the U. S. Department of Education's Early Education Program for Children with Disabilities (EEPCD)."

Finance

★ Center for Special Education Finance (CSEF)
American Institutes for Research
1791 Arastradero Road
PO Box 1113
Palo Alto CA 94302
Voice: 650-493-3550
TTY: 650-846-8166
Fax: 650-858-0958
csef@air-ca.org
http://csef.air.org

"Since the passage in 1975 of P.L. 94-142 now the Individuals with Disabilities Education Act (IDEA) special education expenditures have risen substantially as programs and related services for students with disabilities have become a major component of the nation's overall educational enterprise. As a result, policymakers at the federal, state, and local levels require information to make decisions regarding the allocation of limited resources and the provision of services to children with disabilities. The Center for Special Education Finance (CSEF) was established in October 1992 to meet this information need. The overall mission of CSEF is to address fiscal policy questions and information needs related to the delivery and support of special education services throughout the United States, and to provide opportunities for information sharing on these topics."

Inclusion

☆ Consortium on Inclusive Schooling Practices (CISP)
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http://www.pgh.auhs.edu/CFSP

The Consortium on Inclusive Schooling Practices is a project of the Child and Family Studies Program of the Allegheny-Singer Research Institute. CISP is a cooperative venture of three organizations: the Allegheny-Singer Research Institute, the Interwork Institute of San Diego State University, and the National Association of State Boards of Education. The Rural Institute at the University of Montana also contributes to CISP's activities.

Christine Salisbury, Ph.D.
CISP Project Director
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Ian Pumpian, Ph.D.
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Virginia Roach, Ed.D.
CISP Co-Director
National Association of State Boards of Education

Gail McGregor, Ph.D.
CISP Co-Director
University of Montana, Rural Institute

"CISP is a collaborative effort to build the capacity of state and local education agencies to serve children and youth with and without disabilities in school and community settings. The focus of the project is on systematic reform rather than changes in special education systems only. The Consortium supports three broad goals: 1.To establish a change process in multiple states focused on systemic reform 2.To translate research and policy information into implementable educational practices. 3.To develop the capacity of state and local agencies to provide inclusive educational services."

Minorities

☆ Alliance Project, Headquarters
Peabody College, PO Box 160
Vanderbilt University
Nashville, TN 37203 Voice: 800-831-6134 (voice)
Voice: 615-343-5610

Fax: 615-343-5611
alliance@vanderbilt.edu

Washington, DC Metropolitan Office
10860 Hampton Road
Fairfax Station VA 22039-2700
Voice: 703-239-1557
Fax: 703-503-8627
judysd@edu.gte.net

The Alliance Project's mission is to address the increasing demand for and declining supply of personnel from historically under-represented groups for special education and related services, in cooperation with Historically Black Colleges and Universities, tribally controlled colleges, and other institutions of higher education whose enrollments include at least 25 percent of students who are members of under-represented racial/ethnic groups. The goal is to enhance the capacities of these institutions to prepare qualified personnel for careers in special education.

★ Center of Minority Research in Special Education (COMRISE)
University of Virginia
Curry School of Education
405 Emmet Street
Charlottesville VA 22903
Voice: 804-924-1022
Fax: 804-924-0747
dph@virginia.edu
http://curry.edschool.virginia.edu/go/comrise

The Center of Minority Research in Special Education is designed to enhance the capacity of researchers in special education from historically Black colleges and universities and other minority institutions of higher education (IHEs) to build and pursue research agendas focused on minority issues in special education. COMRISE emphasizes that personal, interpersonal, and community variables must be examined to help scholars from minority IHEs develop a sustained research presence in the field of special education. We provide individual researchers from minority IHEs with the opportunity to construct their own personal research agendas. We also help these researchers collaborate in teams with other researchers, both minority and non-minority, in pursuing common lines of research. Finally, COMRISE helps the scholars form networks across the country with other researchers, both minority and non-minority, based on similar research interests.

Outcomes and Results

★ National Center on Educational Outcomes (NCEO)
University of Minnesota
350 Elliott Hall
75 East River Road
Minneapolis MN 55455
Voice: 612-626-1530
Fax: 612-624-0879
scott027@tc.umn.edu
http://www.coled.umn.edu/NCEO/

"The National Center on Educational Outcomes (NCEO) is part of the College of Education and Human Development at the University of Minnesota. Established in 1990 by the Office of Special Education Programs, U.S. Department of Education, NCEO is the only national center focusing its activities on educational outcomes for all students, including students with disabilities. In this role, NCEO:

Develops consensus among diverse participants about the important outcomes of education for children and youth from birth to adulthood; Works with federal and state agencies on assessment and accountability policies and practices;
Analyzes information on students with disabilties in data collection programs;
Checks the information in national and state data collection programs against the NCEO education model;
Participates in national standards-setting efforts;
Explores international assessments of educational progress as a source of information on students with disabilities.

NCEO provides states with national leadership in the identification of educational outcomes and indicators to monitor those outcomes for all students. The Center also works to promote national discussion of education goals and indicators of educational outcomes that include students with disabilities."

Parents

★ Parents Engaged in Education Reform (PEER) Project: Goals 2000 and Children with Disabilities
Federation for Children with Special Needs
1135 Tremont Street, Suite 420
Boston MA 02120-2140
Voice: 617-236-7210
Fax: 617-572-2094
cromano@fcsn.org
http://www.fcsn.org/peer/

"There are three themes within the project's overall mission. The first is information development. The project will develop information on the variety of topics comprising school reform policies and efforts and their impact on children and youth with disabilities. The audiences for this information are the parents and parent trainers working within the Parent Training and Information (PTI) centers. The second theme includes creating a variety of venues for disseminating this information. This is a growing body of material and staying current is critical to being optimally informed. Teleconferences, print material, face-to-face meetings and use of electronic communication systems are the tools that will be used. In addition, these venues will provide parent trainers and parents of children and youth with disabilities to discuss the opportunities that school reform can provide. The final theme provides for training and support around the participation of parents in discussions and decisions about education reform. . . . The impact of these changes on educational services and supports for children and youth with disabilities will be the primary focus. Providing ongoing support is an important aspect to assuring a collaborative approach to school reform."

★ Technical Assistance for Parent Centers- the Alliance
PACER Center
4826 Chicago Avenue South
Minneapolis, MN 55417-1098
Voice: (612) 827-2966
Voice: 1(888)-248-0822
TTY: (612) 827-7770
Fax: (612) 827-3065
alliance@taalliance.org
http://www.taalliance.org

The mission of the Alliance Project is to expand the leadership capability of Parent Training and Information (PTI) projects to provide information and training to an increasing number of parents of children with disabilities representing the great diversity of special need, age, ethnicity, and economic and educational background. The Alliance Project is based on the same model of parent-to-parent peer empowerment that characterizes the PTI, Experimental PTI, and Community-Based projects it serves.

Personnel Preparation

★ Professional Development Academy: Enhancing Collaborative Partnerships for Systems Change
National Association of State Directors of Special Education
1800 Diagonal Road Ste 320
Alexandria VA 22314
Voice: 703-519-3800 x319
TTY: 703-519-7008
Fax: 703-519-3808
karlm@nasdse.org
http://www.nasdse.org

Regional Resource and Federal Centers for Special Education

★ The Federal Resource Center for Special Education (FRC)
Carol Valdivieso, Director
Academy for Educational Development
1875 Connecticut Avenue NW Ste 900
Washington DC 20009
Voice: 202-884-8215
TTY: 202-884-8200
Fax: 202-884-8443
frc@aed.org
http://www.dssc.org/frc/

The Federal Resource Center for Special Education (the FRC) is a special education technical assistance project funded by the U.S. Department of Education's Office of Special Education and Rehabilitative Services (OSERS). The FRC supports the six Regional Resource Centers in their work with state departments of special education. The FRC also supports the operation of OSERS' network of thirty-two Technical Assistance and Dissemination (TA&D) projects. The goal of the TA&D Network, and the Regional Resource and Federal Center Network, is to respond quickly to the needs of students with disabilities, and the families, professionals, and communities who are associated with these students.

★ Northeast Regional Resource Center (NERRC)
Dolly Fleming, Acting Director
Trinity College of Vermont, McAuley Hall
208 Colchester Avenue
Burlington VT 05401-1496
Voice: 802-658-5036
TTY: 802-860-1428
Fax: 802-658-7435
NERRC@aol.com
http://www.trinityvt.edu/nerrc

★ Mid-South Regional Resource Center (MSRRC)
Ken Olsen, Director

Human Development Institute
University of Kentucky
126 Mineral Industries Building
Lexington KY 40506-0051
Voice: 606-257-4921
TYY: 606-257-2903
Fax: 606-257-4353
MSRRC@ihdi.uky.edu
http://www.ihdi.uky.edu/projects/MSRRC/index.htm

"The Mid-South RRC is one of six Regional Resource Centers (RRCs) established to assist states in improving education and related programs serving children and youth with disabilities and their families. The centers are funded by the U.S. Department of Education, Office of Special Education Programs. Based at the University of Kentucky, the Mid-South RRC works with state departments of education and other related agencies in nine states. States served in Region 2 include: Delaware, Kentucky, Maryland, North Carolina, South Carolina, Tennessee, Virginia, West Virginia and the District of Columbia. Technical assistance provided by the Mid-South RRC to state agencies may include activities such as consulting, planning, product development, training, resource linkage and information dissemination. MSRRC staff can serve as third-party facilitators in activities involving other state and local agencies, parents and special interest groups. A Mid-South RRC staff member is assigned to each state with responsibility for coordinating assistance to that state. Mid-South RRC staff develop work plans in particular areas of need such as education reform, cultural diversity, monitoring and other compliance and legal issues, program evaluation, parent/professional partnerships, integrated education, comprehensive system of personnel development, transition, assistive technology, effective programming for persons with disabilities, funding, SEA planning and management, early childhood and other important issues."

★ Southeast Regional Resource Center (SARRC)
James Wright, Director
Auburn University
Montgomery School of Education
PO Box 244023
Montgomery, AL 36124
Voice: 334-244-3879
Fax: 334-244-3835
jwright@edla.aum.edu
http://edla.aum.edu/serrc/serrc.html

"The Southeast Regional Resource Center (SERRC) is one of six Regional Resource Centers funded by the U.S. Department of Education's Office of Special Education and Rehabilitative Services to provide technical assistance to state special education agencies. SERRC's goal is to help these agencies improve programs and services to children and youth with disabilities, and to the families and professionals who are associated with these children and youth. Each of the Regional Centers serves states within a specific geographical region. SERRC provides technical assistance in the form of consultation, training, and information dissemination in special education and related services for children and youth with disabilities and their families. SERRC facilitates training meetings and conferences, creates written products and information packages, and developing policies, procedures, and linking/networking activities. All services are provided at no cost to recipients. SERRC's primary clients are the Directors of Special Education in the eleven states in RRC Region Three. Through them, services may also be provided to State Education Agency staff, local district personnel, other state agency personnel, parents, and parent groups."

★ Great Lakes Area Regional Resource Center (GLARRC)
Larry Magliocca, Director
Center for Special Needs Populations
The Ohio State University
700 Ackerman Road Ste 440
Columbus OH 43202

Voice: 614-447-0844
TTY: 614-447-8776
Fax: 614-447-9043
daniels.121@osu.edu
http://www.csnp.ohio-state.edu/glarrc.htm

"GLARRC's mission is to assist state education agencies (SEAs) and other designated agencies to more effectively provide quality special education, related services, and early intervention services to infants, toddlers, children, youth with disabilities, and their families. GLARRC collaborates with the Divisions of Special Education in state education agencies in 7 states: Indiana, Illinois, Michigan, Minnesota, Ohio, Pennsylvania, and Wisconsin. In partnership with the State Directors of Special Education, GLARRC works with state education agencies, local education agencies, and other appropriate public agencies (i.e., parent organizations, health agencies, community organizations, etc.). GLARRC's ultimate clients are infants, toddlers, children and youth with disabilities, and their families."

★ Mountain Plains Regional Resource Center (MPRRC)
John Copenhaver, Director

MPRRC-Utah State University
1780 North Research Parkway Ste 112
Logan UT 84341
Voice: 801-752-0238
TTY: 801-753-9750
Fax: 801-753-9750
cope@cc.usu.edu
http://www.usu.edu/~mprrc/

"The MPRRC assists state and local education agencies to develop quality programs and services for children with disabilities and their families by:

- Keeping abreast of the most recent developments in special education research and practice.
- Assisting in the adoption of new technologies and practices.
- Identifying and analyzing persistent problems.
- Linking those with similar needs or problems and assisting in the development of solutions.
- Gathering and disseminating information as well as coordinating activities with other related centers or projects.
- Assisting in training activities.
- Providing assistance with applications for grants, contracts, and cooperative agreements.

The MPRRC engages in a variety of activities as it provides assistance. Typically included among assistance activities are:

- Workshops and conferences for state education staff, local education staff, teachers and parents.
- Development and dissemination of professional materials.
- Expert consultation on critical issues confronting state and local special educators."

★ Western Regional Resource Center (WRRC)
Richard Zeller, Director
1268 University of Oregon
Eugene OR 97403-1268
Voice: 541-346-5641
TTY: 541-346-0367
Fax: 541-346-5639
wrrc@oregon.uoregon.edu
http://interact.uoregon.edu/wrrc/wrrc.html

"The WRRC supports Region 6 State Education Agencies in their task of ensuring quality programs and services for children with disabilities and their families. WRRC support is intended to improve the policies, programs, and practices in each SEA. The WRRC provides a range of consultation services based on a thorough knowledge of: best practices in the fields of education and allied health services; each SEA and its priorities; and emerging regional and national issues. Assistance is provided to SEAs, in cooperation with regular education and other agencies, with funding through the federal Office of Special Education Programs. The WRRC supports individualized, high quality services that are family-guided, culturally appropriate, andcommunity based.

This mission is achieved by assisting the region's state education agencies to:

- identify and analyze persistent problems that interfere with the provision of quality services
- gain access to current special education research, technology, and practices for solving the identified problems
- link with other states to assist in developing solutions to common problems
- adopt new technologies and practices through consultation and the provision of relevant information
- improve the cooperation between professionals and parents of children with disabilities."

Technology

★ LINK US: Center to Link Urban Schools with Information and Support on Technology and Special Education
Education Development Center, Inc.
55 Chapel Street
Newton,MA 02158-1060
Voice: 617-969-7100 x 2424
TTY: 617-964-5448
Fax: 617-969-3440
cgshaffer@edc.org
http://www.edc.org/LINKUS

LINK US
LINK US is a five-year project funded by the U.S. Department of Education, Office of Special Education Programs (OSEP), to develop a model that guides urban schools in their quest to access and effectively utilize information and support about the use of technology for students with disabilities. To build this model, the five-year LINK US project (1997-2002) is initially working with two urban school districts: Boston, Massachusetts and New York Community School District 15. The LINK US project is housed at Education Development Center, Inc. (EDC) in Newton, Massachusetts.

Transition

★ National Transition Alliance for Youths with Disabilities—includes the National Transition Network, the National Transition Alliance at the Academy for Educational Development, and the Transition Research Institute

National Transition Alliance for Youth with Disabilities (NTA)
(National Transition Network, Academy for Educational Development, Transition Research Institute)
113 Children's Research Center
51 Gerty Drive
Champaign IL 61820
Voice/TTY: 217-333-2325
Fax: 217-244-0851
leachlyn@ux1.cso.uiuc.edu
www.dssc.org/nta

National Transition Alliance

The NTA provides technical assistance to personnel responsible for providing transition services, particularly personnel working on planning and implementing School-to-Work Opportunities Systems and model transition programs funded by the Office of Special Education and Rehabilitative Services, i.e., Model Demonstration Transition Projects and Special Projects and demonstrations for Providing Supported Employment to Individuals with the Most Severe Disabilities. In addition, the NTA prepares information on how to best fulfill the secondary education needs of youth in user-friendly formats for relevant audiences such as policymakers, administrators, teachers, employers, other service providers, parents, and individuals with disabilities. The NTA also establishes linkages to universally available communication systems that promote dissemination of such information. Broad goals of the National Transition Alliance include:
·Improving transition services and outcomes for youth with disabilities;
·Building state capacity to plan and implement effective school-to-work practices for youth with disabilities; and
·Building integrated systems that recognize the importance of aligning structures, policies, and procedures to support youth with disabilities and their families.

National Transition Network (NTN)
Institute on Community Integration
University of Minnesota
102 Pattee Hall
150 Pillsbury Drive SE
Minneapolis MN 55455
Voice: 612-624-1062
Fax: 612-624-8279
Johns006@tc.umn.edu
http://www.lci.coled.umn.edu/ntn

NTN's mission is to strengthen the capacity of states implementing five-year systems change projects on transition to effectively enhance transition services and adult life outcomes for youth with disabilities. NTN's goals are:
·to provide technical assistance and consultation in essential areas of state project implementation;
·to generate high-quality, policy-relevant transition information regarding impact of the state projects;
·to identify innovative and exemplary transition strategies, programs and procedures through the evaluation of state systems change projects on transition; and
·to disseminate policy and program-relevant transition information.

Partnerships

★ Association of Service Providers Implementing IDEA Reforms in Education (ASPIIRE)
Council for Exceptional Children
1920 Association Drive
Reston, VA 20191-1689
Voice: 703-264-9456
TTY: 703-264-9449 Fax: 703-620-4334
colleenm@cec.sped.org
http://www.ideapractices.org

★ Families and Advocates Partnerships for Education (FAPE)
PACER Center
4826 Chicago Avenue South
Minneapolis, MN 55417-1098
Voice: 612-827-2966
TTY: 1-888-248-0822
Fax: 612-827-3065
pacer@pacer.org
http://www.fape.org

★ IDEA Local Implementations by Local Administrators (ILIAD)
Council for Exceptional Children
1920 Association Drive
Reston, VA 20191-1589
Voice: 703-264-9418
TTY: 703-264-9449 Fax: 703-620-4334

jaym@cec.sped.org
http://www.ideapractices.org

The Policy Maker Partnership (PMP) for Implementing IDEA 97
National Association of State Directors of Special Education
1800 Diagonal Road, Suite 320
Alexandria, VA 22314
Voice: 703-519-3800
TTY: 703-519-7008
Fax: 703-519-3808
nasdse@nasdse.org
http://www.ideapolicy.org/pmp.htm

Other Projects

National Center to Improve the Tools of Educators (NCITE)
College of Education
University of Oregon
805 Lincoln Street
Eugene OR 97401
Voice: 541-683-7543
Fax: 541-683-7543
DCarnine@oregon.uoregon.edu
http://darkwing.uoregon.edu/~ncite/

The National Center to Improve the Tools of Educators was established in 1991 to help developers and publishers of technology (software), media (electronic media), and materials (print) meet emerging classroom needs of diverse learners; and to provide guidelines to enable developers and publishers to produce the most relevant and effective materials possible. NCITE works with publishers and developers by assisting publishers and developers to incorporate design guidelines in their development and production of tools and print materials that will lead to improved learning, particularly for diverse learners; informing publishers, developers, and the education marketplace about the features of high-quality technology, media, and materials; and conducting programs of research on educational tools that can be integrated across the curriculum and that accommodate the needs of diverse learners.

NCITE also offers the following free services to publishers and developers:
- Collaborate on the development of educational programs.
- Review program specifications and suggest modifications.
- Analyze prepublished written materials and offer suggestions (no obligation to accept these suggestions).
- Develop teachers' guides to better use products with diverse learners.
- Develop guidelines for designing high quality technology, media, and materials for diverse learners.
- Develop executive summaries of research reports.

Project FORUM
National Association of State Directors of Special Education
1800 Diagonal Road Ste 320
Alexandria VA 22314
Voice: 703-519-3800
TTY: 703-519-7008
Fax: 703-519-3808
mkwitz@nasdse.org

The primary purpose of Project FORUM is to support OSEP in its efforts to foster and provide an exchange of timely and relevant information among federal, state, and local education agencies. Project FORUM collects and organizes state special education policy information, convenes policy forums, prepares information syntheses, and conducts policy analyses. Project FORUM is building a full text searchable electronic database of state policy documents related to the education of children and youth with disabilities. Project FORUM generates approximately fifteen special education policy related documents per year. Its products are distributed by the National Association of State Directors of Special Education.

Technical Assistance in Data Analysis, Evaluation, and Report Preparation

Westat
1650 Research Boulevard
Rockville MD 20850
Voice: 301-738-3668
Fax: 301-294-4475
Brauenm1@westat.com

Westat provides support to the Office of Special Education Programs and states in assessment of the status of the Individuals with Disabilities Act (IDEA) implementation and the impact and effectiveness of IDEA. Its goals are the following:
to assist OSEP in developing the capacity to collect and analyze valid, reliable, and comparable data for reporting, program planning, and evaluation;
to conduct studies to analyze significant and emerging issues in special education;
to assist OSEP in providing guidance to state and local educators regarding educational reform issues;
to assist states to build the capacity to collect valid and reliable data; and
to facilitate information exchanges among federal, state, and local special educators to discuss common concerns and goals.

★ The Center for Effective Collaboration and Practice
American Institutes for Research
1000 Thomas Jefferson St NW Suite 400
Washington DC 20007
Voice: 202-944-5400
TTY: We do not have a designated TTY line; however, TTY users can be accommodated.
Fax: 202-944-5454
center@air-dc.org
http://www.air-dc.org/cecp

"It is the mission of the Center to support and to promote a reoriented national preparedness to foster the emotional development and adjustment of children with or at risk of developing serious emotional disturbance. To achieve that goal, the Center is dedicated to a policy of collaboration at Federal, state, and local levels that contributes to and facilitates the production, exchange, and use of knowledge about effective practices."

★ Elementary and Middle Schools Technical Assistance Center (EMSTAC)
American Institutes for Research
1000 Thomas Jefferson Street NW, Suite 400
Washington, DC 20007
Voice: 202-944-5300
Fax: 202-944-5454
EMSTAC@air-dc.org
http://www.air.org/emstac

★ National Institute for Urban School Improvement
Center for Marketing, Networking, and Utilization
Education Development Center, Inc.
55 Chapel Street, Newton, MA 02158
Phone: 617-969-7100 x2486
TTY: 617-964-5448
FAX: 617-969-3440
Urban_Institute@edc.org
http://www.edc.org/urban

National Institute for Urban School Improvement
Center for Research Synthesis and Product Development
Schools Projects, Specialized Training Program
1235 University of Oregon
Eugene, OR 97403-1235
Phone: 541-346-2288
TTY: 541-346-2487
FAX: 541-346-5517
l_ferguson@ccmail.uoregon.edu

National Institute for Urban School Improvement
Center for Program Improvement
University of Colorado at Denver
1444 Wazee Street, Suite 135
Denver, CO 80202
Phone: 303.620.4074
TTY: 1-800-659-2656
FAX: 303-620-4588
Elizabeth_Kozleski@ceo.cudenver.edu

Consortium for Appropriate Dispute Resolution in Special Education
Direction Service
3875 Kincaid Street #18
Eugene, OR 97405
Voice: 541-686-5060
Fax: 541-686-5063
cadre@directionservice.org
http://www.directionservice.org/cadre

Center on Positive Behavioral Interventions and Support
5262 University of Oregon
Eugene, OR 97403-5262
Voice: 541-346-3560
Fax: 541-346-5689
PBIS@oregon.uoregon.edu

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Office of Educational Research and Improvement (OERI)
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