

# SPECIAL EDUCATION LIBRARY

## ADD/ADHD

Copeland, Edna D., Ph.D. and Love, Valerie L., M.Ed. (1992). **Attention Without Tension: A Teacher's Handbook On Attention Disorders (ADHD and ADD)**

This guide gives complete descriptions of attention problems along with a 12-step action plan, effective teaching methods, and classroom management strategies. It also includes 80 pages of duplicating masters.

Dendy, Chris A. Zeigler (2000). **Teaching Teens with ADD and ADHD: A Quick Reference Guide for Teachers and Parents.**

This is filled with practical strategies that teachers can implement quickly and easily in classrooms. Dendy provides a storehouse of information for teachers who are interested in knowing more about the causes of ADD/ADHD, methods of diagnosis, medical treatments, legal rights, and more.

McCarney, Stephen B. (1994). **The Attention Deficit Disorders Interventions Manual.**

This manual was developed after repeated requests from educators for a "strategies guide" to better meet the needs of students with ADD in our schools today. The manual is the culmination of extensive efforts to provide classroom intervention strategies for the most common characteristics of ADD exhibited by students in school situations.

McCarney, Stephen B. and Angela (1995). **The Parent's Guide to Attention Deficit Disorders.**

This guide was developed to provide parents with specific, practical strategies to use in helping their child be more successful in the home environment.

Stevens, Suzanne H. (1997). **Classroom Success for the LD and ADHD Child.**

This book emphasizes on educating teachers and other professionals as well as parents in leading LD/ADHD children to academic success. She offers practical suggestions on recognizing these students, adjusting teaching techniques, adapting texts, using specialists effectively, adjusting classroom management and testing and grading fairly.

Stevens, Suzanne H. (1996). **The LD Child and the ADHD Child: Ways Parents and Professionals Can Help.**

This book explores the idea that the LD disorder and the ADHD/ADD disorder are directly related. It specifically focuses on the suggestion that the vast majority of those with ADD also have most of the characteristics associated with a learning disability and almost all LD individuals have difficulty with concentration.

## ASSESSMENT

Johnson, Marlene, Ed.D., Lasater, Mary, Ed.D., and Fitzgerald, Mary, M.Ed. (2001). **Maxim: Linking Functional-Contextual Assessment to the Instructional Process.**

This assessment guide provides both processes and tools for collecting, maintaining and sharing meaningful, functional-contextual assessment information that links to the instructional process.

Rhodes Robert L. PhD, NCSP, Ochoa Salvador Hector PhD, Ortiz Samuel O. PhD, (2005) **Assessing Culturally and Linguistically Diverse Students**

This is the first book to present a practical, problem-solving approach and hands-on tools and techniques for assessing English-language learners and culturally diverse students in K-12 settings. It meets a crucial need among practitioners and special educators working in today's schools.

Sattler, Jerome M. (1988). **Assessment of Children 3<sup>rd</sup> Edition.**

This book is designed to teach clinical assessment skills to students in clinical, school, and counseling psychology and to enable students in special education to understand the assessment process.

Thurlow, M.L., Elliott, J.L., and Ysseldyke, J.E. (1998). **Testing Students With Disabilities: Practical Strategies for Complying with District and State Requirements.**

This guide includes information concerning how to decide which tests students with disabilities should take, what assessment accommodations are, their purpose, and who is eligible for them.

## **AUTISM**

Coyne, Phyllis, Nyberg, Colleen, and Vandenburg, Mary Lou (1999). **Developing Leisure Time Skills for Persons with Autism: A Practical Approach for Home, School and Community.**

This book includes typical leisure behavior and age appropriate activities for persons with autism.

Flowers, Toni (1992). **Reaching the Child with Autism through Art**

This is a collection of art projects that have been “kid-tested” to be effective with children diagnosed as autistic. It utilizes all forms of mediums, implements and surfaces. It is divided into 4 sections: collage experiences, painting experiences, play experiences and sculpture experiences.

Schopler, Eric, Lansing, Margaret, and Waters, Leslie. (1983). **Teaching Activities for Autistic Children Vol. III.**

The purpose of this guide is to make available to teachers and parents teaching activities that are tailored for use with autistic and similar children. It focuses on the development of teaching strategies and explains in detail how to plan and write individualized teaching programs for use at home and school.

## **AWARENESS**

Blanchard, Ken, Lacinak, Thad, Tompkins, Chuck and Ballard, Jim (2002) **Whale Done The Power of Positive Relationships**

In this moving and inspirational new book, Blanchard explains that both whales and people perform better when you accentuate the positive. He shows how using the techniques of animal trainers-specifically those responsible for the killer whales of Sea World-can supercharge your effectiveness at work and at home.

Canefield, Jack, Siccone, Frank (1995) **101 Ways to Develop Student Self-Esteem and Responsibility**

A bestseller, this book contains 101 dynamic activities to help students improve their self-esteem and accept responsibility for their live. Cartoons, quotes, and other devices help make the ideas clear and capture and keep students interest in this complete teacher resource.

Levine, Mel, M.D. (2002). **A Mind At A Time.**

This book shows parents and those who care for children how to identify individual learning patterns and explains how to strengthen a child’s ability and either bypass or help overcome the weaknesses, producing positive results instead of repeated frustration and failure.

Levine, Mel, M.D. (2005) **Teaching Empathy**

This book focuses on teaching the pro-social skill of empathy by naming and practicing it, and by modeling and encouraging empathy.

Maguire, Arlene (2000). **Special People, Special Ways.**

A poem about the ways in which people with many differences in physical and mental ability share the same human needs for love and understanding. It presents a positive image of persons with disabilities.

Seligman, Milton, Ph.D. (1983). **The Family with a Handicapped Child Understanding and Treatment.**

A series of topics related to exceptional families designed to help broaden and deepen the understanding. This provides a major study of the family response to the presence of a handicapped child.

Turnbull, H. Rutherford, Stowe Matthew, Huerta, Nancy (2007). **Free Appropriate Public Education The Law and Children With Disabilities**

The text is completely updated and contains all the substantial amendments made by the latest reauthorization of IDEA. The most recent development in legislation, case law techniques, due process, parent participation and much more is included.

## **BEHAVIOR/DISCIPLINE**

Algozzine, Bob and Kay, Pam (2002). **Preventing Problem Behaviors, A Handbook of Successful Prevention Strategies.**

This book addresses what can be done to encourage good behavior and how we can effectively teach rules and compliance. It lists several strategies for increasing student compliance.

Braaten, Sheldon (1998). **Behavioral Objective Sequence.**

This guide is to assist special educators and other professionals assess behavioral competencies of students with emotional and behavioral disorders. It will also help to determine developmentally appropriate objectives from which detailed intervention plans can be prepared.

Brendtro, Larry K. PH.D., (2005) **No Disposable KIDS**

This book confronts the most pressing challenge facing every family, school, and community-raising respectful children in a toxic world. These pages offer hope and optimism for all who care about our young people.

Caruso, Brian (2002). **Discipline and the Section 504 Student: Your Quick-Reference Guide to Best Practices.**

This pamphlet provides insight on how schools can interpret Section 504 regulations and understand what their obligations are in areas including manifestation determinations, suspensions and expulsions, the 10-day-rule and significant changes in placement.

CEC Mini-Library **Emotional/Behavioral Disorder** 15 book set, **Exceptional Children At Risk** 17 book set

Colvin, Geoffrey, Ph.D. (1993). **Managing Problem Behavior: Basic Skills for Paraprofessionals and Beginning Teachers.**

This program is a two video set that provides training in managing problem behavior for paraprofessionals and beginning teachers. It is designed around three key features: a) identification and demonstration of basic skills for managing problem behavior across a range of situations, b) practice and application of these skills, and c) identification of steps necessary to prepare for and work effectively with substitute teachers.

Connolly, T., Dowd, T., Criste, A., Nelson, C., and Tobias, L. (1995). **The Well Managed Classroom Promoting Student Success Through Social Skill Instruction.**

This book offers you all of the tools you will need to foster a positive, supportive, and structured classroom environment based on the Boys Town Education Model. The supplemental manual provides usable forms to help implement the program in your classroom.

Cullinan, Douglas, Epstein, Michael H., and Lloyd, John Wills (1983). **Behavior Disorders of Children and Adolescents.**

This book addresses the facts, questions, and issues about the nature of disorders, their causes, and procedures for assessing and treating these problems, particularly in school-aged children and youth.

Curwin, Richard L., ED. D.(1992) **Rediscovering Hope Our Greatest Teaching Strategy**

A book that must be read by all educators, those entering the field as well as those who have been in for a long time. This book provides a sense of hope.

DeBerardinis, D. and Fuss, P. (1995). **Intervention Strategies for Violent-Prone Behavior.**  
Manhattan, KS: Master Teacher.

This is a scripted curriculum addressing violence and child-abuse. Should be utilized by counselor or psychologist.

Dixon, Larry. (2001). **School-wide Discipline Strategies That Make a Difference in Teaching and Learning.**  
Manhattan, KS: Master Teacher.

Facilitates campus and administrative discussions where discipline is defined as a process that empowers all staff members to focus discipline toward the support for the teaching and learning of the intended academic curriculum for all students, including those misbehaving.

Johns, Beverly and Carr, Valerie (1995). **Techniques for Managing Verbally & Physically Aggressive Students.**

Includes classroom climate and management techniques that fail and practical tips for successful behavior management. It gives sixteen tips for dealing with aggressive behavior, verbal aggression, and bullying your classroom and many other strategies.

Johns, Beverley, Carr, Valerie G., Hoots, Charles W. (1997). **Reduction of School Violence: Alternative to Suspension.**

This book provides an array of practical solutions to everyday problems, primarily for use with special education students who challenge discipline techniques.

Kerlinger, Fred N. (1986). **Foundations of Behavioral Research 3<sup>rd</sup> Edition.**

This book is on scientific behavioral research.

Knoblock, Peter (1983). **Teaching Emotionally Disturbed Children.**

This textbook is designed for prospective teachers of emotionally disturbed children and for teachers who daily confront children with severe disorders of behavior. Interest in these students remains high because of the demands they place on teachers and because of the general public's concern for discipline in the schools.

Kuykendall, Crystal , **From Rage to Hope**

A compelling and informative examination of the academic underachievement, apathy, and rage among America's Black and Hispanic youth. To speak motivation toward achievement in Black and Hispanic students.

Lickon, Thomas (1991). **Educating for Character: How Our Schools Can Teach Respect and Responsibility.**

A compilation of dozens of practical, successful programs that are teaching values and moral development.

Long, James and Frye, Virginia (1977). **Making It Till Friday: A Guide to Successful Classroom Management.**

This includes introduction to classroom management, teacher attitudes towards students, managing deficit behavior and excessive student behaviors, working with parents, meeting exceptional needs and guiding students towards self-management.

Long, Morse, Newman. (1980). **Conflict in the Classroom: The Education of Emotionally Disturbed Children.**

This book reflects the belief that behavior is caused and that teachers must understand and deal with the causes of behavior to help children grow, develop and learn. It covers many aspects of the experience of emotional disturbance and insights of theory and the wisdom of successful ideas and methods.

McGinnis, Ellen and Goldstein, Arnold P. (1984). **Skill-streaming the Elementary School Child: A Guide for Teaching Pro-social Skills.**

This book advocates the teaching of pro-social alternatives in a manner similar to teaching academic competencies by using planned and systematic applied psycho-educational techniques through a method called Structured Learning. Structured Learning is an intervention designed to teach the skill-deficient child pro-social alternative behaviors and the facilitate the actual use of these alternatives.

Mendler, Allen N. PH.D, (1992) **How to Achieve Discipline with Dignity In the Classroom**

This book summarizes the Key methods and describes some new approaches to difficult behavior. It answers many “What so I do when...?” type questions about how the program can be applied in different situations.

Mendler, Allen N. PH.D., Curwin, Richard L., ED.D (1999) **Discipline with Dignity For Challenging Youth**

Book offers practical suggestions which can be implemented in any classroom. No additional training is needed understanding the basic tenets of this volume and immediately applying them. It offers practical ways to encourage hopefulness for both students and teachers in settings where hope is often a lost commodity.

Morrish, Ronald G. (2000). **With All Due Respect: Keys for Building Effective School Discipline.**

This book provides unique perspectives on discipline strategies. It addresses how your belief system directly impacts the outcome of discipline interventions.

National Educational Service, (1998). **Strategies for Reaching Disruptive & Angry Youth: Creating Caring Schools & Communities.**

A resource to learn positive prevention and intervention strategies and develop action plans that teams can implement in their schools and communities with a renewed sense of hope for the future. You will learn how to tap into the positive power of families, de-escalate conflicts effectively and enhance achievement among challenging youth by building of their strengths.

Nelson, C. Michael (1991). **Integrating Services for Children and Youth with Emotional and Behavioral Disorders.**

This book provides information for program planning and developing interagency programs for children with emotional and behavior disorders. It addresses the needs of the family and the agencies that can be utilized to meet their needs.

Rhode, Ph.D., Ginger (1993). **The Tough Kid Book: Practical Classroom Management Strategies.**

This book provides teachers at all grade levels with straightforward, ready to use materials for managing and motivating tough-to-teach students.

The State of Iowa Department of Public Education (1985). **The Iowa Assessment Model in Behavioral Disorders: A Training Manual.**

The primary goal of this publication is to present professionally defensible and generally agreed on criteria for the identification of students with behavioral disorders.

Seita, John R. Ed.D., Brendtro, Larry K. Ph.D. (2005) **Kids Who Outwit Adults**

In “Kids Who Outwit Adults”, the authors disclose the “private Logic” behind kids’ troubled and defiant acts. Weaving together an effective, rewarding approach based on successful and proven resilience models, insights fro their years of experience, and youths’ own heart wrenching accounts, the authors illuminate the internal strengths and external supports kids need in order to break out of negative behavior patterns.

Swanson, H. Lee and Reinert, Henry R. (1984). **Teaching Strategies for Children in Conflict.**

This book is intended primarily for a methods class in special education for the emotionally/behaviorally disturbed child or youth. It offers a variety of alternatives in an attempt to meet the individual needs of the child. It is Divided into three sections: 1) introduction and background, 2) general models strategies, and materials, and 3) models of delivery fro adolescents and the severely emotionally disturb

Walsh, Anderson, Brown, Schulze & Aldridge (2003). **A Legal Guide to DAEP & Expulsion Procedures.**

This is a general guide for student DAEP placements. It contains forms and checklists.

Williams, Mary Sue and Shellenberger, Sherry (1996). **How Does Your Engine Run? A Leader's Guide to The Alert Program for Self-Regulation.**

This book provides a way for parents, teachers and therapists to help their students learn about themselves at a very basic level. It provides an easily understood way for children to monitor the signals that indicate an internal level of readiness to work, play, listen, attend, and participate in the activities of life.

Zimmerman, Barbara F. (2001). **Why Can't They Just Behave? A Guide to Managing Student Behavior Disorders.**

This book addresses characteristics of disorders such as obsessive-compulsive disorder, Tourette's Syndrome, Aspergers Syndrome, traumatic brain injury along with treatments and interventions.

## **CURRICULUM**

Armstrong, Thomas Ph.D, (1994) **Multiple Intelligences in the Classroom**

Armstrong guides us through Gardner's powerful theory, providing concrete examples of how it can be applied to curriculum development, teaching strategies, classroom management, assessment, special education, and other areas.

Benbow, M.S.,O.T.R., Mary (1990). **Loops and Other Groups: A Kinesthetic Writing System.**

This is a cursive writing program that develops systematic steps for letter analysis and provides easy-to-remember motor and memory cues. The Benbow System uses groups of letters which share common movement patterns.

Brede Kamp, Sue and Rosegrant, Teresa (1992). **Reaching Potentials: Appropriate Curriculum and Assessment for Young Children, Volume I.**

This book is designed as a tool to help reach individual potentials through appropriate curriculum and assessment.

Caughlin, Janet (2003). **Excel Workshop for Teachers**

Easy-to-use Excel guide for teachers which includes a CD-ROM with clip art. It also includes lesson ideas and student projects that can be customized.

Caughlin, Janet (2002). **PowerPoint Workshop for Teachers**

Easy-to-use PowerPoint guide for teachers which includes a CD-ROM with clip art. It also includes lesson ideas and student projects that can be customized.

Caughlin, Janet (2002). **Word Workshop for Teachers**

Easy-to-use Word guide for teachers which includes a CD-ROM with clip art. It also includes lesson ideas and student projects that can be customized.

Downing, June E. Ph. D. (2002) **Including Students with Severe and Multiple Disabilities in Typical Classrooms Second Edition**

This updated edition gives readers:

- \* coverage of today's critical issues, including alternate assessment and literacy in all its forms
- \* innovative strategies for inclusive classrooms, such as block scheduling and highly individualized academic adaptations
- \* case studies from actual classrooms that illustrate practical solutions to challenging situations
- \* separate chapters on inclusion in middle and high school

DuFour Richard Ed.D, Dufour Rebecca.Ed., Eaker Robert Ed.D., Karhanek GayleM.Ed. (2004) **Whatever It Takes How Professional Learning Communities Respond When Kids Don't Learn**

The author's describe the system of interventions, including Adlai E. Stevenson High School's "Pyramid of Interventions," created by a high school, a middle school, and two elementary schools. The authors also discuss the logistical barriers these schools faced and their strategies for overcoming them.

Elias, Maurice J., **Promoting Social and Emotional Learning Guidelines of Educators**

This book was coauthored by members of the Research and Guidelines Committee of the Collaborative for the Advancement of Social and Emotional Learning (CASEL). As such, it truly represents our collaborative efforts and demonstrates how such a joint approach can greatly enhance what any one of us could have accomplished alone. The coauthors include researchers, practitioners, and trainers, and the final product represents these different perspectives.

Garland, Cynthia (2002). **Kid Pix Deluxe 3 Projects for the Classroom K-6**

The lessons in the book are intended to help teachers integrate technology into their current curriculum at each grade level. There are 4 lessons per grade level that include a teacher's page, student's page, and a template/example page. There is a CD-ROM included that contains all the templates needed for each lesson.

Shapiro, Jeremy P. , Ph.D. (2003). **Peacemakers: A Violence Prevention Program.**

This is an award-winning intervention program that combines best practices from psychology and values-education into experiences that are proven to help prevent youth violence and improve interpersonal behavior. This program includes 18 step-by-step lessons and a Student Handbook. The *Peacemakers* program has been recognized as a Promising Program for Safe, Disciplined, and Drug-free Schools by the U.S. Department of Education.

Sharp, Vicki (2002). **Make It with Inspiration Version 7.5.**

This is an easy-to-use guide to Inspiration designed for busy teachers, students and other professionals. An activity-based approach helps in creating concept maps, graphical organizers, character webs, and brainstorming diagrams in a matter of minutes. Accompanying the book is a CD-ROM with templates and activity examples.

Sharp, Vicki, Levine, Martin and Sharp, Richard (1996). **The Best Web Sites for Teachers.**

This book begins with an introduction of the internet and how teachers can utilize it. It contains web sites for lesson plans, exhibits, museums and resources for art, bilingual education, drama, ESL, foreign language, health education/physical education, journalism, language arts, math, music, science, social studies and special education.

Shelton, Carla and Pollingue, Alice. (2000). **The Exceptional Teacher's Handbook, The First-Year Special Education Teacher's Guide for Success.**

A guide for new teachers for the entire school year from pre- to post- planning. Appendices supply a wide range of information such as monthly teacher checklists, techniques for stress management, first-aid procedures, parent and student organizations and resource references.

Shinsky, E. John, Ph.D., (1996). **Students With Special Needs: A Resource Guide for Teachers**

This guide is designed to provide teachers with a quick and easy to use resource to address the student needs on a daily basis. It highlights various categories and characteristics of students with special needs, along with key instructional and behavioral strategies that work.

Shinsky, E. John, Ph.D., (1997). **Techniques for Including Students with Disabilities: A Step-by-Step Practical Guide for School Principals.**

This guide is designed to provide principals with the basic framework to achieve the goal of serving all students within their school. Its primary intent is to enhance the skills of principals in providing leadership for mainstreaming students with special needs.

Sprick, Randy, Ph.D., (1998) **CHAMPs**

CHAMP's translates the research on effective classroom and behavior management into easy to implement steps for classroom teachers. the practical strategies presented in CHAMPs will help classroom teachers.

Stevens, Suzanne H. (1995). **Getting the Horse to Drink: How to Motivate Unmotivated Students.**

This guide focuses on creating practical applications of the new discoveries being made in the neurosciences. She provides techniques for teaching to the whole brain.

Visions Technology in Education, (2000). **Teacher's Resource Companion Deluxe 3.0 (Formally Teacher's Helper Plus.** With CD-ROM

This was created as a teacher utility that will produce a variety of creative materials and also can be used as a teaching tool by students in the classroom. It quickly designs activity sheets, games and tests, with or without graphics, in minutes.

Worcester, Tammy (2000). **Create It with Kidspiration K-5.**

This is a book with an accompanying CD that provides nearly 100 templates designed for K-5 and covers a variety of curricular areas and topics. It also provides instructions for using each template and offers suggestions for using the activities in both a lab and 1-computer classroom setting.

## **DIFFERENTIATING INSTRUCTION**

Association for Supervision and Curriculum Development (1997). **Differentiating Instruction: Facilitator's Guide.**

A handbook for educators both in regular education and special education. The guide helps the educator learn how to teach to the child with learning problems. Videos included.

Cessna, K. Kay (1993). **Instructionally Differentiated Programming: A Needs-Based Approach for Students with Behavior Disorders.**

The purpose of this monograph is to provide a model to assist in developing programming that is instructionally differentiated based on individual student needs. Numerous references are included. This is designed to assist in developing an alternative approach to special education for students with behavior disorders.

Heacox, Diane (2002). **Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners Grades 3 – 12.**

This book lays the foundation in the principals of differentiated instruction. It includes plans, formats, and strategies to make this way of teaching attainable and manageable. There are practical and easy-to-use strategies.

Tomlinson, Carol Ann (1995). **How to Differentiate Instruction in Mixed-Ability Classrooms.**

This defines differentiated instruction and the teacher's role. Included are examples of classrooms. It discusses learning ability, managing, lesson plans, and assessment of classrooms and students. This is designed primarily for teachers.

Tomlinson, Carol Ann (2001). **How to Differentiate Instruction in Mixed-Ability Classrooms – 2<sup>nd</sup> Edition.**

Provides guidance for teachers who are interested in creating learning environments that address the diversity typical of mixed-ability classrooms. It addresses a variety of learning profiles, interests, and readiness levels. The goal is to define differentiated instruction, its appropriateness, planning, and how to become comfortable with this model of instruction.

## **DYSLEXIA**

Texas Education Agency (2001) **The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders.**

This handbook provides guidelines for school district to follow as they identify and provide services for students with dyslexia. Additionally, the handbook provides school districts and parents with information regarding the state's dyslexia statutes and their relation to the federal laws.

## **GANG**

Boys and Girls Clubs of America (1993). **Gang Prevention through Targeted Outreach.**

This manual is designed for directors of programs in helping to assess local gang programs, recruiting youth at risk and serving this group. It provides resources available for access with beginning gang prevention programming.

## **INCLUSION**

Bullock, L.M. and Wilson, M.J. (1987). **Appropriate Education for the Handicapped.**

This book is designed to provide the regular education teacher with an overview of the types and characteristics of students who are referred to as special, handicapped or exceptional and the ways in which the unique needs of these students may be met in educational environments.

Garnett, Katherine (1996). **Thinking About Inclusion and Learning Disabilities: A Teacher's Guide.**

This book is for teachers who have children with learning disabilities and for others deeply concerned with progress in teaching and learning.

Kauffman, James M. (1995) **The Illusion of Full Inclusion**

The full inclusion bandwagon offers an attractive platform-the merger of special and general education into a seamless and supple system that will support all students adequately in general schools and general education classrooms, regardless of any student's characteristics.

Maanum, Jody L. (2001). **The General Educator's Guide to Special Education.**

A resource handbook for all who work with special needs children. The book provides information on different eligibility areas. It also gives general educators needed information on areas such as assessment, modifications, behavior, and teacher resources.

Shinsky, E. John, Ph.D., (1996). **The Inclusive School: An Organizational Guide for Educators**

The purpose of this guide is to provide school staff with a practical and easy to use resource for organizing their school environment to best meet the needs of all students. Each chapter is designed to offer simple steps to follow along with resource forms that can be applied immediately. It facilitates the collaboration between school staff, parents, and students.

Stinback, William, Ed.D. Stainback, Ed.D.,(1990) **Support Networks for Inclusive Schooling**

This book focuses on inclusive schooling where all students learn together in integrated regular classrooms. It is our hope and desire that as we approach the year 2000 all classrooms will have an array of diverse students.

Van Dover, Teresa (1996). **The Inclusion Guide for Handling Chronically Disruptive Behavior.**

This guide will help educators define the chronically disruptive students as well as behaviors seen in schools today. It will assist in examining the contributing, underlying environmental factors on emotional concerns that will assist in the development of comprehensive individualized action plans.

Villa, Richard A. and Thousand, Jacqueline S. (2005). **Creating an Inclusive School 2<sup>nd</sup> Edition.**

This guide explores how inclusive education can support a diverse student body at all grade levels. They show how to meet standards and provide a “least restrictive environment” for students with disabilities by using cooperative learning, teaming, multi-age grouping, multicultural education, social skills training, and education technology. It includes personal stories of people with disabilities and the educators and parents who work with them.

## **LEADERSHIP**

Covey, Stephen R. (1990) **Principle – Centered Leadership**

A long-term inside-out approach to developing people and organizations. The key to dealing with the challenges that face us today is the recognition of the principal-centered core within both ourselves and our organizations.

Covey, Stephen R.. (1991). **The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change.**

Presents a holistic, integrated, principle-centered approach for solving personal and professional problems. (2 copies)

DeBruyn, Robert L. (1997). **Proactive Leadership in the 21<sup>st</sup> Century – Classroom, School and District.**

This book will give teachers and administrators the skills they need to become as proficient on the “people side” of leadership and management as they are on the technical or academic side. It is meant to reveal the rules of the game and provide some proactive answers which can be applied immediately.

DuFour, Richard P. (1991) **The Principal As Staff Developer**

This book is a book which would be of value to any administrator. It is different by virtue of connecting staff development with clinical supervision. This is innovative.

Getskow, Veronica and Konczal, Dee (1996). **Kids with Special Needs: Information & Activities to Promote Awareness & Understanding.**

Information and reproduceable activities to promote awareness and understanding. Includes living and working with a child with special needs, awareness activities, communication disabilities, physical disabilities and facts about other health conditions and resources.

Graff, Hans P., (2004). **Homebound Services Under the IDEA and Section 504: An Overview of Legal Issues**

This pamphlet was prepared with a view toward reviewing recent developments in the area of eligibility for, and the provision of, services to homebound students. Of special interest is a recent court decision upholding what is a common practice in many schools of requiring the presence of an adult in order to provide homebound services.

Grant, A. J. (1995). **Directory of Operating Grants.**

The Directory lists more than 650 foundations awarding grants to nonprofit organizations.

Grant, A.J. and Luxton-Gourgey, K. (1995). **Directory of Grants for Organizations Serving People with**

## Disabilities.

Research tool for large and small nonprofit organizations.

Kemerer, Frank R. Texas School Administrators Legal Digest: **The Documentation Handbook 2<sup>nd</sup> Edition: Appraisal, Nonrenewal & Termination.**

Information includes the legal framework, principles of documentation, the marginally effective teacher, documenting instruction and writing/monitoring professional growth plans.

Klor, Gerry (2003). **Sav the Right Thing: A Guide for Responding to Parents' IEP Requests**

The purpose of this guide is to provide assistance to administrators and special education staff who are required to respond to requests for programs and/or services in IEP meetings. Topics are arranged alphabetically with three components for each request: Guiding Principles, Sample Language, and Questions for the IEP Team. This book is a companion to *Write the Right Thing*.

Klor, Gerry (2005). **Write the Right Thing: Sample Letters for Responding to Parents' Concerns.**

The purpose of this guide is to help provide sample letters that can be used and modified to meet specific needs. The sample letters include special education requests as well as a broad range of other topics and issues. Included with this guide is a CD-ROM.

LRP Publications (2002). **Staff Training Tips: Focusing on Section 504.**

This report covers a variety of topics as they apply to Section 504. It addresses policies and procedures, accommodations, discipline, extracurricular activities, accessibility, the OCR process and how to address complaints.

MacMillan/McGraw-Hill (1993). **A to EZ Handbook: Staff Development Guide.**

A staff development guide for teachers with lesson plans, activity files and other resources.

Maher, Charles A. (1984). **Planning and Evaluating Special Education Services.**

An overview on how to plan and evaluate the range of services and programs comprising special education in schools and school districts. Planning and evaluating are seen as activities for assisting in development and improvement of assessment, instructional, related service, personnel development and administrative programs.

McCarney, S.B., Wunderlich, K.C. and Bauer, A.M. (1994). **The Teacher's Resource Guide: The Staff Development Guide to the Most Common Learning and Behavior Problems Encountered in the Educational Environment.**

This textbook provides a list of useful suggestions that educators can implement when faced with students exhibiting common learning and/or behavior problems in the classroom.

National Clearinghouse for Professions in Special Education (1996). **34 Activities to Promote Careers in Special Education and Related Services.**

A guide to promote careers in Special Education.

National Educational Service (1997). **As Tough as Necessary: A Discipline with Dignity Approach to Countering Aggression, Hostility, and Violence.**

This video workshop with guide helps teachers and administrators learn together how to create a school climate that reverses the violent disruptive behaviors and helps children acquire the values and skills they need to support the educational process. It is based on the work of Allen N. Mendler and Richard L. Curwin, whose seminal book, *Discipline With Dignity* (1988), has revolutionized the way many schools view their discipline policies.

Richards, David M., (2003). **The Top Section 504 Errors: Expert Guidance to Avoid 25 Common Compliance Mistakes**

This pamphlet provides an overview of what Section 504 is about and some insight into the most common errors made by public schools in eligibility, implementation, and discipline.

Sergiovanni, Thomas J. (1990). **Value-added Leadership: How to Get Extraordinary Performance in Schools.**

Provides a clear, compelling, and practical view of leadership for both educational and those within the general public who are interested in improving schools.

Smith, Barbara J. and Rose, Deborah F. (1993). **Administrators Policy Handbook for Preschool Mainstreaming.**

A handbook prepared specifically for public school administrators to help develop a mainstream preschool program for children with special needs.

Tomlinson, Gerald (1984). **School Administrator's Complete Letter Book.**

A book for school administrators as a resource of model letter and memos for a wide variety of educational purposes and circumstances.

Turnbull, H. Rutherford and Turnbull, Ann P. (1985). **Parents Speak Out Then & Now.**

A collection of powerful stories that describe how those who sought help for persons with disabilities and their families and those who tried to provide it, met with a mixture of success and failure.

## **LEARNING DISABILITIES**

Gerber, Paul and Brown, Dale (1997). **Learning Disabilities and Employment.**

This textbook provides information regarding the numerous challenges that individuals with a learning disability encounters when joining the workforce or continuing their post-secondary education. It is an excellent resource for educators planning the student's transition process as well as for employers desiring to assist individuals with learning disabilities to be successful on the job and in the market place.

Hresko, Wayne and Reid, D. Kim (1981). **A Cognitive Approach to Learning Disabilities.**

This book presents the historical framework, and, where appropriate, both the prevailing orientation and alternatives that are still in keeping with current mandates. The recommendations for instruction are currently accepted theory and research.

Stevens, Suzanne H. (1997). **Classroom Success for the LD and ADHD Child.**

This book emphasizes on educating teachers and other professionals as well as parents in leading LD/ADHD children to academic success. She offers practical suggestions on recognizing these students, adjusting teaching techniques, adapting texts, using specialists effectively, adjusting classroom management and testing and grading fairly.

Stevens, Suzanne H. (1996). **The LD Child and the ADHD Child: Ways Parents and Professionals Can Help.**

This book explores the idea that the LD disorder and the ADHD/ADD disorder are directly related. It specifically focuses on the suggestion that the vast majority of those with ADD also have most of the characteristics associated with a learning disability and almost all LD individuals have difficulty with concentration.

## **MUSIC**

Hoffer, Charles and Hoffer, Marjorie L. (1976). **Basic Musicianship for Classroom Teachers: A Creative Musical Approach.**

This book presents the musical information and skills that are relevant for elementary education students. Its purpose is to develop the reader's musicianship so that they will increase their own enjoyment of music and be able to inspire musical growth in the children they teach.

## **PARAPROFESSIONALS**

Twachtman-Cullen, Dianne (2000). **How To Be a ParaPro – A Comprehensive Training Manual for Paraprofessionals.**

This manual is specifically designed to address the needs of paraprofessionals as a comprehensive training program. It is a source of information for educators who have children with autism and related conditions in their classes. It can also be used as a training guide for paraprofessionals and support staff in the performance of their duties.

Wallace, Dr. Teri (2003). **The Paraprofessional's Guide to Assisting Classroom Instruction, Video and Workbook**

The purpose of this workbook and video is to provide the paraprofessional with strategies for gaining the knowledge and skills necessary to fulfill their role of providing instructional assistance in the classroom.

## **PHYSICAL EDUCATION**

Davis, Kimberly, M.S. (1990). **Adapted Physical Education For Students With Autism.**

This book is for physical educators who may encounter children or young adults with autism or similar problems with communication and social interaction. It focuses on helping students begin to learn basic gross motor skills which could then be carried over to play/leisure time activities.

## **READING**

Buchanan, Ethel (1983). **For the Love of Reading.**

This book is all about building on what the child knows in order to facilitate new learning. This will help teachers develop vital exciting classrooms in which children are involved participants and are actively engaged in their own learning.

Carbo, Marie, Dunn, Rita, and Dunn, Kenneth (1986). **Teaching Students to Read Through Their Individual Learning Styles.**

This book is designed to help parents, classroom teachers, reading specialists, and special educators. It describes effective reading programs that promote success and achievement for the child. This is a text that provides practical, classroom-tested models and examples that can be used on a daily basis to promote a love of reading and reading efficiency at any level.

Carnine, Douglas and Sibert, Jerry (1979). **Direct Instruction Reading.**

A methods text to specify in-depth procedures to teach important reading skills and provides alternatives for what to do when students fail to learn. It defines reading as consisting of understanding or reading comprehension and correctly identifying printed words or decoding.

Ciborowski, Jean (1992). **Textbooks and The Students Who Can't Read Them: A Guide to Teaching Content.**

A book that proposes two major shifts in how to involve low readers more effectively in textbook learning. The first approach presents instructional techniques teachers can use to improve their student's willingness to work in mainstream textbooks. It also presents suggestions to sharpen teachers' consumer skills when selecting textbooks for an increasingly diverse population of readers.

Cunningham, Patricia M. and Allington, Richard L. (1994). **Classrooms That Work: They Can All Read and Write.**

This books covers struggling readers and readers from diverse backgrounds which makes it a text truly designed for the teaching of every child. It is based on the simple idea that the more children read and write, the better they will read and write.

Curtis, Mary and Longo, Ann M. (1999). **When Adolescents Can't Read: Methods & Materials That Work.**

This book explores the causes and consequences of reading problems in adolescents as well as what constitutes effective reading instruction and classroom management. The program, developed at Boys Town Reading Center, has great promise for adolescents who have difficulty with reading skills.

Gillet, Jean W. and Temple, Charles (1982). **Understanding Reading Problems: Assessment and Instruction.**

This is intended as a primary text for pre-service and in-service teachers in reading diagnosis and diagnostic prescriptive reading courses. It can be used as a guide or reference book for those who have already completed such a course and who are now working with children.

Hittleman, Daniel and Hittleman, Carol (1983). **Developmental Reading K – 8.**

Includes reading programs, human communication, the reading process, analytical teaching and strategies for developing readiness.

Texas Center for Reading and Language Arts (2000) **Coordinating for Reading Instruction: General Education and Special Education Working Together.**

The purpose of this booklet is to provide strategies to help general and special education teachers, SLPs, counselors, paraprofessionals and administrators plan for and implement co-teaching during reading instruction in classrooms where a variety of learners are represented, including students with disabilities.

Texas Center for Reading and Language Arts (2000) **Essential Reading Strategies for the Struggling Reader: Activities for an Accelerated Reading Program**

The activities in this manual are intended to be used as a supplement to the regular classroom reading program to improve reading proficiency in students who need intensive, systematic and explicit instruction. It is divided into 4 sections: Fluency, Phonological Awareness, Instructional Reading with comprehension, and Word Analysis and Spelling.

Texas Reading Initiative (1997) **Practical Ideas For Parents: Beginning Reading Instruction**

Texas Reading Initiative (1997) **Ideas Prácticas Para Padres De Familia: Instrucción para comenzar a leer**

This booklet provides information about learning to read and includes activities for parents to use in helping their children become readers. Twelve essential components of research-based reading programs are addressed.

## **SIGNS**

Texas Education Agency, Fall 1982. **Preferred Signs for Instructional Purposes.**

This book signifies a promising effort toward developing such standards for Texas. It represents the consensus of many informed people, hearing and deaf scholastics to provide informed guidance.

## **SPEECH**

Kashman, Nancy and Mora, Janet (2002). **An OT and SLP Team Approach, Sensory & Communication Strategies That Work.**

Practical advice and workable strategies to treat dysfunction in sensory integration and communication disorders.

Mattes, Larry and Omark, Donald (1991). **Speech and Language Assessment for the Bilingual Handicapped.**

This book is designed to provide speech-language pathologists, bilingual education specialists, special education teachers and other members of the assessment team with information that will be useful in the speech and language assessment of children from bilingual backgrounds.

## **STUDENT INTERVENTION**

McConnell Fad, K. (1999). **It's All About Teamwork: How to Develop Student Intervention Assistance Teams.**

Ways to establish and examine student intervention assistance teams.

Zamora-Duran, Grace, Artiles, Alfredo (1997) **Reducing Disproportionate Representation of Culturally Diverse Students in Special and Gifted Education**

This volume focuses on potential solutions to address the disproportionate representation of CLD students in special and gifted education.

## **THEORY**

Glosser, William (1965). **Reality Therapy: A New Approach to Psychiatry.**

Outlines a positive approach to helping people with emotional challenges. As a therapeutic method, Reality Therapy emphasizes moral values.

Goleman, Daniel (1995). **Emotional Intelligence: Why It Can Matter More Than IQ.**

Based on brain and behavioral research, the author shows how people with high IQ's do not do as well in some areas as people with lower IQ's. It argues that emotional intelligence is not fixed at birth and can be nurtured and strengthened in all of us.

Hyerle, David (1996). **Visual Tools for Constructing Knowledge.**

Three types of visual tools can help students and teachers construct knowledge, organize information, and communicate their learning with others: brainstorming webs, task-specific organizers, and thinking-processing maps. This book explains what visual tools are, why we should use them and how to get the most out of these tools.

## **TRANSPORTATION**

Pitasky, Vicki and Baird, Melinda (2001). **What Do I Do When... The Answer Book on Transportation for Students with Disabilities.**

This publication provides accurate information regarding common questions on the issue of transportation for students with disabilities served under the Individuals with Disabilities Education Act.

Turner, Ray ED.D **Transporting Medically Fragile or Technology-Assisted Students**

This book gives specific instructions on handling students with special needs. Contains information for the medically fragile students that require medical procedures provided by a nurse or personal attendant while on the special needs bus.

## **TRAUMATIC BRAIN INJURY**

Bigler, Erin D. (1990). **Traumatic Brain Injury: Mechanisms of Damage, Assessment, Interventions & Outcome.**

Approximately 40% of all head injury patients are below the age of 18. Many of these individuals will be receiving services in the framework of the public school setting. This textbook presents valuable information regarding the mechanisms and the pathological consequences of a traumatic brain injury as well as assessment and intervention techniques that professional can use to ensure success in individuals with a traumatic brain injury.

## **STUDENT BOOKS**

Messner, Abby (1996). **Captain Tommy.**

A story of a young boy who reluctantly agrees to separate from his best friend to play with someone new – a boy he perceives as different – a boy who has pervasive developmental disorder, also known as autism.

Murrell, Diane (2001). **Tobin Learns to Make Friends.**

A story about how Tobin, the red fire engine, learns to make and keep friends. In the story Tobin learns about shouting, crowding, sharing, borrowing, taking turns, interrupting, using kind words, having good manners and obeying rules.

## **VIDEOS**

**A Focus on Inclusion** 50 min. Children and Flowers

**ARD Decision-Making Process for the Texas Assessment Program Training of Trainers Sept. 2004**

Association for Supervision and Curriculum Development, **a visit to a Differentiated Classroom.** (2001) 60 mins.

Association for Supervision and Curriculum Development, **Differentiated Instruction Series.**

**Creating Multiple Paths for Learning** (1997). 45 mins.

**Instruction and Management Strategies** (1997). 45 mins.

Colvin, Geoff, Ph.D., **Defusing Anger and Aggression: Safe Strategies for Secondary School Educators** (1999) 30 mins.

Discover IDEA, **Supporting Achievement for Children with Disabilities** (2000) 30 min.

Dover, Wendy, **The Training Video Series for the Paraprofessional.**

**Where Do I Start** (1996). 45 mins.

**Working With Other Adults In The Inclusive Classroom** (1996). 45 mins.

Elephant Productions, **ARD Committee Decision-Making Process for the Texas Assessment Program (Grades 3-8) Reference Manual for the 2002-2003 Testing Year** (2002). 20 mins.

Hartwig, Eric P. Ph. D. & Ruesch, Gary M., Esq. **Student Discipline and Section 504 Compliance: Striking the Balance** (1998) 18 min.

IEP Resources, **the challenging kid** (2001) 21 mins.

Indiana University Television Services and Elephant Rock Productions, Inc. **The Power of 2: Making a Difference Through Co-Teaching** (1996). 42 mins.

Learning Disabilities Learning Abilities,

**Introduction: Understanding Learning Disabilities Through Demonstration and Description.** 45 mins.

**The Teaching: What LD Students Need.** 56 mins.

**Reading Is Not A Natural Skill: Teaching Children the Code to Unlock Language.** 57 mins.

**Teaching Math: A Systematic Approach For Children With Learning Disabilities.** 51 mins.

SEDL, **2<sup>nd</sup> Grade Classroom Episode: The Desert** 2000 18:45 min.

**Schoolwide Behavioral Support** 2002 – 59:23

Region IV Technology Services, **Considering Assistive Technology in the IEP Process.** (4/30/02). 24 mins.

The Council for Exceptional Children, **The LCCE Curriculum Training Video.** Closed Caption.

The Master Teacher, **Discipline Techniques You Can Master In a Minute Series.**

Tape 1: **Key Attitudes and Strategies for Maximizing Your Options** (1994).

Tape 2: **Approaches and Actions To Get The Responses You Want** (1994).

Tape 3: **Handling Chronic Or Habitual Discipline Problems** (1994).

Tape 4: **Critical Mistakes That Cause or Perpetuate Misbehavior** (1994).

Wavelength. **The 7 Habits of Highly Ineffective Educators.** 58 mins.

**Youth Out of the Education Mainstream.** (10/30/96) 2 hrs, 30 mins.

## **AUDIO/CD**

### **The Classroom Teacher's Guide To Instructional and Curricular Modifications**

1. Modifications 101
  - Providing Modifications: Why We Do It
  - Providing Modifications: How They Help
  - Choosing Who, When, What, and How Much
  - Understanding the Difference Between Instructional and Curricular Modifications
2. Developing a Shared Vision of Modifications
  - Working Through the Barrier Issues of Modification
  - Sharing Information and Respecting Confidentiality
  - Approaching Assessment Accommodations and Modifications
3. Accommodating Specific Student Needs
  - Helping Students with ADD/ADHD, Behavior Disorders, and learning Disabilities
  - Supporting Students with Autism and Mental Retardation
  - Assisting Students with Behavior Management
4. Modifying Instruction and Assessment to Increase Student Learning
  - Techniques for Increasing Student Comprehension
  - Tips for Helping Students Complete Assignments
  - Strategies for Modifying Study Guides and Tests
5. Understanding and Implementing Curricular Modifications
  - Outlining Your Modification Options
  - Answering Your Most Pressing Questions About Modifications
  - Getting Started: The Planning Process
  - Implementing Modification and Monitoring Student Progress

**The LRE Continuum: Appropriate Placement Decisions Under the IDEA and NCLB** -  
Presented by Melinda Baird, Esq.

**7 Effective Strategies for Secondary Inclusion** . 65 mins.

**ARD Decision-Making Process for the Texas Assessment Program Training of Trainers Sept. 2004**

**Assisiting Reading Instruction: The Paraprofessional's Guide**

Griessman, B. Eugene, **Time Tactics of Very Successful People.** 6 tape series. 8 hrs. 26mns.

**Inclusion: Ensuring Appropriate Services to Children/Youth with Emotional/Behavioral Disorders**  
**Lesson Plans and Modifications For Inclusion and Collaborative Classroom**

1. Building Consensus For Inclusive Education – 46 min.
  - Understand the scope of inclusion today
  - Build consensus among staff members and key players in the process
  - Address barrier issues that impede the inclusion process
  - Utilize effective strategies for managing resistance.
2. Understanding Your Inclusion Options – 48 min.
  - Navigate the options for accommodations.
  - Understand the levels of resource intensiveness.
  - Evaluate accommodation ideas and strategies for students.
  - Realize the significance of six primary accommodation levels.
  - Work modifications into the general curriculum.
3. Planning Effective Modifications and Accommodations – 39 min.
  - Structure student accommodations and curricular modifications.
  - Tackle the tasks of instructional planning and program planning.
  - Communicate! Communicate! Communicate!
  - Put planned accommodations into action
4. Delivering Necessary Support – 41 min.
  - Promote collaboration among teachers and support staff
  - Allocate crucial instructional and curricular materials
  - Put consultative and pull-out resources to work in your program.
  - Maximize the effective use of paraeducators

**Paraeducators: Life Lines in the Classroom**

Training Manual 1 – Defining the Role of the Paraeducator  
Training Manual 2 – Celebrating Similarities: Students with Disabilities  
Training Manual 3 – The IEP Process: The Role of the Paraeducator  
Training Manual 4 – Supporting the Instructional Process

Steven E Lake Esq., **Special Ed Case Law Updates on Audio** March 2005

**TCASE MIDWINTER CONFERENCE 2006 “IT’S SHOW TIME”**

Texas reading **Online Teacher Reading Academies K-3<sup>rd</sup> grade** 4 disc set

Visions Technology in Education – **Texas State History, World Explores, American History Boston Tea Party, American History the Alamo, American History Lewis & Clark, American Folk Tales Paul Bunyan, American Folk Tales Johnny Appleseed, American Folk Tales John Henry, Teacher Resource Companion Deluxe**

Walsh Anderson, **Student Discipline/Code of Conduct** 2 disc set

WorldView Software – **World History An Interactive Approach, Basic American History, American History**

