

DISES Newsletter

Division of International Special Education Services
W I N T E R 2 0 1 0



Division of
International
Special Education
and Services

The voice and vision of special education

President's Message

Alice Farling
President

Volume 21, Issue 2



Dear DISES Members and Friends,

As president of DISES, I am thrilled the exciting new developments in Education Services (DISES) over the past year. If you haven't been active in DISES for awhile, *NOW* is the time. Membership is up, financials have improved, our first state DISES subdivision has been formed in Pennsylvania including adjoining states, DISES is now on Facebook thanks to Membership Chair **Michael Skivington** (see following article), new officers have been named, DISES has a new publisher for its international journal and new co-editors for our Newsletter and our Journal have been selected by the board. An online needs assessment survey was developed by the management team and sent to the DISES general membership in the summer of 2010. The results of the survey along with the feedback from members attending the 2010 membership meeting guided the board of directors and DISES leadership as they considered the future mission, vision and goals of DISES. A special strategic planning session and board meeting was held at CEC headquarters in DC in October which led to a new vision statement and draft document for a 5 year strategic plan. This plan will be unveiled at the April 2011 General Membership Meeting. Additional feedback will be solicited prior to printing the final document that will include major DISES goals, outcomes and timelines for the next five years.

As you can see, it has been a busy, fruitful and truly exciting year!!! I thank the board of directors who have spent much time and energy to make these exciting changes happen. I also want to express my heartfelt thanks to the DISES management team: Vice President Susan O'Rourke (Pennsylvania) and Past President Tom Gumpel (Jerusalem) for their dedication and leadership in this time of change. Secretary Elizabeth Fullerton has also played a key leadership role in helping to manage the various meetings and events. I also want to thank all of you - the DISES membership - for responding to the survey and other requests for feedback. You - our members around the world - are the heart of DISES. Together, we can continue to collaborate to make an important and positive difference for the children and youth around the world who have special education needs as well as the parents who love them, the researchers who discover new insights, and the professionals who serve them.

Thank you one and all!

Below I have highlighted in a little more detail a few of the new developments for 2011.

(Continued on page 2)

Exciting 2011 Convention Program and Showcase - National Harbor, MD: The annual meeting this year is being held at the National Harbor Resort in Maryland - right outside of Washington DC. More information is available at www.CEC.sped.org. If you haven't yet registered, please do so now. We have an exciting program this year that includes our annual showcase forum plus outstanding presentations from members and nonmembers from around the world. DISES board members at large, Batoul Kaliefa (Qatar) and Humberto Rodrigues (Mexico) will present at the showcase session. The 2011 DISES program promises to be diverse and exciting. **Vice-President Susan O'Rourke (Pennsylvania)** has served as the **Program Advisory Chair** for 2011 and has written an article for this newsletter. DISES program sessions as well as our business meetings. We will also be presenting our International Teacher of the Year and other awards at the DISES social reception. Please join us for the DISES session strands, meetings, and social reception!

New Strategic Plan: The DISES board met in October in Washington DC to rethink our mission, goals and objectives and consider how we might revitalize and re-energize DISES efforts on behalf of students with special education needs and the parents and professionals who advocate for and promote their development. All of us on the DISES board and leadership team look forward to meeting and interacting with you - our membership. Our strategic plan is an important document as it will guide our actions to achieve our desired outcomes over the next few years. Everyone can play an important role in helping DISES achieve its mission. Please join us and examine where you, as a DISES member, fit into the plan. Determine how you can not only benefit, but also contribute!

New Publisher for the DISES Journal: I am happy to announce our new partnership with Allen Press, the new publisher of the DISES Journal. Kudos to past president and journal editor, Tom Gumpel, who negotiated the deal with Allen Press and presented it to the board in October. The board voted unanimously to work with Allen Press and we look forward to being able to publish two journals per year in the future - for nearly the same cost as we paid for one journal in the past! Part of the strategy will be to move, over time, to an on-line journal. Watch for future developments in this area and please give us your feedback!

Mian Wang named Co-Editor of the JISNE: In addition to selecting a new publisher for the DISES journal, the board voted in October to establish co-editors rather than just one editor. In an unanimous vote, the board selected **Mian Wang of the University of California, Santa Barbara** to join Tom Gumpel, Hebrew University in Jerusalem as the Co-Editor of the Journal of International Special Education and Services (JISNE).

Mark Francis appointed to DISES Treasurer Vacancy: I am also happy to announce that Mark Francis was unanimously approved by the board of directors to fill the role of treasurer of DISES through the term vacancy created by the resignation of **Michael Urbanski (Maine)**. Kudos to Mike for his long service to DISES and his accomplishments in the role as treasurer for the past several years. He deserves our thanks and appreciation. More about Mark Francis in the next edition of the newsletter.

2012 and 2014 DISES International Conferences: At the April board meeting, important decisions will be made about the location and vision of the next two international conference for DISES. Announcements will follow the board meeting. Stay tuned:)

ATTENTION DISES MEMBERS: DISES is Now on Facebook!!

A very special invitation to our DISES membership:

Please find the link to our DISES Facebook page (*on facebook*) at the following link:

<http://www.facebook.com/pages/DISES-Division-of-International-Special-Education-and-Services/157623312270>

Our goal is to have all of the DISES members participate and join as a fan of our page so that we can continue the dialogue of sharing ideas with our colleagues. We think of it as an extension of all of the fantastic ideas and information that is shared every year at the annual meeting - all year long!

So "friend" us today and post away!

The Federal Outlook for Exceptional Children— Photos and Personal Stories Needed

Every year, CEC publishes the Federal Outlook for Exceptional Children, providing an overview of federally-funded programs - IDEA and Javits grants - that impact the lives of children and youth with disabilities and/or gifts and talents. The Outlook is distributed to members of Congress, federal agencies, and other leaders in the education community with the hope that a better understanding of such programs will lead to increased federal funding for special/gifted education programs.

Make your voice heard. Throughout the Outlook are personal stories and photos of children and youth participating in special education, early intervention, and gifted education programs across the country. These success stories help put a human touch on the graphs and charts that typically illustrate the need for increased funding for programs such as IDEA and the Javits Gifted and Talented Students Education Act.

Success stories may be submitted by anyone in contact with a student with disabilities and/or gifts and talents (with parent's permission) - including, teachers, related service providers, school administrators, and parents. To download the form and other information go to:

http://www.casecec.org/Documents/Budget_Book_Submission_Crystal_Drive.pdf

(from the Children's Advocacy Network)

Challenges and Perspectives

Teachers Supervising Teaching Assistants: Reflections from the United Kingdom

Jill Morgan, Ph.D.

Swansea Metropolitan University, Wales, UK

Betty Y. Ashbaker, Ph.D.

Brigham Young University, Utah, USA

The profile of Teaching Assistants (school paraprofessionals or TAs) in the United Kingdom has been greatly raised in recent years due to the *2003 National Agreement: Raising Standards and Tackling Workload*, or *Workforce Remodelling Initiative* (DfES, 2003). This was designed to raise standards in schools in England and Wales by reducing unnecessary for teachers, and allowing them to delegate a variety of tasks to support staff. UK Government figures show that the number of TAs in England almost doubled between 1995 and 2005, whereas the number of teachers increased by only ten per cent. A 2007 report by Estyn (the government inspectorate for schools in Wales) stated: "The significant increase in support staff numbers means that senior teachers find it time-consuming to organise and deploy these staff." This was—and remains—a very real concern, but the report offered the reassurance: "there is evidence that TAs who are suitably qualified and supervised will make a difference to pupil achievement."

Historically, many of the teacher's roles have had relatively little to do with their core area of expertise: teaching and learning. The National Agreement (2003) allowed teachers to delegate certain tasks to TAs but also allocated every teacher one half day per week of Preparation, Planning and Assessment (PPA) time, in recognition of the essential nature of these elements of teaching and learning. The National Agreement identified non-teaching tasks which could be delegated to TAs – including such things as collecting money, chasing absences, classroom display– but also allows TAs to cover (substitute) for teachers' PPA time. This has had a significant impact on how TAs are seen within the education system, and the ways in which they are deployed. Ideally, it suggests that teachers and TAs are now more likely to work in close collaboration. However the findings from a national survey of support staff in England and Wales (Blatchford et al., 2009) suggests otherwise:

- Only 33% of respondents reported that support staff were involved in planning with teachers (6% reported that time was allocated for teachers and TAs to meet);
- Teachers used feedback by support staff in only 24% of the schools.

Support staff expertise was gained through training in only 21% of responses; and in 67% their expertise was experiential or provided via communication with the teacher. Not surprisingly Blatchford et al. (2009) commented:

A substantial component of all teacher training should involve ways of working successfully with support staff. This should recognise the reality that TAs are working in a pedagogical way with pupils, and consider in a systematic way the management of TA deployment. . . (p. 133)

The 2003 National Agreement also required "a proper system of direction and supervision" for

TAs, but with no explanation of what that really means.

Based on research in the UK, Vincett et al. (2005) refer to ‘tensions’ which prevent or reduce the likelihood of effective collaborations between teachers and TAs. These include:

- TAs’ lack of training/knowledge of effective classroom practices
- TAs’ concern about their own status
- Lack of time for teachers and TAs to meet and plan
- Teachers’ lack of knowledge of how best to work with TAs.
- To overcome these tensions, Vincett et al. offer three models.

Room Management: One adult is designated the Learning Manager (working intensively with a small group or individual) and the other the Activity Manager (providing more general support to the remainder of the class). Teacher or TA can take either role, In this model, the TA’s lack of training/knowledge is counteracted by the teacher providing on-the-job training and insights into effective practice as she discusses strengths and weaknesses of teaching sessions.

Zoning: The classroom is divided into learning areas, based on existing arrangements of work tables, smaller units separated physically by bookcases or other natural barriers, with each adult assigned

TA’s concern about status: Concerns can be counteracted by the teacher giving credence to the TA’s views and showing her opinion is valued.

Reflective Teamwork: Where the previous models are based on *role clarity*, with each adult working separately, Reflective Teamwork enhances levels of *planning, communication* and *review* as teachers and TAs spend about 15 minutes daily reviewing previous teaching sessions. Each identifies two things that went well during a particular session, and two things that could be improved upon. Reflective teamwork can serve to counteract the *perceived lack of planning time for teachers and TAs*, and the *teacher’s lack of knowledge of how best to work with TAs*.

Teachers may not feel that it is necessary to lead the classroom in a particularly assertive way. However, we suggest the following questions as a prompt to considering this aspect of teacher leadership:

- Do I see myself as "in charge" and the TA as subordinate, or are we partners in teaching?
- How much authority do I think my TA should have—freedom to use her own judgement, or does she always have to refer decisions to me?
- Do I see my TA as a person with a wide range of skills, or as someone who can only be assigned limited tasks because of a lack of qualifications or knowledge?

The answers to these questions will have a direct influence on the way a teacher works with a Teaching Assistant.

According to UK government documents, TAs should be systematically supervised – however that might be defined. While it is the responsibility of a school’s senior management team to ensure that proper systems are in place, the reality is that the teacher works with the TA on a day to day basis. Therefore teachers must be clear about how a TA can be used most effectively in their particular classroom. As schools heavily rely on TAs, now perhaps more than ever, teachers and TAs planning together to enhance instruction should be encouraged and facilitated. But the teacher must take the lead to ensure that the classroom team functions most effectively to support children’s learning.

For information regarding this article contact Betty_Ashbaker@byu.edu

(Continued on page 6)

References

- Blatchford, P., Bassett, P., Brown, P. Koutsoubou, M., Martin, C., Russell, A., Webster, R. & Rubie-Davies, C. (2009). *Deployment and Impact of Support Staff in Schools*. London: DCSF. Accessed 12 October 2010 online at: <http://www.education.gov.uk/research/data/uploadfiles/DCSF-RR148.pdf>
- DfES (2003). *Raising standards and tackling workload: A national agreement*. London: Department for Education and Skills.
- Vincett, K., Cremin, H. & Thomas, G. (2005). *Teachers and Assistants Working Together*. Buckingham: Open University Press.

Morgan and Ashbaker are the co-authors of:

- A teacher's guide to working with paraeducators and other classroom aides*. (2001). Alexandria, VA: Association for Supervision and Curriculum Development.
- Paraprofessionals in the Classroom*. (2006) Needham Heights, MA: Allyn and Bacon
- Supporting and Supervising Your Teaching Assistant*. (2009). Continuum, London

Teacher Attitudes of an Emerging Response To Intervention (Rtl) Program at One Elementary School

Dr. Leland Simmons

Dr. Carol Oberg

School policies that are nationally influenced by IDEA 2004, and No Child Left Behind (NCLB) have shifted toward utilizing the strategy known as Response to Intervention (RTI) as a means of intervening and assisting learners struggling academically and behaviorally. This approach has strong rationale basis: 1) struggling learners are provided with evidence based instructional and curriculum practices upon immediate need, 2) as these early intervening methods assist students in progressing through the curriculum and enhancing their skill sets, these students may return to their general education classes without the need for additional special education services, and 3) struggling students who may be appropriate special education candidates are offered immediate services, with progress monitoring data that may be used for future identification for special education services (Stecker, Fuchs & Fuchs, 2008; Drame & Xu, 2008; Begstrom, 2008). School districts have been encouraged, through the legislative mandates NCLB and IDEA, 2004, to forego the traditional methods of identifying learning disabilities in lieu of the Rtl method.

Stecker, Fuchs & Fuchs (2008) define Rtl as a “process” used in evaluating students’ response to evidence based instructional and curriculum practices. Rtl is evidenced through a multi-tiered approach of instruction and assessment. Beginning in tier 1 or instructional programming one, students receive universally applied field-tested instruction (considered the first level of intervention identified as early intervening services) with universal screening of skills within the general education class.

Some consider Tier 1 to be the key component of tiered instruction as all children received evidence based instruction, typically following the core district program. As students pro-

gress through the instruction and curriculum, successes and needs are monitored. Students, who struggle with achieving expected academic growth or keeping pace with peers and classroom instruction, are identified early. Additional assistance beyond the general education classroom is offered in intensive, small, homogenous groups in Tier 2 of the RtI model. As students utilize the continuum of services, their academic data is collected and analyzed to determine the best educational path: a) return to the larger general education environment supported through student's continued academic success, or b) proceed into more intensive instruction and evaluation for possible special education diagnosis.

Throughout the first two tiers or levels of instruction, RtI specifically facilitates collaboration between general educators and special educators (Green & Shinn, 1994; Begin, 2010). General educators play a key role to ensure student success, and that students receive intervention in a timely manner as needed. Education specialists may assist the general classroom teacher in problem solving for specific students, as well as in delivering services and monitoring progress at any level of the RtI process depending on the school model.

This collaboration within and between tiers allows for professional articulation and sharing of skills. To better understand this professional articulation within a specific school site, a descriptive study was conducted to research teacher attitudes regarding the development of an emerging RtI program at a local, urban, K-6 elementary school, and to identify critical components of the program that teachers felt were important for the success of all students. Administrative staff spearheaded the program: the principal and a teacher on assignment (TOA). In fall, 2009, staff development and workshops were initiated to introduce teachers to the concepts and techniques of RtI. Implementation of the emerging RtI program began during the spring semester of 2010.

Survey questions were distributed to the teachers at the end of the school year, 2010. The main topics were: 1) level of teacher satisfaction with the RtI program in relation to student achievement, 2) effectiveness of the RtI process in the identification and remediation of students with learning difficulties, and 3) teachers' ability to solve student academic difficulties.

Forty-six teachers were surveyed with a return rate of 65% on the questionnaires that were distributed. A preliminary review of the data indicates a positive response to RtI implementation and its benefits for students. Specifically, 80% of teachers indicated that RtI is beneficial to students in the general education classroom. In addition 73% of responders indicated that all students receiving RtI services benefited from such services. These initial responses indicate a positive attitude toward RtI as a school wide program to enhance student achievement.

In addition to understanding and documenting teacher attitudes toward implementing a new school-wide RtI program for struggling students, this study is in the nascent stage of reviewing quality teacher staff development for new programs, implementation strategies for developing programs, and collaboration strategies and strengths between teachers and families. RtI continues to be a value-added program to ensure student success and provide as needed, timely intervention to students who struggle with core curriculum and basic academic skills.

Question for members: Are RTI models implemented in other countries? We would love to hear from you if you are aware of initiatives like RTI in international contexts.

References

Begin, S. (2010). Response to intervention RTI, fundamentals for educators. Presentation presented at *Meeting for Educators*. Pomona Unified School District, Pomona, CA.

(Continued on page 8)

(Continued from page 7)

- Bergstrom, M. K. (2008). Professional development in response to intervention: Implementation of a model in a rural region. *Rural Special Education Quarterly*, 27 (4) 27 - 36. Retrieved from <http://www.questia.com/reader/printPaginator/>
- Drame, E. R. & Yaoying, X. (2008). Examining sociocultural models. *Childhood Education*, 85 (1) 26 - 34. Retrieved from <http://www.questia.com/reader/printPaginator/>
- Green, S.K. & Shin, M.R. (1994). Parent attitudes about special education and reintegration: What is the role of student outcomes? *Exceptional Children*, 61 (3) 269 - 280. Retrieved from <http://www.questia.com/reader/printPaginator/>
- Stecker, P.M., Fuchs, D. & Fuch, L. S. (2008). Progress monitoring as essential practice within response to intervention. *Rural Special Education Quarterly*, 27 (24) 10 -18. Retrieved from: <http://www.questia.com/reader/printer/Paginator/>

Members Making a Difference



University of Wisconsin Oshkosh Lays Groundwork for Collaborative Project in Santiago, Chile

Michael Skivington

In January 2011, DISES Membership Chair and member of the Extended Board of Directors, Michael Skivington, PhD, (Department of Special Education) and a colleague from the University of Wisconsin Oshkosh traveled to Santiago, Chile, as part of a scouting trip to help set up an educational immersion class slated for the month of July and August of the 2012.

Skivington reports the following: We visited with the Ministry of Education, schools in Santiago, and schools in Osorno, a city in the south of Chile. The visit was coordinated by fellow DISES member and respected colleague, Dr. Helena Todd and her organization la Corporación para el Desarrollo del Aprendizaje (CDA) in Santiago, Chile - see web site: <http://www.cdachile.cl/index.php>

To read the specific article that was written about our visit please check this link: http://www.cdachile.cl/index.php?option=com_content&view=article&id=74%3Aacademicos-de-la-universidad-de-wisconsin-visitacion-cda&catid=48%3Anoticia-principal&lang=en

A second phase of our trip included schools in Osorno and the Lake Region in the south of Chile. During that time we were hosted by the staff of the Fundación Misiones de la Costa: <http://www.fundacionmisionesdelacosta.cl/#>

This trip took us to two different schools run by the the Misión. One is called *Misión San Juan de la Costa* and the second is *Agroforrestal de Quilacahuin*

These school facilities, which have dormitories for boarding students during the school year,

(Continued on page 9)

(Continued from page 8)

also have hospitals and other community resources. These schools are very much a part of the surrounding community and are designed to meet the education and cultural needs of First Nation population, the *Williche* (a subset of the *Mapuche*). In that capacity the schools provide educational (with the support of CDA) support for the students and their individual needs.

We were treated very well by the team of Fundacion Misión de la Costa and we look forward to working with them during the summer of 2012 when we are planning to bring students and teachers from the University of Wisconsin Oshkosh campus community.

Our visit was very successful and we are planning to negotiate a formal agreement (*convenio*) between the University of Wisconsin Oshkosh and CDA Chile in the very near future. A special thanks to Juan Pablo Cárdenas, Executive Director, and José Patricio Franzani Cabanillas, Technical Director, and the entire CDA Chile team!

Mike and colleagues were treated to a special event. While in Chile. Click here for the video!

Creating a Successful University Partnership

Melinda R. Pierson
Janice Myck-Wayne
Kristin K. Stang
California State University, Fullerton, USA

An initial partnership was developed between Adam Mickiewicz University (AMU) in Poznan, Poland and California State University, Fullerton (CSUF) in May of 2009. The overall goal was to strengthen faculty and student awareness of international issues and to further research collaboration between the universities.

The Department of Special Education first became involved in the partnership when the chair attended a luncheon with faculty and administrators in the College of Education and the Vice Rector from AMU. Subsequently, several emails were exchanged between the CSUF Chair and the AMU Vice Rector. During April of 2010, coordination of a collaboration visit by faculty in the department to AMU began. The preliminary goals were to share programs by organizing a forum for the exchange of educational ideas regarding our teacher education programs and to have an opportunity to discuss research collaborations. The key outcome was to develop a platform in which to share ideas and support special education at AMU.

Three faculty members from the Department of Special Education and one graduate student traveled to AMU in early October 2010 for a 6 day visit. The overall objective of the visit was to engage in a shared educational forum. CSUF faculty presented: The History of Special Education in America, Assessment Trends in the United States, Early Childhood Special Education in the United States, and An Overview of Cal State Fullerton and the College of Education. The faculty



(Continued on page 10)

from AMU presented: The System of Special Education in Poland, Children with Special Needs in the Polish Educational System, Barriers to Social Integration for People with Disabilities, and Teacher Training at AMU.

Faculty from CSUF were able to spend time with faculty and graduate students from AMU during time spent touring different campuses of the university. The faculty at AMU provided ample additional opportunities to collaborate while enjoying meals together. The time allowed for personal interaction connected the groups together by identification of shared research interests and goals for program development in special education.

Immediate outcomes from the initial visit appear fruitful. One faculty member was recently hired by the School of Education at AMU as a visiting professor for two months in late spring where she will be lecturing on: characteristics of different disabilities, inclusion of individuals with disabilities, assessment and disability, and collaboration between general education and special education. She will assist the education faculty at AMU with curriculum development in the area of special education.

Another faculty member from CSUF received a Fulbright Senior Specialist scholarship and she will use this scholarship to support her work with AMU which includes a visit for one month in the late summer. She will assist the education faculty with the creation of an introduction to special education course which all teachers in the field of education at AMU will be encouraged to take. Currently, special education content is not a requirement for general education teachers completing their credentials or master's degrees at AMU.

The third faculty member will be involved in a follow-up visit during either the fall of 2011 or the spring of 2012. She will support the curriculum developed by working directly with the faculty at AMU to determine what revisions need to be made. She will also support teachers in the areas of early childhood special education and issues in deaf education.

In addition to the upcoming return visits to AMU, other collaborative activities have already begun. Faculty are working together on several research projects including one related to social skill assessment, the support of families of children who are deaf, and perceptions of inclusion of the people in Poland. Due to differing access to technology resources, the CSUF faculty supported the faculty at AMU in accessing online research articles. In addition, the Dean of the School of Education at AMU asked the Chair of the Department of Special Education to be on the editorial board of a journal that his faculty has recently started.

The faculty in the Department of Special Education at CSUF hope to continue the partnership with AMU for many years. Goals include the infusion of special education content throughout all credential programs, research collaborations between education faculty, and teaching exchanges. The research on infusing inclusive research-based best practices will be able to be disseminated to other major cities in Poland and in additional international communities where the outcomes will hopefully be more disability awareness and acceptance throughout the world.

Contact Information:

Melinda R. Pierson, Ph.D., Professor and Chair
Department of Special Education
California State University, Fullerton
P.O. Box 6868
Fullerton, CA 92834-6868
mperson@fullerton.edu or 657-278-3573

Upcoming Events

The International Association of Special Education: 12th Biennial Conference Educating Every Learner, Every Day: A Global Responsibility

Windhoek, Namibia AFRICA July 10 – 14, 2011

The International Association of Special Education (IASE), in collaboration with the University of Namibia Faculty of Education and Pacific Lutheran University School of Education, invite DISES members to participate in the 12th Biennial Conference on Special Education to take place in Windhoek, Namibia from July 10-14, 2011.

This is a unique opportunity to promote the mission, services and products of your institution, company or organization to a gathering of over 400 delegates from more than 25 countries. As a conference participant, you can play a critical and visible role in supporting the IASE conference theme of *“educating every learner, every day: a global responsibility.”* You can also enjoy keynote presentations and breakout sessions by provocative leaders in the field of special education and attend a number of special events and organized tours.

Founded in 1989, the IASE is an international organization of professionals working in the field of special education and family members of people with special needs. IASE is dedicated to improving the quality of life and service delivery for all individuals identified as having special needs.

The conference venue is the University of Namibia in Windhoek, the capital of Namibia and largest city in the republic with a population of nearly 300,000 people. English is the official language of Namibia. Windhoek’s Hosea Kutako International Airport is situated 26 miles (42 kilometers) outside of the city. There are daily flights which directly connect to Frankfurt – and Southern Africa’s hub, Johannesburg, is only a two-hour flight (from there it is possible to connect to more than 50 major cities in the world).

We invite you to take advantage of this opportunity to gain increased visibility for your company or organization while at the same time supporting international special education. Please visit our conference website at <http://sites.google.com/site/iase2011conference/> to find information regarding **IASE Conference Registration** and **IASE Conference Exhibitor & Sponsorship Application**.

Other Events of Interest:

The International School Psychology Association (ISPA):

The 33rd ISPA Conference will be held in Chennai, India July 19-23, 2011. Preconference workshops will take place on 18th July.

For more information, [click here!](#)

The Council for Exceptional Children (CEC)

The Council for Exceptional Children 2011 Convention and Expo in National Harbor, Maryland April 25-28, 2011

For more information: [click here!](#)

Article Submissions

DISES Newsletter

The Editors of the *DISES Newsletter* welcome member submissions of articles presenting current teaching innovations, research, collaborative efforts, and service initiatives around the globe. Please take this opportunity to share current activities and information with your colleagues internationally. Please direct completed articles, inquiries, and requests for guidelines to the editors at: newsletter.dises@gmail.com

The Journal of International Special Needs Education

The purpose of the *Journal of International Special Needs Education* is to provide DISES members and members of the international scientific community with information that reflect the field of special education around the world. It is a multi-disciplinary journal for reporting original and theoretical contributions concerning disability and the delivery of special education programs and services to individuals with disabilities throughout the world. For further information regarding submission inquiries and guidelines please contact the editor at: jisne.dises@gmail.com

Division of International
Special Education Services (DISES)
290 Crystal Drive, Suite 1000
Arlington, VA 22202-3557 USA
(866)509-0218 Voice
(866)915-5000 TTYD
www.cec.sped.org



Council for
Exceptional
Children

*Division of
International
Special Education
and Services*

The voice and vision of special education

Co-editors:
Marcia Davidson, Ph.D.
Marjorie Lynes, M.Ed.
newslettter.dises@gmail.com