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Special Education Today

News, resources, and tools for educators like you.

Ready to Advocate on Capitol Hill? Registration for the 2019 Special Education Legislative Summit is open!



The Council for Exceptional Children (CEC) and Council of Administrators of Special Education (CASE) invite you to the 2019 Special Education Legislative Summit, the premier advocacy event of the year for special educators and early interventionists.

During this event, advocates from across the country gather together to educate our nation's policymakers about protecting IDEA, ensuring FAPE and early intervention services and safeguarding the rights of children and youth with exceptionalities.

You know what children and youth with exceptionalities and professionals need, so raise your voice and [advocate with us](#) during the 2019 Special Education Legislative Summit this July!

Take advantage of early bird rate!

Council for Exceptional Children's comprehensive survey offers front-line view into special education

Special education teachers feel mostly competent in their own ability to work with students who have disabilities. But they have less confidence that their

general education peers and supervisors have the same skills—a deep concern when inclusion in general education classes is a priority for most children with special needs.

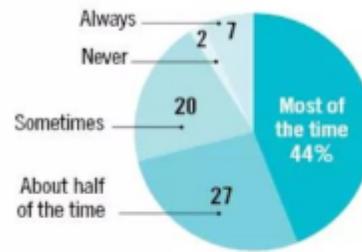
That finding is one of several from a survey of special education teachers conducted by the Council for Exceptional Children (CEC) and released at its recent national conference in Indianapolis.

CEC’s State of the Profession Survey 2019 was spearheaded by Mary Ruth Coleman, William K. Bogdan and Susan Fowler, all former presidents of the organization. They say even the most sobering findings have an upside: They show that special education teachers expect a lot from themselves and others.

Nearly 1,500 teachers responded to the survey; general education, self-contained or resource-room settings each accounted for roughly 30 percent of respondents’ teaching environments, with the remainder saying they taught in other places.

“They feel competent, they understand the role of the [individualized education program], they understand collaboration and they value it. They want to do it more and better,” said Coleman, a senior scientist emerita at the Frank Porter Graham Child Development Institute in Chapel Hill, N.C. [Read more about the survey.](#)

Percentage of special education teachers assessing how often their students felt “a sense of community or belonging” in school:



Top 3 things needed by special education teachers to be successful, in ranked order:

1. Adequate resources to meet IEP requirements for my students
2. Smaller class sizes/caseloads
3. Administrators who support the IEP process

SOURCE: Council for Exceptional Children State of Our Profession Survey, 2019

Policy Highlights

Classrooms in Crises: Examining the Inappropriate Use of Seclusion and Restraint Practices

The Early Childhood, Elementary and Secondary Education
Subcommittee of the U.S. House of Representatives Education and



Labor Committee held a [hearing](#) on “Classrooms in Crisis: Examining the Inappropriate Use of Seclusion and Restraint Practices” on February 27, 2019. The United States Government Accountability Office (GAO) in a study found that the use of restraint and seclusion in K-12 public schools was very rare, but for students with disabilities and boys these actions are disproportionate. [Read more.](#)

Trump Administration’s Proposed Budget Cuts for FY 2020

In a recent op-ed, Office of Management and Budget Acting Director Russ Vought announced that President Trump’s fiscal year 2020 budget request will propose a five percent cut in non-defense discretionary spending. The Administration’s budget is due to be released in mid-March. [Read more.](#)



CEC Opposes Administration’s New Tax Credit Voucher Program: Write Your Member of Congress



Last week, U.S. Secretary of Education Betsy DeVos, along with U.S. Senator Ted Cruz (R-Texas) and U.S. Representative Bradley Byrne (R-AL), [announced](#) a proposal to create a new federal private school voucher program. The proposal, the Education Funding Scholarships and Opportunity Act, would create a dollar-for-dollar tax credit for individuals and corporations contributing to organizations set up to provide vouchers for students to attend private schools. [Read more.](#)

Newly published CEC books provide tool for educating students with intellectual disability and autism spectrum

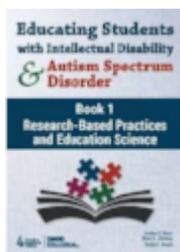
CEC, in partnership with DADD, has published four new books on “Educating Students with Intellectual Disability and Autism Spectrum.”

Edited by Jordan C. Shurr, Bree A. Jimenez and Emily C. Bouck, the books provide a unique focus on the four stages of learning as a framework for assessment and

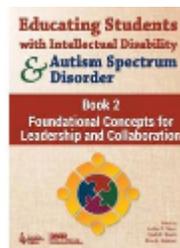
instruction. They are designed primarily for special education teachers, paraprofessionals, professors and pre-service and in-service teachers.

Chapters in each book highlight the learning process to help educators determine what students should learn and provide specific instructional strategies. These focus on the four stages of learning: acquisition, fluency, generalization and maintenance. Each chapter includes clearly defined research and evidence-based practice within each chapter. Self-review and program-review checklists are also included with each topic.

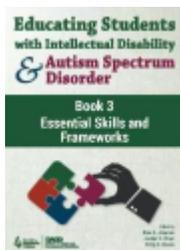
Check out these books in the CEC Publications Catalog, where they are now available for pre-order. The publication date is late March, when orders will be shipped:



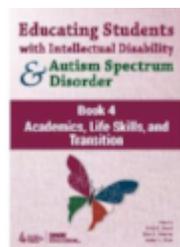
[Educating Students with Intellectual Disability and Autism Spectrum Disorder Book 1: Research-Based Practices and Education Science](#)



[Educating Students with Intellectual Disability and Autism Spectrum Disorder Book 2: Foundational Concepts for Leadership and Collaboration](#)



[Educating Students with Intellectual Disability and Autism Spectrum Disorder Book 3: Essential Skills and Frameworks](#)



[Educating Students with Intellectual Disability and Autism Spectrum Disorder Book 4: Academics, Life Skills, and Transition](#)

Support your new teachers



CEC's [New Special Education Teachers Induction Toolkit](#) is a multimedia resource for facilitating new special education teachers' transition to the classroom.

The kit provides our most popular and comprehensive on-boarding resources yet, to help you effectively prepare your new teachers. For 2019, CEC has added new webinars about family engagement and co-teaching.

Each toolkit includes resources for one administrator and five teachers, including two books and a special issue of TEACHING Exceptional Children. You also get access to four webinars and three podcasts. Order your toolkit today so you can prepare to support your new teachers as they start the new school year. [Learn more.](#)

Use promotion code **READY26** at checkout to save \$25.



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Upcoming Events

79th Annual Michigan CEC Conference

Amway Grand Plaza | Grand Rapids, Michigan
March 6 - March 8, 2019

NJ CEC Spring 2019 Annual Conference

Mahwah, New Jersey | March 22, 2019

Ohio CEC 2019 Annual Conference

Quest Conference Center | Columbus, Ohio
June 3, 2019

2019 Special Education Legislative Summit

Arlington, VA | July 7-10, 2019

News

How tech can help students hear in school:

Ensuring every child in your class can adequately hear you can be a challenge. Hearing aids and some other tech solutions can make students feel like they stick out. Raising your voice is tiring and may make you hoarse by the end of the day — and students with hearing issues may not want to sit where they hear best. Rather than selecting one tool or approach to make sure students can hear in class, Tulare City school district in California found that having a variety of options available helps meet the needs of all their students. [Read more.](#)



Five-State Initiative to Boost Principals' Knowledge of Special Education: The Council of Chief State School Officers has launched an effort with five states that is aimed at improving principals' knowledge of supporting students with disabilities. The Advancing Inclusive Principal Leadership State Initiative is working with Arkansas, Colorado, Georgia, Mississippi and Ohio. Partners in the effort include the federally-funded CEEDAR Center (Collaboration on Effective Educator Development, Accountability, and Reform) and the Oak Foundation, a philanthropy that supports students with learning differences. [Read more.](#)

State Launches Developmental Disability ID Cards: New Yorkers with developmental disabilities or their loved ones can now apply for a state-issued identification card designed to ease encounters with first responders. The card, made possible thanks to a 2018 state law, contains basic information such as name, address and date of birth, as well as emergency contact information. Most importantly, it contains special information about a person's disability and a disclaimer that advocates hope will smooth out interactions with law enforcement and emergency services personnel. [Read more](#)

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Council for Exceptional Children
2900 Crystal Drive
Suite 100

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