RESOURCE MATRIX
(School-Age Development and Programs]

Articles, Manuals, and Other Reports	
Citation	Cramer. P. (2013, March 18). City releases limited data about impact of special education changes. *GothamSchools*. Retrieved from http://gothamschools.org/2013/03/14/city-releases-limited-data-about-impact-of-special-ed-changes/
Description	*GothamSchools* is an award-winning nonprofit news website that covers New York City public schools. Along with *EdNews Colorado*, they are a founding bureau of the *Education News Network* (ENN). ENN's mission is to provide deep local reporting on education policy and practice to inform decisions and actions that lead to better outcomes for children. *GothamSchools'* stories have been cited by *The New York Times*, the *Wall Street Journal*, the *Washington Post*, and other media outlets. In this article, they report that three years after launching an initiative to integrate more students with special needs in mainstream classrooms, the Department of Education has reported that students with special needs in schools that participated in the first phase of the initiative saw their test scores improve more than students with disabilities at similar schools that were not in the initiative. In addition, their attendance rates rose and suspension rates fell more than the students with disabilities at similar schools that were not in the initiative.
Application	Information and resources from this article will enrich course content on program planning and inclusive practices in school systems.
Outcome	Use of this article will help students assist families in accessing information and resources. [8.3]
Additional Information	Adler, B. (2013, February 18). Advocates pan city's record on disabilities. *City Limits*. Retrieved from http://www.citylimits.org/news/articles/4744/advocates-pan-city-s-record-on-disabilities#.USPIyx03vSh Boyle, C., Topping, K., Jindal-Snape, D., & Norwich, B. (2012). The importance of peer-support for teaching staff when including children with special educational needs. *School Psychology International*, *33*, 167-184. DOI: 10.1177/0143034311415783
CEC Paraeducator Standards/ NAEYC Core Standards	Professional and ethical practice/Engaging in informed advocacy for children and the profession.

RESOURCE MATRIX
(School-Age Development and Programs]

Articles, Manuals, and Other Reports	
Citation	Jordan, H. (2013, April 2). Outrunning obstacles: Here's what the federal government says about sports opportunities for kids with disabilities. *MLive: All Michigan.* Retrieved from http://www.mlive.com/news/saginaw/index.ssf/2013/04/saginaw_township_mother_federa.html
Description	Under the law, a school district is required to provide a qualified student with a disability an opportunity to benefit from its extracurricular athletics program equal to that of students without disabilities. The U.S. Department of Education's Office for Civil Rights, which is responsible for enforcing the law, recently provided guidance to schools that receive federal financial assistance. This article summarizes a 13-page letter from Seth M. Galanter, acting assistant secretary for civil rights, which clarifies the law.
Application	Information and resources from this article will enrich course content on program planning and inclusive practices in school systems.
Outcome	Use of this article will help students assist families in accessing information and resources. [8.3]
Additional Information	American College of Sports Medicine, Inclusive Fitness Coalition IFC), & National Center on Physical Activity and Disability. (Producers). (2011). *Improving opportunities in physical education and athletics for students with disabilities* [Video]. Available from http://www.youtube.com/watch?v=CINNAGgPzig Wrightslaw. (2013). Physical Education (PE) & Adapted Physical Education. *Wrightslaw*. Retrieved from http://www.wrightslaw.com/info/pe.index.htm
CEC Paraeducator Standards/ NAEYC Core Standards	Professional and ethical practice/Engaging in informed advocacy for children and the profession.

RESOURCE MATRIX
(School-Age Development and Programs]

Articles, Manuals, and Other Reports	
Citation	Miller, T. (Producer). (2011). *Social Skills for Children and Youth with Visual Impairments* (Chapter 3) [Webcast]. Available from http://www.youtube.com/watch?v=bcN2GR7jaWw
Description	This webcast presents an activity in which students document adaptive teaching strategies they observe in a video of a 2nd grade classroom.
Application	This article will support course text related to helping students with disabilities develop social skills.
Outcome	Information in this webcast will help students Implement strategies that promote the self-awareness, self-regulation, self-control, self-reliance, self-esteem and independence in children under the guidance of the lead teacher. [2.1]
Additional Information	National Association of School Psychologists. (2001). Social skills: Promoting positive behavior, academic success, and school safety. *NASP Resources*. Retrieved from http://www.nasponline.org/resources/factsheets/socialskills_fs.aspx Rozelle. C., & Rozelle, P. (1977). *National Center for Learning Disabilities.* Retrieved from http://www.ncld.org/about-us
CEC Paraeducator Standards/ NAEYC Core Standards	Individual learning differences/Reflecting on their own practice to promote positive outcomes for each child

RESOURCE MATRIX
(School-Age Development and Programs]

Field Trips, Service Sites, and Other Instructional Activities	
Citation	The U.S. Department of Education, Office of Special Education Programs (OSEP). (Producer) (2001). *PALS: A Reading Strategy for Grades 2-6* [Module]. *The IRIS Center*. Available from http://iris.peabody.vanderbilt.edu/resources.html
Description	In this module, students are provided with activities to help them determine the effectiveness of the PALS reading strategy. Activities are organized under the topic areas challenge; thoughts; perspectives and resources; assessment; and wrap-up.
Application	This module will support course content on helping children develop literacy competencies.
Outcome	Students will read this article to learn more about participating in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to effectively teach children with exceptional needs. [3.2]
Additional Information	The U.S. Department of Education, Office of Special Education Programs (OSEP). (Producer). (2001). *Reading (and scaffolding) expository texts*. [Information Brief]. *The IRIS Center*. Available from http://iris.peabody.vanderbilt.edu/resource_infoBrief/info_brief_files/readingrockets_org_article_39906_.html The U.S. Department of Education, Office of Special Education Programs (OSEP). (Producer). (2001). *Reading (and scaffolding) narrative texts*. [Information Brief]. *The IRIS Center*. Available from http://iris.peabody.vanderbilt.edu/resource_infoBrief/info_brief_files/readingrockets_org_article_39884_.html
CEC Paraeducator Standards/ NAEYC Core Standards	Individual learning differences/Reflecting on their own practice to promote positive outcomes for each child

Textbooks, Workbooks, and Other Instructional Materials	
Citation	Department of Education's **Office of Special Education Programs (OSEP)**. (2013). The Family Center on Technology and Disability (FCTD). Retrieved from http://www.fctd.info/show/about
Description	The FCTD web site provides assistive and instructional technology resources of interest to families of children with disabilities. The website offers access to fact sheets, Power Point presentations, monthly newsletters, online discussion and summer institute transcripts, a database of more than 3,500 organizations, and a a resource review database with hundreds of reviews of AT resources.
Application	This website's resources include instructional materials to help teachers create an educational environment with the necessary supports so that all children can achieve.
Outcome	Instructional activities presented in this video will add to students' knowledge of how to increase the participation and engagement of all (with and without disabilities) children in the classroom (e.g., use knowledge of individual children's strengths, interests, and learning styles to encourage engagement in varied activities). [4.2]
Additional Information	Department of Education's **Office of Special Education Programs (OSEP)**. (Producer). (2013). *Assistive technology in action-meet Jared* [Video]. Available from http://www.youtube.com/watch?v=bYKUxOdUAao&list=PLmki7uES_4gvQU0qwET0rBSyn8KbOEpZt Department of Education's **Office of Special Education Programs (OSEP)**. (Producer). (2013). *Isabel needs assistive technology* [Video]. Available from http://www.youtube.com/watch?v=FsazogO1E_Q&feature=c4-overview-vl&list=PLmki7uES_4gvQU0qwET0rBSyn8KbOEpZt The Family Center on Technology and Disability. (2013). *Family information guide to assistive technology and transition planning*. Retrieved from http://www.fctd.info/assets/assets/8/FCTD-AT-Transition-Guide.pdf?1281716039
CEC Paraeducator Standards/NAECY Core Standards	Instructional Strategies/Knowing and understanding effective strategies and tools for early education

RESOURCE MATRIX
(School-Age Development and Programs]

Textbooks, Workbooks, and Other Instructional Materials	
Citation	The U.S. Department of Education, Office of Special Education Programs (OSEP). (Producer). (2001). *Assistive technology and the individualized educational program*. [Information Brief]. *The IRIS Center*. Available from http://iris.peabody.vanderbilt.edu/resource_infoBrief/info_brief_files/pediatricapta_org_consumer_patient_information_pdfs_assistivetechnology_pdf.html
Description	This is a fact sheet originally produced by the American Physical Therapy Association that can be used to guide all members of an individualized educational program (IEP) as they consider how assistive technology will be used to meet specified goals.
Application	Information from this fact sheet will support course content on creating an environment where all students can achieve.
Outcome	Information from this resource will help students increase the participation and engagement of all (with and without disabilities) children in the classroom (e.g., use knowledge of individual children's strengths, interests, and learning styles to encourage engagement in varied activities). [4.2]
Additional Information	Department of Education's **Office of Special Education Programs (OSEP)**. (Producer). (2013). *Assistive technology in action-meet Mason* [Video]. Available from http://www.youtube.com/watch?v=xMHuWGUEu2M&list=PLmki7uES_4gvQU0qwET0rBSyn8KbOEpZt Department of Education's **Office of Special Education Programs (OSEP)**. (Producer). (2013). *Assistive technology in action-meet Sam* [Video]. Available from http://www.youtube.com/watch?v=YayaN9vwipU&list=PLmki7uES_4gvQU0qwET0rBSyn8KbOEpZt Edutopia. (Producer). (2010). *Assistive technology: Enabling dreams* [Video}. Available from http://www.youtube.com/watch?v=rXxdxck8Gic The Family Center on Technology and Disability (FCTD), & Pacer Center. (Producer). (2012). *Assistive technology in action-Meet Elle* (Video]. Available from http://www.youtube.com/watch?v=R8VuA8yVBv8
CEC Paraeducator Standards/NA EYC Core Standards	Individual learning differences/Knowing and understanding the multiple influences on development and learning

RESOURCE MATRIX
(School-Age Development and Programs]

	Websites and Other Electronic Media
Citation	Burgstahler, S., & The National Science Foundation (Producers). (2009, October). *Equal access: science and students with sensory impairments*. [Video]. Available from http://www.youtube.com/watch?v=3-PoIJ6VjWA
Description	This video is posted on the Do-It website. DO-IT (Disabilities, Opportunities, Internetworking, and Technology) serves to increase the successful participation of individuals with disabilities in challenging academic programs and careers. This video provides strategies for success for both students and teachers of students with disabilities. Accommodations and adaptations for learning content and engaging in activities are described in detail.
Application	Information from this video will support course content on science and math.
Outcome	Information from this video will help students increase the participation and engagement of all (with and without disabilities) children in the classroom (e.g., use knowledge of individual children's strengths, interests, and learning styles to encourage engagement in varied activities). [4.2]
Additional Information	Burgstahler, S., & The National Science Foundation (2012, April 6). Equal access: Science and students with sensory impairments. *Disabilities, Opportunities, Internetworking, and Technology (Do-It).* Retrieved from *http://www.washington.edu/doit/Brochures/PDF/equal_access_sci.pdf* Described and Captioned Media Program, The National Association of the Deaf. & U.S. Department of Education. (Producers). (2008, December). Equal access in the classroom [Video}. Available from http://www.youtube.com/watch?v=GZ4OeOJ10W4 The U.S. Department of Education, Office of Special Education Programs (OSEP). (2001). Captioned media: Literacy support for diverse learners. [Information Brief]. *The IRIS Center*. Retrieved from http://iris.peabody.vanderbilt.edu/resource_infoBrief/info_brief_files/readingrockets_org_article_35793.html
CEC Paraeducator Standards/ NAEYC Core Standards	Individual learning differences/Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

Websites and Other Electronic Media	
Citation	Center for Applied Special Technology. (1984). *CAST: Universal Design for Learning.* Retrieved from http://www.cast.org/
Description	This website defines Universal Design for Learning (UDL)and provides guidelines for presenting information and content in different ways (multiple means of representation), differentiating the ways that students can express what they know (multiple means of action and expression), and stimulating interest and motivation in learning (multiple means of engagement).
Application	Resources on this website will support course content on promoting cognitive, physical, and social skills of students with disabilities.
Outcome	Resources at this website will help students implement strategies that promote the self-awareness, self-regulation, self-control, self-reliance, self-esteem and independence in children under the guidance of the lead teacher. [2.1]
Additional Information	McDonough, V.T., & King, B. (Producers). (2010). *Recognizing a child's early brain injury later in the classroom* [Video]. Available from http://www.youtube.com/watch?v=LeCK_QXqcW8 The U.S. Department of Education, Office of Special Education Programs (OSEP). (2001). Instructional accommodations: making the learning environment accessible to student with visual disabilities. *The IRIS Center*. Retrieved from http://iris.peabody.vanderbilt.edu/v02_successsight/challenge.htm University of Colorado at Boulder. (Producer). (2012). *CU-Boulder research: Engineering sporting equipment for visually impaired children* [Video}. Available from http://www.youtube.com/watch?v=ePw4P6Fc0kE UTS Primary. (Producer). (2011). *Assistive technologies for vision and hearing impaired children* [Video]. Available from http://www.youtube.com/watch?v=nCKAJ_H0rPw
CEC Paraeducator Standards/NAEYC Core Standards	Instructional Strategies/Using content knowledge to build a meaningful curriculum

Websites and Other Electronic Media	
Citation	Inclusion Research Institute (IRI). (2013). *Organizations*. Retrieved from http://inclusionresearch.org/Organizations.html
Description	The Inclusion Research Institute (IRI) is a non-profit, 501(c) 3 organization. IRI is a recognized leader in the research, development and implementation of projects and programs enabling persons of all ages, including individuals with disabilities, to be independent and included in all aspects of their community life.
Application	Resources found on this webpage will support content on creating inclusive environments for children age 5 to 9. .
Outcome	Information from this site will help students provide accurate and timely information about children with exceptional needs to individuals who have the need and right to know under the guidance of the lead teacher. [7.3]
Additional Information	The U.S. Department of Education, Office of Special Education Programs (OSEP). (Producer). (2001). Activity: He's just a goofy guy *The IRIS Center.* Retrieved from http://iris.peabody.vanderbilt.edu/activities/case_based/ica005.pdf The U.S. Department of Education, Office of Special Education Programs (OSEP). (Producer). (2001). Small Group Activity: Accommodations: Physical Environment. *The IRIS Center.* Retrieved from http://iris.peabody.vanderbilt.edu/activities/group/igr004.pdf
CEC Paraeducator Standards/NAECY Core Standards	Instructional strategies/Knowing and understanding effective strategies and tools for early education

Websites and Other Electronic Media	
Citation	New England Regional Seminar for Children with Visual Impairments and Their Families (birth-7 years of age). (Producers). (2010). *Jane Bernstein: Love: The challenges of raising a child with disabilities* [Video]. Available from http://www.youtube.com/watch?v=XVrKskM6Id4
Description	Jane Bernstein is the author of *Loving Rachel* and *Rachel in the World*. These books describe raising her daughter who has developmental disabilities. This is a video of her keynote speech at the 26th New England Regional Seminar for Children with Visual Impairments and Their Families (birth-7 years of age).
Application	Information from this video support course content on the influence of the home environment on learning.
Outcome	**Information provided in this video will help students demonstrate and maintain a positive relationship with students, family members, colleagues, service professionals and early intervention team members. [7.2]**
Additional Information	Accordia, American Airlines, The Southwestern Bell Foundation, The Corporation for Public Broadcasting, & The Southern Educational Communications Association (Producers). (2013). *For a deaf son* [Video]. Available from http://www.youtube.com/user/dcmpnad?feature=watch Inclusion Institute: Chapel Hill, NC. (Producer). (2009). *2008 Inclusion Institute: Dr. Ann Turnbull, keynote* [Video]. Available from http://www.youtube.com/watch?v=jfYBydcLaNo The University of Connecticut AJ Pappanikou Center. (Producer). (2010). *Sustaining families in quality of life over the long haul* [Video]. Available from http://www.youtube.com/watch?v=ua_PNQSB6-0&feature=c4-overview&playnext=1&list=TLHl7YJEMLPeM
CEC Paraeducator Standards/ NAEYC Core Standards	Learning environments and social interactions/Knowing and understanding effective strategies and tools for early education

RESOURCE MATRIX
(School-Age Development and Programs]

Websites and Other Electronic Media	
Citation	The WHITE HOUSE. (Producer) (2010). *President Obama signs 21st Century Communications & Video Accessibility Act* [Video]. Available from http://www.youtube.com/watch?v=uNmTyVG2xd4
Description	This Act requires captions for new television programs and requires easy access to the closed captioning function (no more "hunt for the closed captions in the menu"). It requires Internet-based phone services to be hearing aid compatible. Individuals with visual or hearing impairments will get funds to purchase needed communications equipment and services. While this is now law, it does not actually take effect until we have Federal Communications Commission regulations. That could take awhile. In the meantime, we can tell television programming producers broadcasting online that they may as well start captioning, because it is now the law.
Application	Information about this law will support course content on community resources.
Outcome	Information about this act will help students share information about Increasing the participation and engagement of all (with and without disabilities) children in the classroom (e.g., use knowledge of individual children's strengths, interests, and learning styles to encourage engagement in varied activities). [4.2]
Additional Information	The National Dissemination Center for Children with Disabilities. (2012, April). *Disability & Education Laws*. Retrieved from http://nichcy.org/laws The U.S. Department of Education, Office of Special Education Programs (OSEP). (Producer). (2001). Providing instructional supports: Facilitating mastery of new skills [Module]. *The IRIS Center*. Available from http://iris.peabody.vanderbilt.edu/sca/chalcycle.htm
CEC Paraeducator Standards/NAECY Core Standards	Individual learning differences/Understanding content knowledge and resources in academic disciplines