Index

Accommodation approach to conflict resolution, 372-373 Action planning, 418 ADA (Americans with Disabilities Act), 154 Adequate yearly progress (AYP), 174-175 Advisory opinion process, 236 Advocacy. See also Advocacy disposition; Advocacy outcomes; Advocacy skills anecdotes on, 2-3, 12, 15, 16, 32, 43, 82-83, 86, 92, 97-98, 136, 265-266, 309, 343-344, 395, 473-474 characteristics of effective advocates, 4-5, 33-39 community advocacy, 398 competencies for professional advocacy, 20-23, 500-505 constraints on, 494 definition of, 3-5 and denial of educational rights and needs of children with disabilities, 11-14 developmental phases in becoming an advocate, 49-53 direct services advocacy, 3969-3997 ethical responsibility for, 64-67 examples of, 434-454 external versus internal advocacy, 394 and historical discrimination against individuals with disabilities, 9-11 historical legacy of, 5-6 lack of parental advocacy, 16-18 legal advocacy, 400-404 legal safeguards for, 45-49 legislative advocacy, 399-400 media advocacy, 427, 429-431 motivations for, 33 need for professional advocacy, 6-20, 30 - 31reluctance of professionals to serve as advocates, 6-8 responsibilities of special education professionals for, 395 rewards of, 33 and schools as bureaucracies entities, 14-16, 37

self-advocacy, 408-410 and special education outcomes research, 18 - 20systems advocacy, 405-407 training for families in, 96-114 types of, 396-410 values and, 39, 41–44 Advocacy disposition. See also Advocacy; Advocacy outcomes; Advocacy skills anecdote on, 32, 43 definition of, 21 developmental phases in becoming an advocate, 49-53 diagram on, 21 dual-role dilemma and, 31-34, 73 early career advocates, 51 factors fostering, 53-54 guidelines on, 53-54 hope and, 44 legal safeguards in professional advocacy work, 45-49 midcareer advocates, 51-52 passion and, 42-44 persistence of professionals, 38-39 preservice phase of, 50-51, 67-68, 76-77, 495-496 purposes of schooling with moral value, 39, 41-42 resources on, 55-56 self-confidence of professionals, 37-38 strategies for, 39, 40 summary on, 54-55, 394-395 values inherent in, 39, 41-44 veteran advocates, 52–53 willingness to be risk taker, 34-37 Advocacy outcomes. See also Advocacy; Advocacy disposition; Advocacy skills competencies of special education professionals, 500-505 evaluation of, in model for ethical reasoning and decision-making, 487-489 examples of, 434-454 family empowerment as, 496-498

improved educational services as, 498-499 professional growth and development as, 495-496 resources on, 506 responsive and collaborative educational systems as, 499-500 summary on, 505 Advocacy skills. See also Advocacy; Advocacy disposition; Advocacy outcomes action planning, 418 assertive action, 418-419 basic advocacy skills, 101-103 behavioral approach, 431-432 community advocacy, 398 consistency approach, 432-433 definition of, 23 diagram on, 22 direct services advocacy, 3969-3997 documentation, 420-422 examples of, 434-454 for family support, 422-427 follow-up, 420 functional approach, 434 information gathering, 416-418 legal advocacy, 400-404 legislative advocacy, 399-400 media strategies, 427, 429-431 perceptual approach, 433 persuasion, 431 principles of effective advocacy, 410-414 problem definition, 407, 414-416 resources on, 455-456 self-advocacy, 408-410 steps in advocacy process, 414-420 summary on, 454-455 systems advocacy, 405-407 types of advocacy, 396-410 Affirming support, 320 African Americans, 323. See also Culturally diverse students and families Agostini v. Felton, 163 Aguilar v. Felton, 163 Alcohol abuse, 278, 279 Allowance of autonomy, 74-75 American Bar Association, 247-248 American Psychological Association (APA) Ethical Principles of Psychologists and Code of Conduct, 60, 490 Web site of, 490 American Society for Ethics in Education, 490 Americans with Disabilities Act (ADA), 154

Angry or upset individuals, 326-327 Annual Performance Report (APR) under IDEA, 244-246 Anthropology, 87 APA. See American Psychological Association (APA) Applied professional ethics. See also Ethical disposition APR. See Annual Performance Report (APR) under IDEA The Arc, 115, 456 Asian Americans, 323, 438–442. See also Culturally diverse students and families Assertiveness, 103-104, 418-419 Assessment. See Educational evaluations Assistive technology, 187-188 Assistive technology service, 187 Attrition conceptual models of, 123-125 definition of, 122 employment factors and, 123, 129-130 exit attrition, 122 external factors and, 123 job characteristics model of, 123 personal factors and, 123, 129 research studies on, 125-130 of special education teachers, 122-130, 495-496 Autonomy, allowance of, 74-75 Avoidance approach to conflict resolution, 373 AYP (adequate yearly progress), 174-175 BATNA (best alternative to a negotiated agreement), 379-380, 384, 388-389 Behavioral approach to advocacy, 431-432 Behavioral intervention plan (BIP), 169-170 Beneficence. See Love and caring Benefit maximization principle, 468-469 Bernasconi v. Tempe Elementary School District No. 3, 46-47

Best alternative to a negotiated agreement (BATNA), 379–380, 384, 388–389

BIP (behavioral intervention plan), 169–170

Board of Education of Community Consolidated School District No. 21 v. Illinois State Board of Education, 178

Board of Education of Northfield High School District 225 v. Roy H. and Lynn H., 195 Board of Education of the Hendrick Hudson School District v. Rowley, 59, 156,

176–177, 367, 401, 479

Board of Education v. Holland, 401

BOUNCE BACK! resiliency program, 141, 142 Brainstorming, 377, 378 Break Through Strategy of negotiation, 383-389 Brookhart v. Illinois State Board of Education, 164 Brown v. Board of Education, 153 Bureaucracies, 14-16, 37 Burlington School Committee v. Department of Education, 162 Burnout of special education teachers, 122-130, 145, 146, 495 Burnout Self-Test, 145 CADRE (Consortium for Appropriate Dispute Resolution in Special Education), 248 California, 235 Calling the game, 310-311 Candor, 71 CAP (Client Assistance Program), 403 Caring. See Love and caring Case law, 155-156. See also specific court cases Case manager for dispute resolution, 233-234 Catalog of School Reform Models, 276 CBAM (Concerns Based Adoption Model), 264-266, 503 CEC. See Council for Exceptional Children (CEC)Center for Collaborative Practice, 356 Center for Comprehensive School Reform and Improvement, 276 C.F.R. See Code of Federal Regulations (C.F.R.) Change. See School change issues and strategies Change agents, 253 Change initiators, 252-253 Character, 58 Child abuse and neglect, 73, 278, 279 Child find system, 159 CIC (clean intermittent catheterization), 185-186 CIFMS (Continuous Improvement and Focused Monitoring System), 244, 246 Civil Rights Act (1871), 184, 230 Clarifying statements, 317 Clean intermittent catheterization (CIC), 185-186 Client Assistance Program (CAP), 403

Close-ended questions, 317-318 Coalition building, 398 Coalition for Community Schools, 292 Code of Federal Regulations (C.F.R.), 155 Codes of ethics for professionals, 55, 59-68, 121, 464, 467, 479-480 Cognitive coping strategies. See Coping skills Cohesiveness, 347-350 Collaboration and ability to find common ground, 340 and ability to learn from others, 340-341 as advocacy outcome, 499-500 anecdote on, 343-344 barriers to, 337-338 characteristics for effective collaboration, 333-335 collaborative rule making as dispute resolution strategy, 232-233 communication skills for, 339-340, 345, 346, 349-350 community services and organizations benefiting all students, 280-286 competencies for effective advocacyoriented collaboration, 338-347 conflict resolution skills and, 342-344, 374-375 context for understanding school collaboration issues, 333-338 definition of, 23, 333 diagram on, 22 empathy and sensitivity for, 339 and enhancing group decision-making processes, 347-355 factors precipitating increase in professional collaboration, 335-336 with families, 336-338, 341 feedback and, 349-350 full-service community schools and, 286 and genuine interest in others, 339-340 group building and maintenance roles of group members, 351, 352 groupthink and, 351, 353 improving processes for effective group decision-making, 350-353 interaction management and, 350 and introducing ideas noncompetitively, 347 knowledge and skills fostering, 332-333 leadership skills in, 353-355 listening skills and, 344 motivation and, 350 problem solving and, 210-211, 345-347, 380-381

promoting group cohesion, 347-350 resources on, 356 and respect for others' input, opinions, and criticisms, 341 responses to resistance and conflict during, 346 risk-taking and, 341-342 self-reflection and, 342 skills in, 342-347 summary on, 355 and support for viewpoints of others, 342 systems change and, 272-273 task roles of group members, 351, 352 trust and rapport for, 344-345 Collaborative problem solving, 380-381 Communication skills. See Interpersonal communication skills Community advocacy, 398 Community services and organizations collaborative supports benefiting all students, 280-286 Community-Schools Partnership Programs, 283 diagram on, 22 family-friendly community resource directory, 281 full-service community schools, 283-286 knowledge of, 22, 23, 277-292 needs of students with disabilities and their families, 278-279, 286-291 referral of parents to, 152 resources on, 292 school-based services, 282-283 school-linked services, 281-282 special education professional-based community connections, 279-280 summary on, 291 support systems for students with the most complex needs, 287-289 system of care and, 290-291, 292 wraparound services, 287-290, 292 Community-Schools Partnership Programs, 283 Compassion, 87 Competence, 71-72 Competition in conflict resolution, 371-372 Comprehensive school reform (CSR), 274-275 Compromise as approach to conflict resolution, 373-374 moral compromise, 488-489 Concerns Based Adoption Model (CBAM), 264-266, 503 Conflict. See also Conflict resolution skills

causes of, in professionals' advocacy efforts, 359-369 constructive benefits of, 370 definition of, 358 destructive effect of, 369-370 factors escalating or deescalating, 362-363 impasse and, 381-383 increase in educational conflict, 358 interested audiences to, 367 as natural and healthy, 358-359 nature and perceived importance of, 366 parental characteristics for waging, 364-365 and prior family-professional relationship, 365 resistance and, 367-369, 381-383 response to, during collaboration, 346 social environment of, 366-367 as stage of dispute resolution, 234-237 types of interpersonal conflict, 360-362 and willingness of participants to compromise and concede, 367 Conflict Research Consortium, University of Colorado, 390 Conflict resolution skills. See also Conflict; Dispute resolution mechanisms accommodation as approach to, 372-373 approaches to conflict resolution, 371 avoidance approach to, 373 Break Through Strategy of negotiation, 383-389 collaboration and, 342-343 collaboration as approach to, 374-375 collaborative problem solving, 380-381 communication skills and, 370 competition as approach to, 371-372 compromise as approach to, 373-374 definition of, 23 diagram on, 22 managing resistance and conflict effectively, 381-389 principled negotiation, 375-380 resources on, 390 summary on, 389 Conflict stage of dispute resolution, 234-237 Confrontations, constructive, 310-311 Connick v. Myers, 45-46 Consequentialism, 468-469 Consistency approach to advocacy, 432-433 Consortium for Appropriate Dispute Resolution in Special Education (CADRE), 248

Constitutional law, 153-154. See also specific constitutional amendments Constructive confrontation, 310-311 Continuous Improvement and Focused Monitoring System (CIFMS), 244, 246 Control messages, 312, 313 COPAA (Council of Parent Attorneys and Advocates), 506 Coping skills BOUNCE BACK! resiliency program, 141, 142 for emotional resilience, 141, 143-144 for family empowerment, 96 mediation as, 143 reframing as, 428-429 Corporal punishment, 166 Council for Disability Rights, 157 Council for Exceptional Children (CEC) belief statements on advocacy, 63-64 Code of Ethics, 4, 55, 60-61, 65-68, 121, 464, 467, 479-480, 490 Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers, 61, 62-63 legislative advocacy by, 399 legislative advocacy resources by, 400 Standards for Professional Practice, 4, 61-62, 65-68, 74, 75, 121, 150, 465-467, 479-480, 490-491 Web site of, 78, 158, 490-491 Council of Parent Attorneys and Advocates (COPAA), 506 Counseling services, 188 Counterfactual thinking, 143 Court cases. See Case law; Legal safeguards in professional advocacy work; and specific court cases Crawford v. Honig, 172 Creating Solutions Web site, 55 CSR (comprehensive school reform), 274 - 275Culturally diverse students and families, 13, 321-323, 337, 438-442, 498 Culture of indifference, 73-74 Daniel R. R. v. State Board of Education, 156, 192, 401 Decision-making by groups. See Collaboration Dictator personality, 104 Didactic confrontation, 310 Diligence, 75 Direct services advocacy, 3969-3997

Disability. See also Students with disabilities definition of, in Section 504 of Rehabilitation Act (1973), 200 Disability Rights Activist, 157 Disability Rights Education and Defense Fund, Inc., 455 DisabilityInfo.Gov. 292 Disciplinary sanctions, 164-168, 502 Discretion, 70-71 Discrimination against individuals with disabilities, 9-11 Dispositions advocacy disposition, 21, 22, 29-55 definition of, 21 ethical disposition, 21, 22, 57-78 family support and empowerment disposition, 21, 22, 79-115 resilience disposition, 21, 22, 117-146 Disproportionality, 13, 498 Dispute resolution mechanisms. See also Conflict resolution skills; Due process hearings administrative enforcement mechanisms, 238 - 247alternative dispute resolution strategies, 229-238 conflict stage of, 234-237 considerations prior to pursuing alternative dispute resolution mechanisms, 230-231 continuum of, 231 diagram on, 22 disagreement stage of, 233-234 FERPA complaint process, 242-243 IDEA complaint process, 239-241 ideal dispute resolution process, 229 knowledge of, 21, 22, 205-249 legal reviews, 238 mediation, 207-219 prehearing conferences, 238 prevention strategies for, 231-233 procedural safeguards for, 237-238 resolution sessions for, 197, 237-238 resources on, 247-248 Section 504 complaint process, 241-242, 243 state and federal compliance monitoring procedures, 243-247 summary on, 247 Diversity. See Culturally diverse students and families Doe v. Withers, 184 Domestic abuse, 73, 278, 279

Door-opening statements, 315-316 Downward social comparisons, 143 Drug abuse, 278, 279 Dual-role dilemma, 31-34, 73 Due process. See also Conflict resolution skills; Dispute resolution; Due process hearings equal access to, 151-152 and free and appropriate public education (FAPE) principle, 175 parental access to students' educational records, 195 parental consent and, 194-195 surrogate parents and, 195 Due process hearings adversarial nature of, 214, 225-226 anecdote on, 15 appeal of decisions of, 199-200 burden of proof in, 196, 222 communication and, 214 decision-making authority in, 214, 227-228 definition of, 197, 219 for disciplinary sanctions, 164-165 effectiveness of, 216 elements of procedural fairness for, 219-220, 226 emotional costs of, 227 factors to consider before requesting, 222-224 financial costs of, 152, 198, 215, 227, 364 flexibility and responsiveness of decisionmaking mechanism in, 215 improvement of, 229-230 inaccessibility of hearing system, 228 mediation before, 197 mediation compared with, 213-215, 216 negative consequences and limitations of, 206, 223, 225-229 negative effects of, on children with disabilities, 228-229 notice requirements for, 194 over-legalization of, 228 parent participation in, 101, 193-200, 220, 222-224, 364-365 parents' rights for, 198 past orientation of, 214 perceived unfairness of hearing process, 226 procedural qualities of, 213-214 request for, 197 role of hearing officer in, 199, 230 school district errors leading to, 221-222 statistics on, 14

student's educational during pendency of, 198-199 time-consuming nature of, 226 typical procedures in, 220 Early complaint resolution, 242 Education Department, U.S. See U.S. Department of Education Education for All Handicapped Children Act (1975), 5, 399, 400, 498 Education for Handicapped Law Report (EHLR), 13 Education Law Association, 157 Educational evaluations activities after, 107 activities before, 105-106 activities during, 106-107 giving or refusing permission for, by parents, 105 independent educational evaluations (IEEs), 101, 196 IQ tests for making special education placement decisions, 172 M-teams and, 98, 104, 172-173 No Child Left Behind (NCLB) and, 174 - 175nondiscriminatory evaluation principle of special education law, 170-175 parent participation in, 104-107 parental consent for, 171, 173 preplacement special education evaluation, 171 reevaluation requirements, 173 Section 504 of Rehabilitation Act (1973) on. 200 Educational records of students, access to, 100 195 Educational Resource Information Center (ERIC), 157-158 EHLR (Education for Handicapped Law Report), 13 Eligibility for special education services, 159-160, 189, 200-201 Emotional messages, 312, 313 Emotional resilience. See Resilience disposition Emotional support networks, 140 Empathy, 41, 87, 313-315, 339 Empowerment advocacy disposition and value of, 41-42 definition of, 95 of families, 94-96, 496-497 motivation and, 95

Energy, 95 Equal respect principle, 469-471 ERIC (Educational Resource Information Center), 157-158 Ethical analysis skills. See also Ethical disposition anecdote on, 473-474 beneficence or responsible caring, 463-464 benefit maximization principle, 468-469 choosing one of alternatives, 476, 485-487 coexistence of principle-based and virtuebased approaches to ethical reasoning, 471-474 consulting legal and ethical guidelines, 475, 479-480 defining potential ethical or legal issues, 475, 478 definition of, 23 diagram on, 22 equal respect principle, 469-471 ethical competencies for school professionals, 459 evaluating outcomes, 476, 487-489 evaluating rights, responsibilities, and welfare, 475, 480-482 generating alternative decisions for resolving issues, 475, 482-483 identifying consequences of each alternative, 475, 483-485 identifying potential value conflicts, 475, 478-479 implementing chosen deliberative decision, 476, 487 integrity in professional relationships, 464-466 model for ethical reasoning and decisionmaking, 474-489 moral compromise, 488-489 need for, 458-462 personal ethical principles and, 480 principles for ethical decision-making in special education, 463-474 problem description with objective facts, 475, 476-478 resources on, 490-491 responsibility to community and society, 466-468 risk-benefit analysis, 476, 485 summary on, 489-490 Ethical dilemmas, 458–462 Ethical disposition. See also Ethical analysis skills

for advocacy, 63-67 allowance of autonomy and, 74-75 American Psychological Association (APA) Ethical Principles of Psychologists and Code of Conduct, 60 avoidance of dual relationships and, 73 candor and, 71 characteristics of ethical professionals, 70 - 76codes of ethics for professionals, 55, 59-68 competence and, 71-72 components of ethical actions, 58 Council for Exceptional Children Code of Ethics, 4, 55, 60-61, 65-68, 121, 464, 479-480 definitions of, 21, 58, 60 diagram on, 22 diligence and, 75 discretion and, 70-71 fairness and, 72–73 National Association for the Education of Young Children Code of Ethical Conduct and Statement of Commitment, 60 National Association of School Psychologists' (NASP) Principles for Professional Ethics, 60 normative ethics, 58 personal ethic of caring, 68-70 preservice and inservice training on, 67-68,76-77 professional ethics defined, 60 protection of children and, 73-74 relationship between law and, 58-59 resources on, 78 respectfulness or humaneness and, 75-76 summary on, 77 Ethnic diversity. See Culturally diverse students and families Evaluations, See Educational evaluations Excellence in education movement, 270 Exit attrition, 122. See also Attrition Experimental confrontation, 310 Expulsion from school, 164-167 Extended school year programming, 178 Extracurricular activities, 191-192 Facial expressions, 312 Fairness, 72-73, 87, 219-220, 226, 377, 431 Families and Advocates Partnership for Education (FAPE), 506

Family characteristics, 88–89 Family deficit approach, 94 Family functions, 89 Family interaction, 89 Family life cycle, 89 Family strength enhancement approach, 94 Family support and empowerment disposition. See also Parent participation; Parental consent advocacy training and support for families, 96, 98-114, 422-427 anecdotes on, 82-83, 86, 92, 97-98 assertive communication for parents, 103-104 autonomy for families, 74-75 and barriers to effective communication, 305 basic advocacy skills for parents, 101-103 benefits of professional-family partnerships, 80 blaming of parents for child's problems, 85 candor toward families, 71 collaboration and, 336-338, 341 culturally diverse families, 321-323, 337, 438-442, 498 decision-making by family, 93-94 definition of, 21, 90-91 definition of family, 90-91 diagram on, 22 disempowerment of families, 43, 84-85 due process hearing and, 152, 193-200, 364-365 educational evaluation procedures and, 104 - 107empowerment of families, 94-98, 496-497 energy and, 95 expertise of family, 93 family strength enhancement approach, 94 family systems framework and, 86, 88-89 hope and, 44, 95 IEP decision-making and, 107-112, 180-181, 183 knowledge and skills for families, 95-96 lack of parental advocacy, 16-18 legal rights of parents, 99-101 minimalist perspective of professional, 85-86 monitoring of educational programming and progress by parents, 112-114 motivation and, 95 needs of families, 278-279 negative professional attitudes and assumptions, 81-86 parental consent for evaluations for special education, 171, 173

perceived control and, 95 persistence and, 95 potential parent involvement levels, 84 preoccupation of professionals with child's deficiencies, 85, 86 principles of family support, 91, 92 problem personalities of parents, 103-104 professional attitudes fostering, 87 rapport with parents, 306-308, 309 resources on, 115 respectfulness/humaneness toward families, 75-76 rights of parents in IDEA, 16-17, 193-200 self-efficacy of parents, 38, 95 stereotypical attitudes about families, 82-83 summary on, 114-115 support for families, 90-94 system of care and, 290-291, 292 values of family support disposition, 91, 93-94 Family systems theory, 86, 88-89 Family Village Web site, 506 FAPE (Families and Advocates Partnership for Education), 506 FAPE principle. See Free and appropriate public education (FAPE) principle FBA (functional behavioral assessment), 169 Federal Supplement, 156 Feedback and, 349-350 FERPA complaint process, 242-243 Fifth Amendment, 164, 175 First Amendment, 45-49, 163 Flexibility, 302-303, 412-413 Florence County School District Four v. Carter, 162 Focusing attention, 320 Focusing illusion, 143 Follow-up, 420 Fourteenth Amendment, 153-154, 159, 164, 175 Free and appropriate public education (FAPE) principle assistive technology and, 187-188 constitutional bases for, 175 costs of providing student with, 176 counseling and psychological services and, 188 ethical analysis and, 479 extended school year programming, 178 graduation requirements and, 189 on harmless error in IEP, 177 health services and, 186-187

high school graduation requirements and, 164 IDEA requirements for placement decision-making for, 178-179 and IEP as legal commitment, 176 IEP components and, 179-180 IEP meetings in parents' absence, 181 IEP planning process and IDEA 2004 Amendments, 183-184 IEP team members and, 179 IEPs for private school students, 162, 181 legal consequences of teachers' lack of compliance with IEPs, 184 legal validity of IEPs, 182-183 neighborhood schools and, 191 and parental objections to instructional approach or methodology, 177-178 on procedural violation in IEPs, 177 related services and, 184-188 relationship between least restrictive environment (LRE) and, 191, 479 residential placements of students with disabilities, 161 revision of IEPs, 183 Rowley standard for, 59, 156, 176-177 transportation, 186 Freedom of speech, 45-49 Full-service community schools, 283-286, 292 Full-Service Community Schools Act (2001), 292 Functional approach to advocacy, 434 Functional behavioral assessment (FBA), 169 Furthering responses, 315-316 Garcetti v. Ceballos, 48-49 Givhan v. Western Line Consolidated School

Givhan v. Western Line Consolidated School District, 47 Gonzaga University v. Doe, 243 Good relationships, 262 Goss v. Lopez, 164 Graduation requirements, 164, 189 Group building and maintenance roles of group members, 351, 352 Group decision-making. See Collaboration Groupthink, 351, 353

Hall v. Shawnee Mission School District, 161 Handicapped Children's Protection Act (HCPA), 152, 198, 364 Harmless error, 177 Hartmann v. Loudoun County Board of Education, 192–193 Harvard Law School, 248 HCPA (Handicapped Children's Protection Act), 152, 198, 364 Healing with Humour Web site, 145 Health services, 186-187 Helms v. Independent School District #3, 160 Hernandez, Miguel, 3, 120, 257-258, 301, 320, 378-379, 382, 386, 468, 504-505 Hidden dissuader impasse, 382-383 High school graduation requirements, 164, 189 Hispanic Americans, 323. See also Culturally diverse students and families Homeless children, 49, 55 Hope, 44, 95 Humaneness, 75-76 I-PLAN procedure, 409-410 IAES (interim alternative education setting), 168 IDEA (Individuals with Disabilities Education Act) on access to educational records, 100, 195 Amendments of 1990, 187 Amendments of 1997, 152, 162, 167, 168, 173, 178, 182-183, 197, 206, 212, 219, 232-233, 244, 387 Amendments of 2004, 152, 154, 163, 168-169, 173, 177, 189, 194-195, 197-199, 206, 219, 237-238, 497 on behavior management plans in IEPs, 169 - 170complaint process for, 239-241 compliance monitoring procedures for, 244 - 245and denial of educational rights and needs of children with disabilities, 11-14 on disciplinary protection to students not yet determined eligible for special education, 168-169 on due process, 101, 152, 164-165, 175, 193-200, 219 on eligibility for special education services, 159-160, 189, 200-201 and financial responsibilities for due process hearings, 152, 198 on free and appropriate public education (FAPE) principle, 175-189 on graduation and postsecondary goals, 189 homeless children and, 49 on IEPs, 182-184 on independent educational evaluations (IEEs), 101, 196

on least restrictive environment (LRE) principle, 189-193 legal citation for, 154 legislative advocacy for, 399 on mediation, 197, 206, 212, 219, 232-233 on nondiscriminatory evaluation principle, 101.170-175 on notice to parents, 99 on parent counseling and training, 188 on parent participation, 16-17, 99-101, 193-200, 497 on parental consent, 99-100, 171, 173 parental waiver of IDEA rights, 230-231 on parochial (church-affiliated) schools, 163 passage of, 5, 154 performance indicators for, 244-246 on private schools, 162, 163 regulatory agency and regulations for, 154-155, 244-246 on related services, 184-185, 191-192 on resolution sessions, 197, 237-238 special education defined in, 175 state performance plan (SPP) under, 244-246 on surrogate parents, 195 26th Annual Report to Congress on the Implementation of IDEA, 20, 25 on zero reject principle, 156, 159-170 IDELR (Individuals with Disabilities Education Law Report), 13 IEEs (independent educational evaluations), 101, 196 IEPs appropriateness of, 109-110 behavior management plans in, 169-170 changes in, by IDEA 2004 Amendments, 183-184 checklist on, 109-110 communication during IEP team meetings, 324-326 components of, 179-180 disciplinary sanctions and IEP team, 166-167 empowerment of parents and, 74-75 harmless error in, 177 IEP facilitation strategy of dispute resolution, 235 IEP team members, 179 inflexibility of school personnel on, 303 as legal commitment, 176, 184 legal consequence for teachers' lack of compliance with, 184

monitoring of, by parents, 112-114 parent participation in IEP decisionmaking, 107-112, 180-181, 183, 365 parents' absence from IEP meetings, 181 parents' disagreement with, 181, 183 person-centered planning versus, 108, 110-112 for private school students, 162, 181 problems with IEP meetings, 12 procedural violation in, 177 professional candor on, 71 requirements of, for legal validity of, 182 - 183resource parents at IEP meetings, 237 revision of, 183-184 student participation in, 74, 409-410 three-step process for, 108, 111 training for parents on, 98 Immediacy, 311 Immigrant families. See Culturally diverse students and families Impartial reviews for dispute resolution, 236 In-school suspension (ISS), 166 Inc. Com Web site, 329 Inclusion, 190, 424-427. See also Least restrictive environment (LRE) principle Independent educational evaluations (IEEs), 101.196 Individuals with Disabilities Education Act (IDEA). See IDEA (Individuals with Disabilities Education Act) Individuals with Disabilities Education Law Report (IDELR), 13 Influencing skills, 319-321 Information gathering, 416-418 Information provision, 319-320, 423 Ingraham v. Wright, 166 Institutional change, 273-275 Integrity in professional relationships, 464-466 Interaction management, 350 Interim alternative education setting (IAES), 168 Internet Law Library, 158 Interpersonal change, 254-258, 262-266 Interpersonal communication skills. See also Conflict resolution skills; Dispute resolution mechanisms anecdote on, 309 with angry or upset individuals, 326-327 assertive communication for parents, 103-104 avoidance of excessive jargon, 308

barriers to effective communication, 304-306 characteristics of effective communication, 306 - 311clarifying statements, 317 collaboration and, 339-340, 345, 346, 349-350 concrete or specific descriptions, 308, 310 conflict and, 363 for conflict resolution, 370 constructive confrontation, 310-311 with culturally diverse families, 321-323 definition of, 23, 298, 306 diagram on, 22 and different assumptions and expectations of present abilities and future needs, 299-300 and different opinions of student's educational progress, 301-302 door-opening statements and furthering responses, 315-316 due process hearings and, 214 effective and open communication, 304 empathic listening, 313-315 for family empowerment, 96 feedback and, 349-350 flexibility, 302-303 focusing attention, 320 goals of, 298-299 during IEP team meetings, 324-326 immediacy, 311 influencing skills, 319-321 information provided by advocates, 319-320, 423 listening skills, 305-306, 313-315, 344, 422-423 mediation and, 214 nonverbal communication skills, 311-315 objectivity and, 300-301 offering assistance, 320-321 orienting communication, 349 paraphrasing and restating content, 316 professional interpersonal interactions, 121 questioning, 317-318 rapport, 306-308, 309 reflecting affect, 316-318 resources on, 329-330 self-disclosure, 311 summarizing, 318 summary on, 329 support provided by advocates, 320 within team context, 322, 324-326 trust and, 303-304

variables influencing quality of, 299-304 verbal communication skills, 315-318 for win-win solutions, 327-328 Intransigence, 383 Intrapersonal change, 254-258, 260-262 Iowa, 235 IO tests, 172 Irving Independent School District v. Tatro, 185-186, 401 ISS (in-school suspension), 166 Jargon, 308 Judgment, 58 Justice Department. See U.S. Department of Justice Kern, Steve, 2, 119-120, 255-256, 301, 302, 319, 374, 385, 468, 473-474, 502-503 Kibodeaux v. Jefferson Parish School Board, 46 Kinesic behavior, 312 Kinney, Mary, 2, 119, 254-255, 301, 302, 310, 319, 362, 381-382, 387, 388, 433, 468, 500-501 Knowledge acquisition of technical knowledge, 272 of community services and organizations, 22, 23, 152, 277-292 definition of, 21 of dispute resolution mechanisms, 21, 22, 205 - 249for family empowerment, 95-96 of school change issues and strategies, 21, 22.251-292 of special education law, 21, 22, 149-203 Larry P. v. Riles, 172 Law. See also IDEA (Individuals with Disabilities Education Act); Special education law; and other specific laws and court cases case law, 155-156 constitutional law, 153-154 legal safeguards in professional advocacy work, 45-49 mystique of, 150-152 regulatory law, 154-155 relationship between ethics and, 58-59 research tools on, 153-157 sources of, 153-156 statutory law, 154 Lawsuits, 184, 230, 243, 402-403 Lawyer personality, 104

LEA (local education agency), 179 Leadership skills, 353-355 Learning disabilities, 173, 202 Least restrictive environment (LRE) principle, 189-193, 479 Legal advocacy, 400-404 Legal reviews, 238 Legal safeguards in professional advocacy work, 45-49 Legal Services Corporation (LSC), 404 Legislative advocacy, 399-400 Lemon v. Kurtzman, 163 Light v. Parkway School District, 168 Listening skills, 305-306, 313-315, 344, 422-423. See also Interpersonal communication skills Local education agency (LEA), 179 Love and caring, 39, 41, 68-70, 463-464, 486 LSC (Legal Services Corporation), 404 M-teams (multidisciplinary teams), 98, 104, 172-173 Macrosystem, 123 Maine, 233 Mainstreaming, 190. See also Least restrictive environment (LRE) principle Making Action Plans (MAPS), 108, 110-112 Manifestation determination, 167 MAPS (Making Action Plans), 108, 110-112 McKinney-Vento Act, 49, 55 MCT. See Minimum competency test (MCT) Media advocacy, 427, 429-431 Mediation. See also Dispute resolution mechanisms attorneys as participants in, 217 before due process hearings, 197 co-mediator model, 212-213, 235 as cognitive coping strategy, 143 collaborative problem-solving phase of, 210 - 211communication and, 214 concluding phase of, 211-212 costs of, 215 decision-making authority in, 214 definition of, 207 due process hearings compared with, 213-215, 216 effectiveness of, 215-219 evaluation of, 217-219 fact finding and identifying issues phase of, 210

flexibility and responsiveness of decisionmaking mechanism in, 215 future orientation of, 214 hybrid models of, 235 IDEA on, 197, 219, 232-233 models of, 212-213, 235 opening phase of, 208–210 principles and goals of, 207-208 procedures and rules of, 208-214 situations when not appropriate, 213 understanding issues phase of, 210 win-win philosophy of, 214 Wisconsin Special Education Mediation System (WSEMS), 232, 248 Medicaid, 188 MentalHelp.Net, 145 Mentoring for teachers, 131 Mesosystem, 123 Mickey/Minnie Mouse personality, 104 Microsystem, 123 Mills v. District of Columbia Board of Education, 400 Mind Tools Web site, 330 Minimum competency test (MCT), 164 Minnesota Governor's Council on Developmental Disabilities, 24 Minnesota Office of Alternative Dispute Resolution, 234 Moral compromise, 488-489 Moral decision-making. See Ethical analysis skills; Ethical disposition Moral values. See Values Motivations for advocacy, 33 for collaboration, 350 definition of, 58 for ethical actions, 58 family empowerment disposition and, 95 Mt. Healthy City School District Board of Education v. Doyle, 47-48 NARPA (National Association for Rights Protection and Advocacy), 455 NASP (National Association of School Psychologists), 60, 491 National Association for Rights Protection and Advocacy (NARPA), 455 National Association for the Education of Young Children Code of Ethical Conduct and Statement of Commitment, 60 National Association of School Psychologists (NASP)

Principles for Professional Ethics, 60, 491 Web site of, 491 National Association of State Directors of Special Education, 217 National Center for Learning Disabilities, 202 National Center on Secondary Education and Transition (NCSET), 356 National Clearinghouse for Comprehensive School Reform, 276 National Clearinghouse for Professions in Special Education (NCPSE), 145 National Disability Rights Network (NDRN), 158, 402-403, 456 National Dissemination Center for Children and Disabilities (NICHCY), 158 National Institute for Dispute Resolution, 207 National Longitudinal Transition Study-2 (NLTS), 19-20, 24-25 National Technical Assistance Center, 401-402 Native Americans, 323. See also Culturally diverse students and families NCLB (No Child Left Behind), 13, 49, 173-175, 244, 274 NCPSE. See National Clearinghouse for Professions in Special Education (NCPSE) NCSET (National Center on Secondary Education and Transition), 356 NDRN (National Disability Rights Network), 158, 402-403, 456 Negotiation. See Break Through Strategy of negotiation; Principled negotiation Networking, 262 Neutral conferences for dispute resolution, 236-237 Never-ending past impasse, 382 New York City District Board of Education case, 180-181 NICHCY (National Dissemination Center for Children and Disabilities), 158 NLTS. See National Longitudinal Transition Study-2 (NLTS) No Child Left Behind (NCLB), 13, 49, 173-175, 244, 274 Nonacademic settings. See Extracurricular activities; Related services in special education Nonconsequentialism, 469-471 Nondiscriminatory evaluation principle, 101, 170-175

Nonverbal communication skills, 311-315 Normative ethics, 58. See also Ethical disposition Notice requirements for due process, 194 Oberti v. Board of Education, 196, 401 Obesity-related illness, 278, 279 Objectivity, 300-301, 377-379, 475, 476 - 478OCR. See Office of Civil Rights (OCR) Offering assistance, 320-321 Office of Civil Rights (OCR), 155, 241-242 Office of Special Education and Rehabilitation Services (OSERS), 155, 158, 178, 202,401 Office of Special Education Programs (OSEP), 14, 25, 155, 202, 239, 244-246 Ombudspersons, 235-236 Only reality impasse, 381 Open-ended questions, 318 Oregon Special Education Recruitment and Retention Project, 132 Orienting communication, 349 OSEP. See Office of Special Education Programs (OSEP) OSERS. See Office of Special Education and Rehabilitation Services (OSERS) Outcomes. See Advocacy outcomes Outcomes research on special education, 18 - 20P&A (Protection and Advocacy) systems, 402-404 PAAT (Protection and Advocacy for Assistive Technology), 403 PACER (Parent Advocacy Coalition for Educational Rights), 158, 401-402, 456 PADD (Protection and Advocacy for Individuals with Developmental Disabilities), 403 PAIMI (Protection and Advocacy for Individuals with Mental Illness), 403-404 PAIR (Protection and Advocacy for Individual Rights), 404 Papacoda v. Connecticut, 161 Paralinguistic qualities, 312 Paraphrasing and restating content, 316 Parent Advocacy Coalition for Educational Rights (PACER), 158, 401-402, 456 Parent participation. See also Family support and empowerment disposition; Inter-

personal communication skills

access to students' educational records, 195 collaborative rule making and, 232-233 and conflict stage of dispute resolution, 234-237 and disagreement stage of dispute resolution, 233-234 in due process hearings, 101, 193-200, 220, 222-224, 364-365 in educational evaluations, 104-107 IDEA on, 16-17, 99-101, 193-200, 497 in IEP decision-making, 107-112, 180-181, 183, 365 independent educational evaluations (IEEs) and, 101, 196 letter to general education teachers fostering inclusion, 424-427 in mediation, 197, 207-219 notice requirements for, 194 parent-to-parent assistance and, 233 in prevention strategies for dispute resolution, 231-233 principle of, in special education, 16-17, 99-101, 193-200 resolution sessions and, 197, 237-238 surrogate parents and, 195 Parent-to-parent assistance for dispute resolution, 233 Parent training in advocacy, 96, 98-114 IDEA on, 188 on IEPs, 98 Parent Training and Information (PTI) Centers, 98, 152, 202, 401-402 as prevention strategy for dispute resolution, 232 Parent Training and Information (PTI) Centers, 98, 152, 202, 401-402 Parental consent. See also Family support and empowerment disposition due process and, 194-195 for educational evaluations, 171, 173 IDEA on, 99-100, 171, 173 for IEPs, 181, 183 for instructional approach of methodology, 177 - 178Parental waiver of IDEA rights, 230-231 PASE v. Hannon, 172 Passion, 42-44 PDS. See Professional Development School (PDS) model Peak Parent Center, 115 Pennsylvania Association for Retarded Citizens (PARC) v. Commonwealth of Pennsylvania, 5, 400

Perceived control, 95 Perceptual approach to advocacy, 433 Performance indicators for IDEA, 244-246 Persistence, 38-39, 95 Person-centered planning, 108, 110-112 Persuasion, 431 Physical attending skills, 313 Pickering v. Board of Education of Township High School District 205, 45, 48, 49 Policeman personality, 103-104 Poverty, 278-279 Power-over, 37 Power sources, 253 Power-with, 37 Preconceived limits impasse, 381-382 Prehearing conferences, 238 Preservice teacher education, 50-51, 67-68, 76-77, 139-140, 495-496 President's New Freedom Commission on Mental Health, 287 Prevention strategies for dispute resolution, 231-233 Preventive orientation and systems change, 273 Principal. See Snyder, Karen Principled negotiation, 375-380 Private schools and First Amendment rights, 48 IEPs for students in, 162, 181 parochial (church-affiliated) schools, 163 zero reject principle and, 161-163 Problem definition, 407, 414-416, 475, 476-478 Problem solving. See also Collaboration; Conflict resolution skills; Dispute resolution mechanisms anecdote on, 343-344 collaboration and, 210-211, 345-347, 374-375 for family empowerment, 96 in mediation, 210-211 reframing and, 423, 427 Procedural due process. See Due process Professional advocacy. See Advocacy; Advocacy disposition; Advocacy outcomes; Advocacy skills Professional Development School (PDS) model, 139-140 Professional ethics. See Ethical analysis skills; Ethical disposition Protection and Advocacy for Assistive Technology (PAAT), 403 Protection and Advocacy for Individual Rights (PAIR), 404

Protection and Advocacy for Individuals with Developmental Disabilities (PADD), 403 Protection and Advocacy for Individuals with Mental Illness (PAIMI), 403-404 Protection and Advocacy (P&A) systems, 402-404 Protection of children, 73-74 Proxemic behavior, 312 Psychological services, 188 PTI Centers. See Parent Training and Information (PTI) Centers Questioning, 317-318 Racial diversity. See Culturally diverse students and families Rapid City School District v. Vahle, 222 Rapport, 306-308, 309, 344-345 Rational approach to moral decision-making, 69, 463 Rebecca S. v. Clarke County School District, 161 Reciprocal power, 363 Reflecting affect, 316-318 Reform teams for full-service community schools, 286 Reframing, 143-144, 423, 427, 428-429 Regulatory law, 154-155 Rehabilitation Act (1973), Section 504, 154, 155, 185, 186, 200-201, 241-242 Related services in special education, 184-188, 191-192 Religious faith, 142 Residential placements of students with disabilities, 161 Resilience disposition anecdote on, 136 attributes and characteristics of resilient individuals, 133-139 attrition and retention studies on special education teachers, 122-133, 495-496 BOUNCE BACK! resiliency program, 141, 142 CBUPO acronym for, 134 cognitive coping strategies for emotional resilience, 141, 143-144 definition of, 21, 118, 133 diagram on, 22 emotional support networks and, 140 retention of special education teachers, 128, 130-133 spiritual support for, 142

strategies promoting emotional resilience, 139-144 stressors affecting special education professionals, 118-122, 495 time management skills and, 140-141, 142 Resistance, 367-369, 381-383 Resolution sessions, 197, 237–238. See also Conflict resolution skills; Dispute resolution mechanisms Resource parents, 237 Respectfulness, 75-76 Restructuring movement, 271, 335 Retention definition of, 122 of special education teachers, 128, 130-133 Risk-benefit analysis, 476, 485 Risk-taking, 34-37, 341-342 Risk-taking questionnaire, 36 Role ambiguity, 121 Roncker v. Walter, 192 Rowley standard, 59, 156, 176-177, 367, 401, 479 Sacramento City Unified School District v. Rachel H., 192 Schaeffer v. Weast, 196, 220 School-based services, 282-283 School change issues and strategies acquisition of technical knowledge, 272 advocacy scenarios on, 254-258 anecdote on, 265–266 barriers to school change, 258-260 collaboration and, 272-273 comprehensive school reform (CSR), 274 - 275Concerns Based Adoption Model (CBAM) for, 264-266, 503 diagram on, 22 evolving change initiatives, 273 institutional change, 273-275 interpersonal change and, 254-258, 262-266 intrapersonal change and, 254-258, 260-262 knowledge of, 21, 22, 251-292 long-term commitment, 271 mission and goals for systems change, 269-270 ongoing professional growth, 272 outcomes-based orientation, 271, 273 participant ownership of change effort, 270-271 positive attitudes and values for systems change, 269

preventive orientation, 273 resources on, 276 school culture and climate, 270 six thinking hats approach to, 263-264 stakeholders and, 252-253 summary on, 275 systems change and, 254-258, 267-273 transactional change and, 267-268 transformational change and, 268 transitional change and, 268 School counselor. See Hernandez, Miguel School districts conflict and social environment of. 366-367 errors of, leading to due process hearings, 221-222 as responsive and collaborative educational systems, 499-500 system barriers to communication, 305 School-linked services, 281-282 School nurse, 438-442 School personnel. See Teachers School psychologist, 434-438 Schools. See also Private schools; School change issues and strategies; Special education as bureaucracies entities, 14-16, 37 chaotic environment in, 37 collaborative leadership in, 286 culture and climate of, 270 full-service community schools, 283-286, 292 health services in, 186-187 as learning organizations, 15 legal safeguards in professional advocacy work in, 45-49 purposes of schooling with moral value, 39, 41-42 reform teams for, 286 as responsive and collaborative educational systems, 499-500 stress sources in, 120-121 vision planning by, 285 SEAs (state education agencies), 199-200, 238-241, 243-244, 246-247 Section 504 of Rehabilitation Act (1973) complaint process for, 241-242 components of Section 504 complaint letter, 243 definition of disability in, 200 on educational evaluations, 200 provisions of, 185, 186, 200-201 regulatory agency for, 155

on related services, 185, 186 in United States Code, 154 Self-advocacy, 408-410 Self-confidence of professionals, 37-38 Self-disclosure, 311 Self-efficacy of professionals and parents, 38, 95 Self-presentation, 431 Self-reflection, 342 Sensitivity, 58, 339 Service to others, 41 Sexual abuse, 279 Six thinking hats approach, 263-264 Skills advocacy skills, 22, 23, 101-103, 393-456 collaboration skills, 22, 23, 331-356 conflict resolution skills, 22, 23, 357-391 definition of, 21 ethical analysis skills, 22, 23, 457-491 for family empowerment, 95-96 interpersonal communication skills, 22, 23, 297-330 Snyder, Karen, 2-3, 120, 256-257, 301, 317-320, 328, 384, 468, 503-504 Social Security Act, 188 Social support, 320 SPARC (Special Education Partnership for the Amicable Resolution of Conflict), 390 Special Ed Advocate, 158 Special education. See also IDEA (Individuals with Disabilities Education Act); IEPs; Special education law; Teachers cost of, 499 denial of educational rights and needs of children with disabilities, 11-14 due process in, 14, 15, 101, 151-152, 164-165, 175, 193-200 extended school year programming in, 178 free and appropriate public education (FAPE) principle in, 175-189 improvements in, 498-499 least restrictive environment (LRE) principle in, 189-193 litigation in, 13 nondiscriminatory evaluation principle in, 101, 170-175 number of students in, 498 outcomes research on, 18-20 overrepresentation of culturally and linguistically diverse students in, 13, 498 parent participation principle in, 16-17, 99-101, 193-200

professional status of, 496 related services in, 184-188, 191-192 in rural schools, 13 textbooks on, 151 zero reject principle in, 156, 159-170 Special education advocacy. See Advocacy Special Education Advocacy Strategies, 202 Special education diagnostician, 451-454 Special Education Elementary Longitudinal Study, 19, 25 Special education law CEC Standards for Professional Practice on. 150 diagram on, 22 free and appropriate public education (FAPE) principle, 175-189 knowledge of, 21, 22, 149-203 least restrictive environment (LRE) principle, 189-193 legislative advocacy for, 399-400 nondiscriminatory evaluation principle, 101, 170-175 parents' rights in IDEA, 16-17, 99-101, 193-200 procedural due process principle, 14, 15, 101, 151-152, 164-165, 175, 193-200 resources and Web sites on, 157-158, 202 Section 504 of Rehabilitation Act (1973), 154, 155, 185, 186, 200-201, 241-242, 243 summary on, 201 zero reject principle, 156, 159-170 Special Education Partnership for the Amicable Resolution of Conflict (SPARC), 390 Speech and language clinician. See Kinney, Mary Speech, freedom of, 45-49 SPeNSEP. See Study of Personnel Needs in Special Education (SPeNSEP) Spiritual support for resiliency disposition, 142 SPP. See State performance plan (SPP) under IDEA SSI (Supplemental Security Income), 188 Stakeholders change agents as, 253 change initiators as, 252-253 council of, 232 definition of, 252 power sources as, 253 students as, 252 Stakeholders' council, 232

State education agencies (SEAs), 199-200, 238-241, 243-244, 246-247 State performance plan (SPP) under IDEA, 244-246 Statutory law, 154. See also specific laws Stay-put rule, 168 Stressors affecting special education professionals, 118-122, 495 Stuart v. Nappi, 156 Students with disabilities. See also Family support and empowerment disposition; Parent participation; Parental consent; Special education culturally and linguistically diverse students, 13, 438-442, 498 definition of, in Section 504 of Rehabilitation Act (1973), 200 different assumptions and expectations of present abilities and future needs of, 299-300 different opinions of educational progress of. 301-302 needs of, 278-279, 286-291 self-advocacy and, 408-410 support systems for, 287-289 system of care for, 290-291, 292 wraparound services for, 287-290, 292 Study of Personnel Needs in Special Education (SPeNSEP), 145 Summarizing, 318 Supplemental Security Income (SSI), 188 Support systems. See Community services and organizations Supreme Court cases. See Case law; Legal safeguards in professional advocacy work; and specific court cases Supreme Court Reporter, 156 Supreme Court Reports, Lawyers' Edition, 156 Surrogate parents, 195 Suspension from school, 164-168, 502 System change, 254-258, 267-273. See also School change issues and strategies System of care, 290-291, 292 Systems advocacy, 405-407 Task roles of group members, 351, 352 Teach for America (TFA), 132, 136 Teacher Burnout Information and Strategies Web site, 146 Teachers. See also Advocacy; Interpersonal communication skills; Kern, Steve; Schools; Special education

alternative teacher certification programs, 132 - 133attrition and retention studies on, 122-133 495-496 and barriers to effective communication, 304 burnout of, 122-128, 495 community connections of, 279-280, 281 developmental stages of teaching, 49-53 early career teachers, 51 emotional support networks for, 140 examples of advocacy by, 442-451 good relationships and, 262 instructional assignments and arrangements for, 122 interpersonal communication by, 121 intrapersonal change and, 260-262 legal safeguards for, 45-49 mentoring for, 131 midcareer teachers, 51-52 networking by, 262 parent's letter to general education teachers fostering inclusion, 424-427 preservice teachers, 50-51, 67-68, 76-77, 139-140, 495-496 professional training of, 121-122 recruitment of, 131-132 resilience of, 133-144 stressors affecting, 118-122, 495 time management skills for, 140-141, 142 transfers of, 122 veteran teachers, 52-53 Teams communication within, 322, 324-326 IEP team, 166-167, 179, 324-326 M-teams (multidisciplinary teams), 98, 104, 172-173 reform teams, 286 Technical Assistance Alliance for Parent Centers, 158, 202, 356, 401 Technology-Related Assistance for Individuals with Disabilities Act, 187 Telephone intermediary for dispute resolution, 234 Textbooks on special education, 151 TFA (Teach for America), 132, 136 Third-party opinion or consultation strategy for dispute resolution, 236, 237 Thomas-Kilmann Conflict Mode Instrument. 390 Thomas Legislative Information, 158, 202 Thorndike v. Boise Independent School District, 182 Time management skills, 140-141, 142

Timothy W. v. Rochester, New Hampshire School District, 160 Training of parents. See Parent training Transactional change, 267-268 Transcendent value system, 262 Transfers of special education teachers, 122 Transformational change, 268 Transitional change, 268 Transportation, 186 Troops to Teachers (TTT), 132-133 Trust, 303-304, 344-345, 364 TTT (Troops to Teachers), 132-133 26th Annual Report to Congress on the Implementation of IDEA, 20, 25 United States Code (U.S.C.), 154 United States Court Reports, 156 University of Colorado, Conflict Research Consortium, 390 Upset or angry individuals, 326-327 U.S. Constitution, 153-154. See also specific constitutional amendments U.S. Department of Education. See also Office of Special Education and Rehabilitation Services (OSERS); Office of Special Education Programs (OSEP) due process hearings report by, 14 FERPA complaint process and, 242-243 National Longitudinal Transition Study–2 (NLTS) by, 19-20, 24-25 as regulatory agency for education statutes, 154-155, 238 special education data from, 498-499 Special Education Elementary Longitudinal Study by, 19, 25 Study of Personnel Needs in Special Education (SPeNSEP) by, 145 Troops to Teachers (TTT) program of, 132 - 133Web site of, 202 U.S. Department of Justice, 279 U.S.C. See United States Code (U.S.C.) Utilitarianism, 468-469 Vahle case, 222 Valuation, 363 Values. See also Ethical disposition in advocacy disposition, 39, 41-44 conflict in, 360 cultural or religious values, 462 empowerment, 41-42 ethical values, 461

of family support disposition, 91, 93-94

identifying potential value conflicts in ethical analysis, 475, 478-479 learning as, 42 loving and caring, 39, 41 purposes of schooling with moral value, 39, 41-42 school change and, 269 service to others, 41 system of care and, 290-291, 292 transcendent value system, 262 Vander Malle v. Ambach, 161 Verbal communication skills, 315-318. See also Interpersonal communication skills Vision planning by full-service community schools, 285 W. B. v. Matula, 231 WDPI (Wisconsin Department of Public Instruction), 246-247, 248 Weatherproofing, 87 Wexler v. Westfield, 160 What Every Special Educator Must Know Web site, 78 Whistle-blowing statutes, 49 Whistleblower Protection Act (1989), 49 Win-win solutions, 214, 327-328 Wisconsin Department of Public Instruction (WDPI), 246-247, 248 Wisconsin Special Education Mediation System (WSEMS), 232, 248

Wraparound services, 287-290, 292 Wrightslaw, 56, 158, 202 WSEMS (Wisconsin Special Education Mediation System), 232, 248 Yellow Pages for Kids with Disabilities, 115, 292 Zero reject principle child find activities and, 159 constitutional foundation for, 159 dangerous students and, 167-168 disciplinary protection to students not yet determined eligible for special education. 168-169 disciplinary sanctions and, 164-168 eligibility for special education services, 159-160 high school graduation requirements and, 164 minimum competency test (MCT) and graduation requirements, 164 philosophical premise of, 156 private parochial schools and, 163 private school placement and, 161-162 residential placement and, 161 severely disabled and, 160 stay-put rule and, 168 Zobrest v. Catalina Foothills School District, 163