

RAP Sheet

The Latest in Disability Research, Advocacy, Policy, and Practice

Fall Issue 2012

INCLUSIVE EDUCATION



"I STAND WITH HENRY"

Mary Schuh, Ph.D., National Center of Inclusive Education, Institute on Disability at UNH

Welcome to our Fall Issue on inclusive education. The 1975 Individuals with Disabilities Act was the most important civil rights legislation for children with disabilities ever enacted. Yet 37 years later, students like Henry Frost are still asking, "Why can't I go to school in my neighborhood?" In this issue we look at both the continuing struggle to make inclusive education a reality and celebrate the success of schools that are working to welcome and accommodate all students.



Henry Frost fighting for his civil rights.

School and My Civil Rights

I am a self-advocate. I want the same rights as everyone. Today I read about Martin Luther King.

The worksheet said because of Dr. King's work, the Civil Rights Act of 1964 gave equal rights to all people.

I am a person.

I want these rights.

I want to go to school in my neighborhood.

Why can't I?

Henry Frost

Henry Frost, a 13 year old participant in the Institute on Disability's 2012 Autism Summer Institute, is a powerful self-advocate who is waging a national social media campaign to gain entrance as a full time student in general education classes at his neighborhood public middle school, a school that is less than 300 yards from his home in Florida.

The very first paragraph of the 2004 reauthorization of the Individuals with Disabilities Education Act states, "Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities. Research and experience has demonstrated that the education of children with disabilities can

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SUSAN COVERT, EDITOR

A COLLABORATIVE EFFORT BY THE

DISABILITIES RIGHTS CENTER, INSTITUTE ON DISABILITY, AND NH COUNCIL ON DEVELOPMENTAL DISABILITIES

(Cover story continued)

be made more effective by having high expectations for such children and ensuring their access to the general education curriculum in the regular classroom, to the maximum extent possible."

IDEA, however, does not mandate inclusion and still requires that schools provide a continuum of placements. The federal law states that the general education class is the "presumptive placement" for all students and that if their IEPs can be implemented in general education that is where students *should* be educated. All across the nation students like Henry and their families are fighting to be included in their local schools.

For almost 30 years, researchers have been studying the impact of inclusive educational practices. They have looked at students' academic performance, social success, access to career and college, ability for self-expression, and positive changes in behavior. Research findings have determined that students with disabilities, when educated in general education classrooms with appropriate supports, have far better outcomes than their peers who are educated in separate classrooms in a number of areas, including:

- ◆ Acquiring math and reading skills
- ◆ Developing communication skills
- ◆ Graduating from high school
- ◆ Going on to post-secondary education
- ◆ Obtaining meaningful employment and careers
- ◆ Having friends and positive social relationships
- ◆ Becoming contributing members of their communities

Additionally, student outcome studies have concluded that inclusive education does *not* bring down the test scores or academic outcomes for students without disabilities.

If inclusive education is viewed as a basic human and civil right - as proposed by Dr. King and Henry Frost - and leads to successful student outcomes, the question remains, "*Why are so many children and youth with disabilities unwelcome in their home schools and general education classes?*" The success or failure of a school's ability to support all students in general education is not determined by the disabilities or labels of

its students, but rather by the school's commitment to inclusion and the creativity and flexibility of students' educational teams. Inclusion works when schools welcome and respect *all* students, presume their competence, and utilize school resources in effective and efficient ways. Nationally, school and system wide reforms are moving forward with such efforts as Response to Intervention (RTI) and Positive Behavior Interventions and Supports (PBIS). As our country focuses on the goal of achieving excellence in education, it is essential that Henry and other students with disabilities are not left out.

More information about the research supporting inclusive education, including research specific citations, can be found at the National Center on Inclusive Education (NCIE) at the UNH Institute on Disability www.inclusiveed.org. The NCIE combines the best of what is known about supporting educators and families in creating inclusive schools, and is a laboratory for building new ways to support and promote inclusion in schools and communities.

Be sure to "like" the NCIE and "I Stand with Henry" on Facebook to stay up to date on cutting edge issues in inclusive education. <https://www.facebook.com/IStandWithHenry>

I STAND WITH HENRY

"I stand with all my heart behind and beside Henry, and the many other students across America and the world, who face similar resistance in their quest to experience the same opportunities as us all. Being part of ones local community is such an important part of our lives. It's something that many of us take for granted. And yet this what Henry is fighting for. He is fighting for his civil and human right to be allowed participate in his neighborhood schooling system. What a loss for Henry if his dream of being a typical student is not realized, but no less significantly, what a loss for his community. I wish him all the best in moving forward. That is what this issue is about after all. Moving forward. Bettering our own lives through allowing and helping others to better theirs. Good man Henry."

COLIN FARRELL
father. actor. human.



MULTI-TIERED TIERED APPROACHES TO EDUCATIONAL IMPROVEMENT

By JoAnne Malloy, Ph.D.; Institute on Disability

In 2001 Congress passed No Child Left Behind (NCLB), a federal law to improve individual educational outcomes for students. The law requires states to develop assessments to measure student proficiency in reading and math and to track other key areas, including high school graduation rates. Data gathered as part of NCLB has found that, as compared to the general school population, students with disabilities lag behind in reading and math achievement, and have far higher dropout rates. They also receive more than twice as many disciplinary actions as students without disabilities.

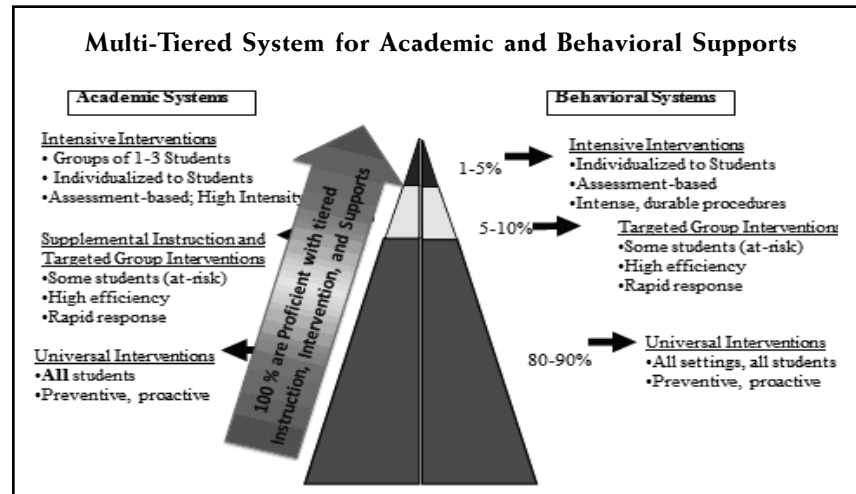
Schools that fail to meet NCLB benchmarks are required to create and implement corrective action plans; these plans often employ a multi-tiered approach. Research has shown better outcomes for students - including students with disabilities - when schools use both Positive Behavioral Interventions and Supports (PBIS) to improve school climate and student behavior and Response to Intervention (RTI) to improve academic achievement.

effective supports and services. At all levels, this model uses research-based tools and evidence-based treatments.

Many state education agencies and schools have adopted this public health model to address the behavioral and academic needs of all students. Under PBIS, universal intervention begins with the creation of a school team that has representation from teachers, administrators, family members, and students. The team reviews school data about student behavior, sets expectations for positive behavior within the school community, and develops a plan for how adults in the school will work with and respond to students. In PBIS schools the expectations for positive behaviors - including such values as showing respect and taking personal responsibility - are written down and prominently displayed. The team adopts an approach for teaching these values and the school collects data to assess how the system is working and to identify students who are at risk. These students received targeted

evidence-informed interventions, such as daily check-ins with a teacher or counselor. Intensive intervention is provided for students with significant emotional or behavioral problems; this includes individualized supports and services to help them develop the social/emotional skills they need to remain in school and in class.

Another aspect of a multi-tiered system of educational reform includes creating an effective system of academic instruction and interventions; this approach is commonly referred to as Response to Intervention or RTI. An example of



The multi-tiered system of educational reform utilizes a framework that is based on public health approach to improve wellness, prevent disease, and target treatment. This model includes three levels of intervention: 1) Universal intervention to provide services and information to all, so everyone can take steps to stay healthy; 2) Targeted intervention to identify those at risk and provide them with the information and supports needed to be as healthy as possible; and 3) Intensive intervention to provide those with the most significant health problems with timely and

how RTI works can be seen in a school working to improve student literacy. As a universal intervention, the school will establish a Leadership Team to develop and implement an evidence-supported literacy program for *all* students. The school sets benchmarks and assesses student proficiency in reading. Students who are not meeting the benchmarks receive targeted intervention; this might include supplemental instruction from an evidence-based literacy program. Intensive intervention, including individualized

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WHO CARES ABOUT KELSEY

By Dan Habib, Film Maker in Residence, Institute on Disability at UNH

Over the past four years I've screened and discussed my film, *Including Samuel*, hundreds of times. At almost every event, someone asks a variation on this question: "What about kids with emotional or behavioral disabilities? Can they be fully included like Samuel?" In researching this question, I came across alarming statistics.

The Southern Poverty Law Center reports that students with emotional and behavioral disabilities:

- ✦ Have the worst graduation rate of all students with disabilities. Nationally, only 40% of these students graduate from high school, compared to the national average of 76%.
- ✦ Are among the most segregated of students – 65% are not included (i.e. they spend less than 80% of the day) in regular, general education classes.

- ✦ Are twice as likely as other students with disabilities to live in a correctional facility, halfway house, drug treatment center, or on the street after leaving school.

I wanted to create a film project that – like *Including Samuel* – could be a catalyst for progressive educational reform. Dr. JoAnne Malloy and other colleagues at the Institute on Disability encouraged me to visit Somersworth High School. In 2006, Somersworth High had one of the highest dropout rates in the state and discipline issues were rampant. To turn this situation around, the school participated in APEX, a New Hampshire Department of Education grant, which provided high schools with training and support to implement Positive Behavioral Interventions and Support (learn more at www.pbis.org).

Working with the APEX staff at the Institute on Disability, Somersworth High School developed a concise outline of the behaviors that were expected of students and established clear guidelines for addressing discipline problems. For those students who were at greatest risk of dropping out of school, Somersworth implemented RENEW, a student-led planning model founded by Malloy. The results were dramatic: by 2010, Somersworth High reduced its dropout rate by 75%, and behavior problems were down by 65%.

Free *Who Cares about Kelsey* Film and DVD Educational Kits

Supported by a Theme Implementation Grant from the Endowment for Health and major funding from the New Hampshire Charitable Foundation and the New Hampshire Department of Education, the film is being screened and discussed at schools, theatres, and community centers across New Hampshire and nationwide. As part of the grant, the Educational DVD Kit is being distributed for free to hundreds of schools, non-profits, and family groups across the state.

To see if your school or organization is eligible for a free Educational DVD Kit, contact Karen.Clausen@unh.edu.



The film *Who Cares About Kelsey?* focuses on Kelsey Carroll of Rollinsford. When Kelsey entered Somersworth High School, she was a more likely candidate for the juvenile justice system than for graduation. She has a diagnosis of ADHD and carried the emotional scars of homelessness and substance abuse, as well as the actual scars of repeated self-mutilation. As a freshman, she didn't earn a single academic credit and was suspended for dealing drugs.

Who Cares About Kelsey? follows Kelsey through the ups and downs of her senior year, and shows what successful educational approaches look like on the ground, in a real school. Using what I call an 'inside-out' approach, the film also shows educational reform through the eyes of a student.

Although Kelsey's story is far reaching, I couldn't capture all the issues I wanted to address in just one film, which is why I also made nine mini-films many of which can be seen on our website.

My hope is that *Who Cares About Kelsey?* will make viewers reconsider the "problem kids" in their own high schools and spark new conversations about empowering – not overpowering – youth with emotional and behavioral disabilities.

For more information on RENEW or *Who Cares About Kelsey?*, go to www.iod.unh.edu/Projects/renew/ or www.whocares-aboutkelsey.com.



Nixon, Vogelmann, Barry, Slawsky & Simoneau P.A. is proud to support the RAP Sheet, the DRC, IOD/UNH, and NHDDC, and the Disability Community in this the 22nd Anniversary Year of the ADA.

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Manchester, NH 03101.

For more information, see <http://www.davenixonlaw.com>.

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instruction and modifications, is provided for students who are significantly behind their peers in literacy achievement. (In response to New Hampshire's success with RTI, the state's Department of Education has developed an interactive guide and tools for implementing RTI; these can be found at: www.education.nh.gov/innovations/rti/index.htm)

In New Hampshire, over 150 schools have implemented PBIS and RTI. Nationally, there are nearly 8,000 schools in 40 states that utilize PBIS. Schools that have been successful in implementing PBIS and RTI are committed to creating a school community that works for everyone. Hallmarks of successful schools include: 1) adoption of a single system of behavioral and academic expectations for *all* students, 2) recognition that behavioral and academic achievement are linked, 3) use of evidence-based screening and instructional practices, 4) assessments that are directly relevant to student needs, 5) use of data to guide decisions, 6) provision of training and coaching for all staff, and 7) shared decision-making where everyone - including family members and students - has input.

Research shows that this multi-tiered approach is having a positive impact on student outcomes. (Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005). Schools are now identifying students who are at risk of academic or social/emotional failure and providing timely and individualized responses to effectively address their needs.

To learn more about PBIS:

www.pbis.org

www.iod.unh.edu/Projects/apex/project_description.aspx

www.nhcebis.seresc.net

To learn more about RTI:

www.rti4success.org

www.education.nh.gov/nhresponds/

www.education.nh.gov/innovations/rti/



RTI – MAKES A POSITIVE DIFFERENCE IN PRESCHOOLS

UNH Institute on Disability, National Center on Inclusive Education

Response-to-Intervention (RTI) is widely recognized in elementary schools as a means to provide appropriate instruction and support, particularly to struggling students. It has not yet been widely used with young children in preschool settings in New Hampshire. However, Dr. Leigh Rohde, faculty with UNH's National Center on Inclusive Education, finds that RTI holds promise for early childhood education programs. Her field research, conducted as part of a collaborative project (NH-RESPONDS) with the New Hampshire Department of Education, examined the impact of RTI professional development on four early childhood programs. The professional development focused on providing emergent literacy and positive behavior interventions and supports in preschools for children with and without disabilities.

The NH RESPONDS outcome data show a remarkable increase in the quality of the Early Childhood Education classrooms involved in the project. Each program improved in their overall quality during the course of the project. Additionally, the overall score of all the sites also improved over time.

In measuring change across all the model demonstration sites, one comprehensive evaluation tool was used to create a single score from observations across classrooms. The NH RESPONDS project chose to use the Classroom Assessment Scoring System™ (CLASS). This is a valid, reliable observational tool that objectively measures the quality of teacher–student interactions in prekindergarten through Grade 3. CLASS has been researched for over 10 years in more than 3,000 early childhood settings and is the only tool designed to assess classroom teaching and target efforts for improvement. CLASS addresses three essential elements of early childhood programs: emotional support, classroom organization, and instructional supports.

Early Childhood Education programs that were model demonstration sites for the project increased their scores of quality indicators during the three years of the project. On average, programs rose from 66% of the quality indicators in place in their classrooms to 81% by the time the project ended.



Photographer - Dan Habib

Circle time

What made the difference? A number of strategies and supports were used to create this positive change in quality in the early childhood education classrooms and programs in emergent literacy and positive behavior.

1. Individualized Support – NH RESPONDS met teams and programs where they were. Whether programs had a prescribed literacy curriculum or no literacy instruction at all, we worked with to incorporate RTI components within their program. This included professional development (training, self-study) and personalized, job-embedded coaching.
2. Emergent Literacy Model – The Comprehensive Emergent Literacy Model (Rohde, 2011) was used to structure professional development. It provided a consistent framework to ensure that programs were providing support in all areas of emergent literacy.
3. Data-based Decision Making – Teachers and teams were coached to use student specific data, to make decisions about individual students, to design curriculum/lessons for the class, and to evaluate the overall success of their program.
4. Administrative Support – The programs that made and sustained progress were the ones that had leadership from administration including support to spend time away from the classroom for dedicated professional development.
5. Time for Implementation and Ownership– By participating in a 4 year initiative, programs worked through implementation for all the systems to make them “their own” and have institutionalized the new processes and structures in their programs.

你好！我叫乔思思。

(HELLO, MY NAME IS JESSICA TRACEY)

By Julia Freeman-Woolpert, Disabilities Rights Center

A life-sized replica of a terra cotta Chinese warrior guards the entryway of Merrimack High School and Chinese artwork fills the halls. Merrimack is also one of the few schools in New Hampshire to offer Chinese language classes. Jessica Tracey, a junior, is taking her first semester of Chinese. It's a challenge, but she loves it.

In addition to Chinese, Jess has a full college prep course load. History is her favorite subject; she is especially interested in World War II and the Holocaust. Jess believes we can learn a lot by understanding history. She discovered that the Holocaust began with the Nazis segregating and isolating the groups they would later target for genocide. From her own experience, Jess understands how important it is not to be segregated. "Think about what would happen if it's you," she said. "We're all the same on the inside even though we're different on the outside."

Jess's mother, Maureen Tracey, said her daughter has always had an affinity for people who are oppressed. Jess has Prader-Willi Syndrome, a disability that makes it difficult for her to control her eating, causes low muscle tone, and makes it harder for her to fit in socially. "Some days it's a struggle," Jess said. In spite of all the challenges, Jess is working hard and doing well at Merrimack High.

Jess was not always included in her public school. When she was in middle school she spent five long months in an out of district residential placement for children with Prader-Willi Syndrome. She missed her family and friends and, with an educational curriculum significantly below her abilities, she was bored. But by far, her worst memories were of being put in restraints, including dangerous prone restraints. Her mother said in the residential school Jess's behaviors got worse and she continually tried to run away. When Maureen realized Jess's bruises were the result of abuse, she brought her daughter home.

The family's school district, however, refused to allow Jess to return to her local school. For the next four months the only services the district provided were a few hours a day of home tutoring. Finally, with help from attorney

Karen Rosenberg of the Disabilities Rights Center, the family negotiated an agreement with the district and Jess returned to school. Initially, the school wanted Jess to spend most of her time in a self-contained classroom. Only after continued advocacy, was Jess included in some regular education classes. Once in school, Jess demonstrated her strengths and began to spend more and more time in regular classes. Maureen noted that Jess's conduct improved in direct proportion to how inclusive her classes were.

The move to Merrimack High School presented new challenges. Maureen was concerned about Jess's transition to a bigger school with a more sophisticated social scene. Before Jess started classes, Maureen asked if she could set up a meeting to talk informally with teachers who would like to know more about her daughter and about Prader-Willi Syndrome. She hoped at least a few teachers would attend. When twenty teachers showed up, Maureen was moved to tears. She realized Merrimack High was a school where Jess would have the supports she needed to succeed.

Jess has a great education team at the high school. Led by her case manager, Kathy Marvelle, Jess's team has arranged for her to have extra time for some schoolwork and to take her lunch in the resource room. They helped Jess, who is extremely shy, connect with the Random Acts of Kindness

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Merrimack High School student, Jess Tracey

Photographer— Julia Freeman-Woolpert



INCLUSIVE EDUCATION FAQ

By Cheryl M. Jorgensen, Ph.D.

What is inclusive education?

Inclusive education is the practice of educating children with disabilities in general education classrooms alongside their classmates who don't have disabilities. Some people define inclusion as a classroom in which all children are welcomed and where the curriculum is universally designed for all learners so that each and every child has the support he or she needs in order to meet high expectations.

Does it work?

Many respected research studies have found that school achievement and positive post school outcomes are positively related with the amount of time children with disabilities spend in a general education classroom. For example, the largest, longitudinal study of educational outcomes of 11,000 students with disabilities, the National Longitudinal Transition Study, showed that more time spent in a general education classroom was related to higher scores on standardized tests of reading and math, fewer absences from school, and fewer referrals for disruptive behavior. These results held true regardless of students' disability, severity of disability, gender, or socio-economic status.

Another study by Cosier (2010) studied thousands of students across the U.S. and found that each hour that a student with a disability spends in a general education classroom produces a significant gain in achievement!

But what about the effects on children without disabilities?

Many research studies have found that the performance of students without disabilities is not compromised by the presence of students with disabilities in their classrooms. In fact, the presence of students with disabilities provides a catalyst for learning opportunities and experiences that might not otherwise be part of the curriculum, especially relating to appreciation for diversity and equity.

Theoharis and Causton-Theoharis (2010) studied the effects of a whole school approach to inclusion, based in part on Response to Intervention (RtI), on the achievement of students with and without disabilities and found that achievement went up for students with and without disabilities.

Furthermore, when teachers develop curriculum and plan instruction using the principles of Universal Design for Learning all students are provided with multiple ways to access information, multiple ways to engage with instruction, and multiple ways to show what they know. Increasingly, the use of digitized books and other innovative technology makes it easier to design instruction right from the start so that it is accessible to all students.

What supports do educators need in order to make inclusion work?

Teachers and other staff also need to be supported in order for them to do their best job of creating inclusive classrooms for all children. They need professional development, clear job descriptions, access to technology, time for instructional planning, and the support of administrators who establish a strong vision and provide leadership in the school and community. And finally, perhaps the most important thing that educators need is captured by Mara Sapon-Shevin, a faculty-researcher from Syracuse University.

"Inclusion is not about disability, nor is it only about schools. Inclusion demands that we ask, What kind of world do we want to create? What kinds of skills and commitment do people need to thrive in diverse society? By embracing inclusion as a model of social justice, we can create a world fit for all of us." Mara Sapon-Shevin

HAMBLETT & KERRIGAN

Hamblett & Kerrigan is pleased to support the RAP Sheet and the organizations in New Hampshire that strive to make the state a better place for individuals with disabilities. Hamblett & Kerrigan is a full service law firm located in Nashua, New Hampshire.

Attorney Beth Lorschach and the trusts and estates department offer estate planning, Medicaid planning, and estate and trust administration services, including assistance with special needs trust planning.

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NATIONAL TECHNICAL ASSISTANCE CENTER FOR INCLUSIVE EDUCATION

The National Center on Inclusive Education (NCIE) at the University of New Hampshire Institute on Disability has received an \$825,000 subcontract as part of a five-year grant \$24.5 million grant from the U.S. Department of Education, Office of Special Education Programs with the University of Kansas.

The NCIE will work with the University of Kansas and other national partners to establish the School-wide Integrated Framework for Transformation (SWIFT) Center, a national technical assistance center for inclusive education. SWIFT is dedicated to promoting the inclusion of students with disabilities in their neighborhood schools while also increasing the academic achievement of all students. The Center will assist educators, administrators, schools, and state education agencies in implementing evidence-based inclusive education practices.

The NCIE's Mary Schuh, along with colleagues from the Maryland Coalition for Inclusive Education (MCIE), will lead the effort to create a national network of technical assistance providers and resources in inclusive education.

Additional key partners include the Council of Chief State School Officers, the Institute of Education Leadership, the National Association of State Directors of Special Education, TASH, and other universities and non-profit organizations.

"The NCIE team is thrilled to join this national effort to transform educational policies and practices so that all students, including those with the most significant disabilities, are presumed competent and receive the supports they need to learn in their neighborhood schools and general education classrooms," Schuh says. "Schools really are for all children,

and this project is designed turn this vision—rooted in research, civil rights, and principles of social justice—into a reality."

"Almost 30 years of research and experience have shown us that all children, including those with significant disabilities, benefit from high expectations and practices that support inclusion," said U.S. Secretary of Education Arne Duncan. "[SWIFT will] help ensure that educators have resources to address the needs of their students with disabilities."

During the first year, SWIFT project staff will visit model schools to gauge and document the characteristics that lead to achievement for all students. In the second year, SWIFT will expand its work to 64 schools in four states, in a mixture of rural and urban areas, with the goal of supporting school and district-wide inclusive education reform.

For more information on SWIFT,
visit www.swiftschools.org.

For more information on the NCIE,
visit www.inclusiveed.org



Inclusive classroom at Maple Wood Elementary School in Somersworth, NH

Photographer – Dan Habib



Over the past two years, the Disabilities Rights Center (DRC) has received a number of complaints from parents whose children with emotional and behavioral disabilities are being removed from their classrooms and confined alone in small seclusion rooms. Although purportedly used in an effort to manage student behavior, DRC has found that in most cases the use of a seclusion room is neither part of a school-wide positive behavior management strategy, nor is it the result of a student's functional behavioral assessment or part of the individual behavior plan. Parents report that the use of seclusion not only fails to reduce the behavior that prompted the isolation it actually escalates their child's behavioral challenges.

The growing and inappropriate use of seclusion rooms in New Hampshire schools is especially concerning, as use of seclusion – unlike the use of physical restraints – is not fully or explicitly regulated.

Under Individuals with Disabilities Education Act (IDEA), children with disabilities must be provided with an "appropriate education" in the least restrictive environment. Under the IDEA, "Removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." Further, the Individualized Education Program (IEP) must include "special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable". The purposes and principles underlying the, IDEA, support the notion that the use of seclusion should be strictly limited to circumstances in which the student presents an immediate danger of serious physical harm to self or to others. New Hampshire's special education statute, Chapter 186-C, contains numerous references to the requirement that children remain in the least restrictive appropriate environment, and directs the department to "[d]evelop and promote evidence-based practices supporting the education of children with disabilities in the least restrictive environment. . ."

Research on behavior management indicates that seclusion is neither an appropriate therapeutic intervention nor effective in calming or teaching children how to control

their behaviors. To the contrary, secluding a child may increase, rather than reduce, the behavior that prompted the isolation. Seclusion is widely rejected as an appropriate punishment or as a means to coerce compliance¹.

In May of this year the U.S. Department of Education issued a publication, *Restraint and Seclusion: Resource Document*, in support of the development of sound policies regarding the use of restraint and seclusion in schools. The report states "physical restraint or seclusion should not be used except in situations where the child's behavior poses imminent danger of serious physical harm to self or others and restraint and seclusion should be avoided to the greatest extent possible without endangering the safety of students and staff." The report provides fifteen principles that states, school districts, schools, parents, and stakeholders should consider when developing policies and procedures regarding the use of restraint and seclusion in schools. These principles apply to all students, regardless of whether they have a disability.

Although the use of child restraint in our state is strictly limited, there are insufficient safeguards with regard to the use of seclusion. For example, New Hampshire's special education rules do not explicitly prohibit the full range of possible confinement that would be considered "seclusion" as that term is used by the U.S. Department of Education, nor do they apply to children who are not eligible for special education and related services under IDEA.

DRC continues to review the use of seclusion for children with emotional and behavioral disabilities in schools and hopes to work with the New Hampshire Department of Education and local schools to support the use of research-based interventions and address the need for further protections for all children with behavioral challenges. If you have concerns regarding the use of seclusion or restraint and your child, you can call the DRC at **1-800-834-1721** for information and assistance.

¹ See The Council for Children with Behavioral Disorders: Position Summary on the Use of Seclusion in School Settings (CCBD Position), available at <http://www.casecec.org>, Council for Exceptional Children: Policy on Physical Restraint and Seclusion Procedures in School Settings, available at <http://www.cec.sped.org> and Ryan, Peterson, Tetreault and Vander Hagen, *Reducing Seclusion Timeout and Restraint Procedures with At-Risk Youth*, THE JOURNAL OF AT-RISK ISSUES, Volume 13, No. 1 (Winter 2007), available at <http://www.eric.gov>.



NH COUNCIL ON DEVELOPMENTAL DISABILITIES

SMALL GRANT PROGRAM

By Eric Rossman, NH Council on Developmental Disabilities

The NHCDD offers small grants to both individuals and groups to provide conferences, trainings or other disability-related educational events in New Hampshire or to support projects that further the Council's mission of "dignity, full rights of citizenship, equal opportunities and full participation for all New Hampshire citizens with developmental disabilities".

Grant applications that address the Council's goals have a better chance of being approved. Council goals include: bullying prevention, training families and professionals in best practices in childhood education and transition services, increasing employment opportunities for individuals with disabilities, promoting inclusion in all aspects of community life, supporting self advocacy opportunities, and improving systems for those transitioning from being students to adults.

The Council offers three types of grants:

Community Education Grants - up to a \$1000 - to develop or offer conferences, or trainings that are disability related. Examples include:

- ◆ Events for people with disabilities and their families that provide education about specific disabilities and offer opportunities to develop leadership and advocacy skills.
- ◆ Events for professionals working with people with disabilities that will increase understanding of disabilities, expand community involvement, and promote best practices.

Community Project Grants - up to \$1000 –for community projects that help achieve goals outlined in the Council's 5-year plan (*see the Council's website for information*). These projects can help to:

- ◆ Increase community involvement for persons with disabilities
- ◆ Address barriers facing people with disabilities
- ◆ Expand supports and services for people with disabilities
- ◆ Improve the quality of life for individuals with disabilities
- ◆ Change the way people think about persons with disabilities.

Teen Grants – up to \$500 – awarded to teens or young adults (ages 14 through 21) who want to make their school or community more welcoming to people of all abilities.

Projects funded through Teen Grants are required to have an advisory group or committee; this group must include a teen or young adult with a disability and an adult who is helping to support the project. Examples of Teen Grants include projects that:

- ◆ Address barriers confronting young people with disabilities
- ◆ Increase community involvement for persons with disabilities
- ◆ Support youth with disabilities to gain self-advocacy skills
- ◆ Promote inclusion of people of all abilities in activities in their schools or communities.

All grant applications can be found on the NHCDD web site under the small grants heading. Hard copies can be mailed upon request. Applications are designed to be easy to complete. For more information about small grants, or for assistance in completing an application, please visit the Council's website at www.nhcdd.org or contact the Council office at 603-271-3236.

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Club. She has made friends working on community volunteer projects with the club. The team also developed strategies for how Jess can handle a situation when she feels overwhelmed. Now, instead of running and locking herself in the bathroom, Jess goes to the resource room where she has a reserved desk. As a freshman, Jess used this desk a lot; over time she has needed it less and less and now in her junior year she hasn't used it at all. While she has accommodations, it is important to Jess that her teachers hold the same expectations for her as they do for her peers. "She wants to be treated like everyone else," Kathy said. "And she's doing great!"

Already thinking of college, Jess plans to major in early childhood education and social work. She likes working with children and is interested in becoming social worker, "because they keep kids safe from abuse and neglect." Jess's transition plan includes support for taking PSAT's, attending college fairs, exploring financial aid, and getting the skills she will need to live more independently at college and beyond.



STUDENT-DIRECTED FUTURES PLANNING: A KEY STRATEGY FOR A SUCCESSFUL TRANSITION TO ADULT LIFE

By JoAnne M. Malloy, Ph.D. and Heidi Cloutier, MSW; Institute on Disability

Student-directed futures planning is a process that assists young people with disabilities to make a successful transition from high school to adult life. Futures planning is most effective when the student leads the process; this includes deciding who should be involved, leading discussions during planning meetings, and making final decisions on what support or assistance is provided.

Students who are candidates for futures planning are given information about the planning process and decide whether or not they would like to participate. The student, along with individuals of his or her choosing, works with a trained facilitator to identify goals and develop a detailed plan. The planning process includes documenting the student's history, current situation, preferences, accomplishments, key relationships, dreams, concerns, goals, and next steps. This information is graphically mapped out on flip chart paper. The mapping process results in a transition plan that identifies the student's long and short-term goals, the type of support and help needed to achieve these, and steps for moving forward.

Once the initial plan is developed, key people are brought together to learn about the student's dreams, goals, and concerns. The student's "team" develops specific action steps and regularly monitors their implementation.

The student and his or her team identify and celebrate successes. When progress is not being made, the student and team analyze why and make needed adjustments. Futures planning helps the student exercise self-determination and acquire the skills needed to succeed in the adult world.

For more information about Student-Directed Planning:

http://iod.unh.edu/About/News/03-12-05/Person-Centered_Planning_Process_is_the_Focus_of_a_New_Hands-On_Manual_by_UNH_s_Institute_on_Disability.aspx

http://iod.unh.edu/Projects/fctp/project_description.aspx

http://www.iod.unh.edu/Projects/renew/renew_main.aspx



Kelsey Carroll participating in RENEW Youth-Directed mapping session at Sommersworth High School

Photographer - Dan Habib

Butenhof & Bomster, PC Attorneys at Law

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Butenhof & Bomster, PC is pleased to support the RAP Sheet and its producers, the DRC, NHCDD, and IOD/UNH. Butenhof & Bomster, PC offers a broad spectrum of legal services and advocacy to assist its clients and family members in navigating the complex legal issues facing persons with disabilities and their families.

For more information and to view articles written by members of our firm visit our website at www.butenhofbomster.com or contact our office at (603) 296-0428.

OUR OFFICE IS LOCATED AT 149 HANOVER STREET, SUITE 300, MANCHESTER, NH 03101

RENEW:

A Model of Student-Directed Futures Planning

Piloted in New Hampshire in 1995, and now being implemented in six other states, RENEW (Rehabilitation for Empowerment, Natural Supports, Education and Work) utilizes student-directed planning to help youth with emotional and behavioral challenges make the transition to adulthood.

One Student's RENEW Experience

Mandy was an honor roll student who for years had struggled with depression and family problems. By her senior year Mandy had left her mother's house and moved in with her father; her mother and siblings were no longer speaking to her. She had stopped going to classes and was in danger of not graduating. Fortunately, Mandy was connected with the RENEW Project. Working with the RENEW facilitator, she set the following goals for herself: graduating from high school, having a healthy relationship with her siblings, finding a job and being financially stable, getting her driver's license, and attending culinary school. Her RENEW facilitator helped Mandy identify next steps for achieving her goals, checked in with her regularly to monitor her progress, and helped her with problem solving. Mandy created a plan to get caught up with her schoolwork. She identified and began acting on steps to rebuild her relationships with her siblings. Mandy found a job in a sandwich shop and is saving money for college. She practiced driving with her uncle and was able to pass her driving test. In June Mandy graduated from high school with both of her parents attending the ceremony. She is currently researching culinary schools and plans to apply to schools in January 2013. While she still has a long way to go, Mandy is making steady progress towards achieving her goals.

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In order to:

- Reach more readers
- Reduce costs
- Be more environmentally friendly

The RAP Sheet, is **now** sent electronically via email. We will no longer be mailing hard copies to our distribution list.

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Attorney Greg Van Buiten is pleased to support the RAP Sheet, the Disabilities Rights Center, Institute on Disabilities, and the NH Council on Developmental Disabilities and the great work they do for and with individuals with disabilities

Greg Van Buiten is an attorney admitted in New Hampshire and Vermont. For over 25 years he has worked with the parents of students with disabilities, in an effort to ensure that these students receive the services they need in school, and that they are prepared for life after graduation.



NH Transition Community of Practice 2012 Summit VI – The Three W's of Planning for the Future: Who? What? and When?

A Summit on effective transition practices in job development and employment, Extended Learning Opportunities, innovative practices, and engagement of students and families.

Date: November 14, 2012

Time: 8:30am-3pm

Location: Grappone Conference Center,
70 Constitution Avenue, Concord, NH

Registration Fee: \$70

Red Flags for Child Development

Learn how to recognize developmental "red flags" in young children and develop strategies for discussing concerns with parents..

Date: November 16, 2012

Time: 12:30pm-4:30pm

Location: IOD Professional Development Center,
56 Old Suncook Road, Concord, NH

Registration Fee: \$65

Workshop Instructor: Leigh Rohde, Ph.D.

Picture This! The Art of Graphic Facilitation

Learn about graphic facilitation and how to record the give and take of conversation during meetings. Visual strategic planning and problem solving tools will be demonstrated.

Date: December 7, 2012

Time: 9am-3pm

Location: IOD Professional Development Center,
56 Old Suncook Road, Concord, NH

Registration Fee: \$150

Workshop Instructor: Patty Cotton, M.Ed.

Using Literacy for Children's Social and Emotional Development

Learn how to use children's literature to frame lessons in social and emotional learning.

Date: December 11, 2012

Time: 8:30am-11:30am

Location: IOD Professional Development Center,
56 Old Suncook Road, Concord, NH

Registration Fee: \$65

Workshop Instructor: Leigh Rohde, Ph.D.

iPad After-School Discovery Series: New Tools and Techniques for the Inclusive Classroom

In these two-hour afternoon sessions learn how to operate your iPad and techniques and apps to support individuals with disabilities.

Time: 4pm-6pm

Location: IOD Professional Development Center,
56 Old Suncook Road, Concord, NH

Registration Fee: \$59 each

UPCOMING DATES FOR iPad TRAININGS:

November 26, 2012 - iPad 101

Instructor: Cynthia Yetman

A hands-on workshop on iPad features that benefit individuals with disabilities.

December 5, 2012 - Reading, Writing, and Arithmetic Apps

Instructor: Diana Petschauer

Explore various apps beneficial for students who experience writing and math challenges

January 16, 2013 - 101 Uses for the iPad Camera

Instructor: Therese Willkomm

Explore apps that use images captured with the iPad camera to support individuals who experience sensory, communication, intellectual, and neurobehavioral impairments.

February 4, 2013 - Social Stories and Visual Schedules

Instructor: Phyllis Watson

Learn how to enhance comprehension of language and social situations and promote independence for students with autism and other related disabilities.

March 4, 2013 - Video Modeling

Instructor: Phyllis Watson

Learn how to use video modeling to increase skills and support positive participation and social connections.

April 3, 2013 - iPad Apps for Students with Visual Impairments

Instructor: Diana Petschauer

Learn about apps for students who experience print disabilities and/or visual impairments.

May 1, 2013 - Using iPad Apps to Foster Specific Developmental Skills in Young Children

Instructor: Shannon Fitch

Learn about apps to help young children develop skills in observing and responding, using their imagination, and showing empathy.

& EVENTS

Differentiated Instruction in the Elementary Classroom: Making Curricula Accessible for All Kids

Learn about differentiated instruction as a lesson/unit planning model, including designing supports and accommodations, and integrating IEP goals into daily lessons and routines.

Date: February 13, 2013

Time: 9am-3pm

Location: Grappone Conference Center,
70 Constitution Avenue, Concord, NH

Registration Fee: \$120

Workshop Instructor: Susan Shapiro, M.Ed.

4 EASY WAYS TO REGISTER!



1 online
WWW.IOD.UNH.EDU



2 call to register or to request a
registration form
603.228.2084



3 mail a completed registration form
**INSTITUTE ON DISABILITY
56 OLD SUNCOOK ROAD, SUITE 2
CONCORD, NH 03301**



4 fax a completed registration form
603.228.3270



Family-Centered Transition Planning for Students with Autism Spectrum Disorders

After High School, What Comes Next?

The University of New Hampshire Institute on Disability and Strafford Learning Center are collaborating on a project to assist high school students with Autism Spectrum Disorders and their families to plan for the transition to adult life.

The Project is called *Family-Centered Transition Planning*. High school students age 16 and above diagnosed with an Autism Spectrum Disorder are eligible to participate.

Participants receive the following:

1. Training sessions, where families learn practical strategies for person-centered planning, networking, and utilizing a variety of adult service options and resources to design and work towards a positive future beyond high school.
2. Individual planning meetings to develop post-high-school goals, held at the convenience of each student and family, with a project planning facilitator. These meetings result in a family-centered plan with specific goals and an implementation plan. Other family members, friends, and community resource people may participate in one or more meetings as called for by the student and family. The facilitators will also meet with the student as needed to help prepare for his/her participation.
3. Ongoing assistance from a planning facilitator over a 6 – 8 month period to work on plan implementation, explore careers or post-secondary education options, and/or arrange paid or unpaid work experiences.

To help measure the effectiveness of these services, participants complete brief surveys upon enrollment and after 12 months.

For more information about the project, contact:

Heidi Cloutier
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228-2084 ext. 41
heidi.cloutier@unh.edu

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56 Old Suncook Rd., Suite 2
Concord NH 03301

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The Latest in Disability Research, Advocacy, Policy, and Practice

Fall Issue 2012

NH COUNCIL ON DEVELOPMENTAL DISABILITIES

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◆ The RAP Sheet Has Gone Electronic - see inside for details on how to subscribe ◆

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The Disabilities Rights Center is dedicated to eliminating barriers to the full and equal enjoyment of civil and other legal rights for people with disabilities.

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The Institute on Disability advances policies and systems changes, promising practices, education and research that strengthen communities and ensure full access, equal opportunities, and participation for all persons.

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Dignity, full rights of citizenship, equal opportunity, and full participation for all New Hampshire citizens with developmental disabilities.

This publication was supported solely by federal funding from grants from the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration; Centers for Medicare and Medicaid-Real Choice System Change; U.S. Department of Health and Human Services, Administration on Developmental Disabilities and the Health Resources Services Administration; Maternal and Child Health Bureau; Office of Disability Employment Policy; U.S. Department of Education Department of Rehabilitation Services and National Institute on Disability Rehabilitation and Research (NIDRR); US Department of Labor; the Social Security Administration; and a grant from the New Hampshire Bar Foundation.

The contents are solely the responsibility of the grantees and do not necessarily represent the official views of the federal grantors.