

EDC Dialogue

An electronic newsletter to share information and activities for and about the Educators with Disabilities Caucus

EDC is a Caucus of the Council for Exceptional Children (CEC)

This newsletter is disseminated quarterly as a means for the caucus to share information, activities, and resources. We welcome your contributions and suggestions for continuously improving this resource. Please send your submissions to Judy Shanley at jshanley@air.org.

Our Mission

To support and advocate for educators with disabilities in teacher training and professional settings.

Message from the EDC Chair

Nancy Anderson, Chair 2005-2006

Greetings to our EDC members and newsletter subscribers!

With each issue of the *EDC Dialogue*, we strive to provide you with information that will benefit our readers. This Spring issue of the *Dialogue* is no exception. Many of the articles or informational sections come from our EDC members. We are grateful for the submissions. Keep on sending in your ideas and requests!

In this issue, be sure to read the following sections and articles:

- ❖ Participating in Research as a Human Subject
- ❖ Do You Know a Science, Technology, Engineering or Math Educator with a Disability?
- ❖ Scholarships for Women with Disabilities in Graduate School
- ❖ Cultural, Linguistic, and Ability Diversity Focus of Unique Early Childhood Education Program (UTEEM)

In April, the national Council for Exceptional Children (CEC) annual convention will be at Salt Lake City, Utah. Be sure to read our "*Member Happenings*" newsletter section for details on when and where the EDC meetings are occurring at the convention. The board of EDC hopes to see you there! In our next newsletter, we will be highlighting CEC's Web site, but I wanted to share this-- CEC now has a newly redesigned Web site! It is user friendly and has lots of good information, check it out at <http://www.cec.sped.org>

Thank you for supporting EDC as a member or subscriber! If you have any questions, please be sure to email me at Nanders7@gmu.edu. Enjoy the convention, and I hope you have a healthy and happy spring!

Nancy Anderson, EDC Chair



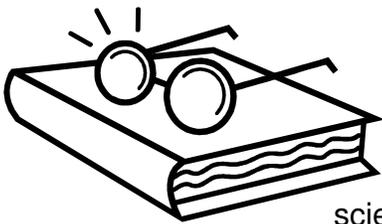
Hot Topics

Do You Know a Science, Technology, Engineering or Math Educator with a Disability?

Georgia Tech researchers are conducting a survey to learn about the employment experiences and workplace accommodations used by science, technology, engineering and math K-12 and postsecondary educators who have a disability. The goal of this research is to provide information to help people with disabilities successfully become teachers and to help educators who acquire a disability ways to continue in their careers. The survey is anonymous and takes about 20-30 minutes to complete. To participate in this research project, go to <http://www.catea.org/teachersurvey>

Contact Karen.Milchus@coa.gatech.edu or call 800-726-9119 (voice/TTY) if you have questions about the survey. This research is funded by grant #0435675 from the National Science Foundation.

Perspectives from the Field



Participating in Research as a Human Subject: *Should I or Shouldn't I?*

As a result of the impetus for educators to use scientifically based practices (NCLB 2001; IDEA, 2004), it is not surprising that much more education research is being conducted. With the increased prevalence of educational studies, educators and students are being asked to participate in this research more frequently as human subjects. As educators, we can advance the field of education and the use of scientifically based practices through our participation. However, before participating in research, we should ask questions about the study to determine whether the research is credible, safe, and worthwhile. This article provides readers with questions to consider before deciding whether to *participate as a subject in a study*.

Prior to conducting a study, researchers affiliated with organizations and institutions that receive Federal funding are subject to a review process by an independent panel of experts called an Institutional Review Board (IRB). This process requires that, before the start of a study, researchers leading the work -- often at universities, non-profit or for-profit research organizations, and at medical facilities -- must submit assurances to an IRB that their proposed research will not harm human subjects. In addition to the Federal IRB guidelines, most states and private organizations also have review procedures in place to protect human subjects. The purpose of the IRB is to assess the risks and anticipated benefits to research subjects. Additionally, the IRB process seeks to determine the adequacy of the proposed study's procedures related to informed consent (the participant's understanding of the work) and its provisions to protect the privacy of subjects and maintain confidentiality.

The IRB status of a proposed study is only one area that an individual should consider before participating in research. If they gather more information before the study begins, subjects can feel more confident that their participation will yield valuable and important education findings without compromising their health and welfare. Additional questions that a potential participant can ask include:

- Who is conducting the research--are they affiliated with a recognized institution or organization?
- Has the proposed study undergone an IRB review? Was the study approved? Were state policies related to institutional review followed?
- Are there any physical or emotional risks associated with my participation in the study?
- What is the benefit of participation?
- Will the data being collected be kept confidential?
- What is this research about and what is the purpose? What is the variable being studied? What treatment or intervention will I receive if I participate in the study?
- Can I withdraw from the study without penalty at any time?
- How is the research funded? Who will benefit from the research findings?
- What question or topic will be addressed in the research? Will this a topic impact educational practice?
- What do I have to do to participate? How much time will it take? How will it coincide with my job or educational responsibilities??
- How will this affect my participation in school or work?
- How will the results and findings of the research be communicated? Will personal information about my involvement be communicated?
- How much time will my involvement take? How will this affect my participation in school or work?
- Will I be able to see the results of the study?

Undeniably, educational research has advanced teaching methods and improved instructional interventions and classroom practice. This research would not have yielded important information to improve the education profession without the participation of research subjects. Although we, as educators, may have a professional duty to support empirically sound research that will advance scientifically based practices; we have an even more important obligation to ensure that research maintains the welfare and well being of human subjects. To this end, educators are encouraged to collect information and ask questions about research and to be an informed participant in educational endeavors.

Resources

Ethical Principles and Guidelines for the Protection of Human Subjects of Research <http://ohsr.od.nih.gov/mpa/belmont.php3> (the "Belmont Report") and the American Psychological Association's ***Ethical Principles in the Conduct of Research with Human Participants***. <http://www.apa.org/ethics/>

NICHCY, National Dissemination Center for Children with Disabilities. Research based information to guide work with students with disabilities.

<http://www.nichcy.org/researchinfo.asp>

Research to Practice FAQ. The Access Center. Information brief providing an overview of scientifically based practices; helps educators make informed decisions about the integrity and validity of research to improve instruction.

http://www.k8accesscenter.org/training_resources/researchtopracticefaq.asp

U.S. Department of Education, Institute for Education Sciences. Established by the Education Sciences Reform Act of 2002, the Institute of Education Sciences is the research arm of the Department of Education. Its mission is to expand knowledge and provide information on the condition of education, practices that improve academic achievement, and the effectiveness of Federal and other education programs.

<http://www.ed.gov/about/offices/list/ies/index.html>

The U.S. Department of Health and Human Services, Office of Human Research Subjects Protections. Resources related to IRB regulations and processes.

http://www.hhs.gov/ohrp/irb/irb_guidebook.htm

Key Activities of EDC

EDC officers, with the support of CEC Advisors, revised its *EDC Organizational Guidelines* document. This resource is used by the EDC Caucus for several purposes including guiding caucus operations and procedures, informing new and current members of EDC procedures, and serving as foundation for EDC activities and progress. We hope you will review these guidelines, available through the EDC section of the CEC Web site at

<http://www.cec.sped.org/diversity/edc.html>.

Please direct any comments or questions to Nancy Anderson at nanders7@gmu.edu

Scholarships and Internships

Freida J. Riley Teacher Award Program for 2006. The award will be given in Clarksburg, West Virginia on May 4, 2006. For information about the application process, please

visit <http://nmoe.org/riley/index.htm>



Scholarships for Women with Disabilities in Graduate School
The Ethel Louise Armstrong Foundation

This sponsor provides scholarships ranging from \$500 to \$2,000 per year to any woman with a physical disability who is pursuing graduate studies at a college or university in the United States.

Eligible applicants are women with physical disabilities. Applicants must be currently accepted to a graduate program working towards a

Masters degree or above in an accredited college or university in the United States. Applicants must be active in a local, state, or national disability organization. The award is to offset tuition costs only. Deadline: 06/01/2006
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Member Happenings

EDC at the CEC Convention 2006

This year, the CEC convention will be held in Salt Lake City, Utah. While you will be busy attending the workshops, meetings, and the exhibits, PLEASE put the EDC meetings on your calendar the following EDC meetings..

THE GRAND AMERICA HOTEL, SALT LAKE CITY

Friday, April 7, 2006, 8:30 - 9:30 AM, Educators with Disabilities Caucus Board Meeting, Room: Tuscany Room

Friday, April 7, 2006; 9:45 -10:45 AM, Educators with Disabilities Caucus General Business Meeting, Room: Tuscany Room

While at the convention, be sure to stop at the Caucus Table Exhibits and visit EDC's table located around the CEC registration/check-in area. We are seeking volunteers to help at our table, if you interested and help be at our EDC table, please email Judy Shanley at jshanley@air.org General information about EDC will be displayed, We hope to see you at the convention. However, if you cannot make it, please feel free to contact Nancy Anderson, Chair, EDC at nanders7@gmu.edu with your inquiries or thoughts.

The Council for Exceptional Children's Diversity Committee Will Meet at the Convention!

Last year the Council for Exceptional Children (CEC) launched a new governance structure, the *Diversity Standing Committee (DSC)*. The committee's work will reflect CEC's broad and inclusive view of diversity, including ethnicity, culture and language, gender, age, disability, and sexual orientation. The charge to the committee is to advise the Board regarding diversity and equity; recommend strategies for greater inclusivity of diverse groups throughout the Council's membership, leadership, and unit program/activities; advise the CEC Board on ways to enhance professional practice for children and youth with exceptionalities from diverse backgrounds; and provide suggestions for attracting, mentoring, and supporting individuals from diverse backgrounds who want to enter, remain in, and advance within the profession. It is now in its first year of operation as a full committee. The committee members for 2005 are

Shernaz García (chair), Nancy Anderson, Elaisa Gosnell, Eileen Raymond, Paula Seanez, Hsuying Ward, and Joyce Wortham.

During this year, the committee is reviewing the diversity recommendations from the 2004 Representative Assembly and gathering information regarding the promotion of diversity as a shared goal throughout CEC. It will also review the convention program for diversity representation and develop recommendations for the 2006 Salt Lake City convention regarding the need for advocacy activities related to discrimination based on sexual orientation. Finally, the committee will review CEC's response to the 2003 report of the CEC Workgroup on Diversity in CEC Publications. Many of these activities are expected to continue past this year, as they are part of a long-term strategy to ensure that CEC is responsive to diversity among its membership as well as professional practice and services for individuals with disabilities from diverse backgrounds.

If you have any questions about the Diversity Committee or would like to provide input, please email Nancy Anderson at nanders7@gmu.edu

Important Resources



Are you interested in acquiring information about digital versions of textbooks and instructional material? Then check out this great resource:

National Instructional Materials Accessibility Standard (NIMAS)

The U.S. Department of Education's Office of Special Education Programs has awarded the Center for Applied Special Technology two five-year Cooperative Agreements to establish two national centers to further develop and implement the **National Instructional Materials Accessibility Standard (NIMAS)**. The NIMAS guides the production and electronic distribution of digital versions of textbooks and other instructional materials so they can be more easily converted to accessible formats, including Braille and text-to-speech.

NIMAS Development Center activities include

- Identifying new technologies and education research that will make the NIMAS a more effective standard for developing universally designed, multiple-output formats in a cost-effective, timely manner
- Building and supporting the capacity of its partner, the NIMAS Technical Assistance Center, to implement the adoption of the NIMAS by states and other entities
- Exploring free-market distribution models that could increase the quality, quantity, and timely delivery of accessible materials.

For more information, please check out the Web site at <http://nimas.cast.org/>

Cultural, Linguistic, and Ability Diversity Focus of Unique Early Childhood Education Program (UTEEM)

The UTEEM Early Childhood Education Program is a blended master's level program at George Mason University in Northern Virginia that prepares preservice and inservice teachers to work with culturally, linguistically, and ability diverse young children, birth to age eight, and their families. UTEEM is a two-year, full-time program that leads to an M. Ed. in curriculum and instruction and Virginia licensure in early childhood education (Pre K-Grade 3), early childhood special education (birth to age five), and English as a second language (Pre K- Grade 12).

Coursework is linked to internships in diverse community and school settings across the four semesters. The program focuses on the centrality of culture, social justice, and critical reflection and dialogue for teaching and learning.

Typically, students enter the program during the fall semester and complete the program together as a cohort. However, it is possible to join the program during the spring semester as a full-time or part-time student. Part-time students need to develop a program completion plan with the UTEEM program co-coordinators. Undergraduates can also enroll in UTEEM courses as part of an early childhood education minor.

Courses each semester focus on a different age group (preschool, infants and toddlers, and children in grades K to 3). During the final semester, students are involved in two internships: a five-week ESOL internship and a 10-week specialization internship reflecting the age group each student has selected as a focus.

Individuals interested in more information on the UTEEM Early Childhood Education Program can visit: <http://www.gmu.edu> then link to gse.gmu.edu/programs/descriptions/ece. To apply to the Graduate School of Education scroll down to "Sites of Interest/ Applications" on George Mason University's home page at <http://www.gmu.edu>

Please contact Dr. Elaisa Sánchez Gosnell at egosnell@gmu.edu or Dr. Ilham Nasser at inasser@gmu.edu with any questions that you might have about our program.

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We welcome your contributions and suggestions regarding this newsletter. If you are interested in volunteering to write a section of this electronic newsletter on a quarterly basis,
please contact Judy Shanley at jshanley@air.org

