American Public University System

The Ultimate Advantage is an Educated Mind

Education
EDUC616
Foundations in Special Education and the Individuals with Disabilities Education Act
Credit Hours = 3
Length of Course = 8 weeks
Prerequisite: EDUC503 (May be taken concurrently)

Classroom Observation is required in this course. Up to 10 hours will be devoted to observation-related activities in an APUS approved site school.

NOTE: OBSERVATIONS ARE NOT MANDATORY. Contact your instructor for alternate assignments in lieu of observations. You may do observations if you choose and if you have access to a classroom at your school site. Let your instructor know your plans for these assignments in advance.

Instructor Information

APUS Faculty

Course Description (Catalog)

This course addresses legal trends and issues related to the Individuals with Disabilities Education Act (IDEA), including the identification process that schools must follow: child study, assessment, eligibility, IEP development, and placement. Educators will analyze the legal requirements as defined in IDEA, specifically, the Free and Appropriate Education (FAPE) requirement, the Least Restrictive Environment (LRE) requirement, and the development of Individualized Education Plans (IEPs), and consider the changes of IDEA 2004. Using the cases as a launching point, teachers will participate in on-line discussions regarding beliefs, best practices, challenges, and current research.

Course Scope

This course focuses on giving the teacher candidate an overview of special education. The emphasis will be heavily placed on the history and formation of the law and litigation, definition, causes, and
characteristics of students and adults with disabilities. The teacher candidate will take an even closer look at FAPE and LRE and how it applies to appropriate placement of students into special education from full inclusion to specialized placement. Best teaching practices will be investigated, observed, and applied. A requirement to observe a special education classroom and interview the teacher on best teaching practices is required along with working with a student with special needs.

**Course Objectives**

After successfully completing this course, you will be able to:

- Explain the historical movements, legal decisions, and legislative action that created the basis for special education services in the United States (CEC 1, 21st Century 1, 2, 4)
- Critique issues relating to students in need of special education, including law, educational reform, and effective teaching (CEC 1, NCATE 1, 21st Century 1, 2, 4)
- Examine and critique the legal cases which have impacted least restrictive environment issues for children with disabilities (CEC 1, NCATE 1, 21st Century 1, 2, 4)
- Examine and critique the legal cases which have impacted free appropriate public education for children with disabilities (CEC 1, NCATE 1, 21st Century 1, 2, 4)
- Examine and critique the legal cases which have impacted IEP development issues for children with disabilities (CEC 1, NCATE 1, 21st Century 1, 2, 4)
- Evaluate skills in effective instructional and accommodative practices (CEC 2, 3, 4, 5, 6, 7, NCATE 1, 3, 4, 21st Century 1, 2, 4)
- Describe the process of planning and providing special education, including pre-referral, referral, assessment, eligibility, the individualized education program (IEP), and the least restrictive environment (LRE) (CEC 4, 5, 7, 10, NCATE 3, 4, 21st Century 1, 2, 4)
- Describe parent, family, and social support systems for parents and families of children with special needs (CEC 10, NCATE 5, 21st Century 1, 4)
- Identify and explain factors to consider in defining and diagnosing developmental disabilities (CEC 9, NCATE 1, 21st Century 1, 2, 3, 4)
- Identify and describe early intervention priorities and educational programs and services for the exceptional learner, including Individual Family Services Plans (IFSPs) (CEC 4, 5, 6, NCATE 1, 3, 4, 21st Century 1, 2, 4)
- Identify and describe transitional programs and procedures for students with disabilities, including the individualized transition program (ITP) (CEC 4, 5, 6, 10, NCATE 1, 3, 4, 5, 21st Century 1, 2, 4)
- Identify and explain the definition and diagnosis, characteristics, and educational considerations for persons with various types of disabilities qualifying for services under IDEA 2004. (CEC 5, 6, NCATE 1, 2, 3, 21st Century 1, 2, 4)
- Explain and describe the skills necessary for effectively teaching students with disabilities according to state boards of education and professional organizations to meet the requirements of No Child Left Behind and IDEA. (CEC 2, 3, 4, 5, 6, 7, 8, NCATE 1, 2, 3, 6, 21st Century 1, 2, 3, 4)

**Course Delivery Method**
This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include Forum questions (accomplished in groups through a threaded forum), examination, and individual assignments (submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

### Course Materials

#### Required Course Textbooks:


#### Additional Course Materials: E-bibliography in AMU/APU Library & in syllabus

**Websites:** In addition to the required course texts the following public domain Websites are useful. Please abide by the university’s academic honesty policy when using Internet sources as well. **Note** Web site addresses are subject to change.

<table>
<thead>
<tr>
<th>Site Name</th>
<th>Website URL/Address</th>
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<tbody>
<tr>
<td>Council for Exceptional Children</td>
<td><a href="http://www.cec.sped.org">http://www.cec.sped.org</a></td>
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<tr>
<td>Division for Early Childhood</td>
<td><a href="http://www.cec.sped.org">http://www.cec.sped.org</a></td>
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<tr>
<td>Early childhood special education: Recommended practices</td>
<td><a href="http://www.tr.wou.edu/train/cdcecsese.htm">http://www.tr.wou.edu/train/cdcecsese.htm</a></td>
</tr>
<tr>
<td>Information on transition services, including vocational education</td>
<td><a href="http://www.pai-ca.org/Pubs/505001.htm">http://www.pai-ca.org/Pubs/505001.htm</a></td>
</tr>
<tr>
<td>Museum of Disability History</td>
<td><a href="http://www.museumofdisability.org">http://www.museumofdisability.org</a></td>
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<tr>
<td>National Dissemination Center for Children with Disabilities</td>
<td><a href="http://www.nichcy.org/Pages/Home.aspx">http://www.nichcy.org/Pages/Home.aspx</a></td>
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<td>National Parent-to-Parent Support and Information System</td>
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<td>The Disability Rights Advocate</td>
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<td>The Inclusive Education Movement and Minority Representation in Special Education</td>
<td><a href="http://www.isec200.org.uk/abstracts/keynotes/articles.htm">http://www.isec200.org.uk/abstracts/keynotes/articles.htm</a></td>
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<td>Transition for students with learning disabilities</td>
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**Evaluation Procedures**

**Instructor announcements** – At minimum, there will be an announcement at the beginning of each module that will highlight learning objectives, give additional guidance on the required weekly assignments, and provide a friendly reminder of key course milestones/due dates. This announcement will be provided at the beginning of the packets which will also provide supplemental reading materials.

**Reading Assignments** - Every week you are assigned readings from the textbooks. You are expected to keep up with the reading assignments which will directly relate to the forum questions as well as future assignments.

**Supplemental Readings** – In each module you will find supplemental reading that includes websites from the Internet as well as an e-bibliography that is located in the library under this course identification.

**Forum Assignments & Exercises**

**First Forum Instructions—Important**

**Biography Post (to Forum)**

This assignment is essential for establishing our online class community. You will need to post it by the end of the first week of class. Engagement is necessary in all weeks of class through the final week. See the first announcement for additional information on this assignment.

There will also be questions to answer in the Bio/Introductory forum posting that is mandatory for the first week. It is recommended that references be given at the end of initial response posts after this first forum.

You will write a 250-word biography/introductory post that introduces you to your classmates and to me. Please include your location, current career, and hobbies. Also provide a background on your former education/degrees/certifications. Define your professional goals and expectations for this course. If you have any gifted education experiences, please include them. This post will be verified by an automated computer run including a word count.
**Forum Participation**

Interaction between learners is a critical part of any course. Being connected to and within the classroom community allows us to motivate and support each other. Interaction, such as engaging in friendly discourse, sharing relevant experiences, and establishing collegial connections, are all integral parts of the online learning process and set the stage for student success.

The DB (forum) allows students to self-reflect on topics, perform critical thinking, and discuss how theory can be put into practice. Topics and questions will be posted to the DB each week and you and your classmates will be asked to respond to the postings. Your first, initial, response to the posting is intended to provide you with an opportunity to practice the skills discussed above as well as provide an opportunity to synthesize and analyze the topic at hand. The second requirement of the DB assignment is for you to respond to at least two of your classmates’ postings. These responses should be thoughtful and meaningful. It is very important to practice good Netiquette while in the DB, and any time on line. Please be respectful and, if you disagree with what has been posted, discuss the issue civilly, intelligently, and politely. Review of this Netiquette link will be of assistance in your posts: [http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

Your postings will be reviewed for critical thinking and thoughtful questioning. You are expected to cite references (APA format) to support your responses.

Classes will typically begin with a question I have posed the previous week. We should work to achieve conversational exchanges with each other through Forums and emails, constructively challenging each other to think broadly and critically about ideas or assertions posed by the readings.

**General Forum Instructions**

- Interacting with your classmates is a critical part of your learning experience. It is my intent to have reflective and academic stimulating discussions in the classroom each week. In order to accomplish this there are two basic requirements of your participation. These requirements are:
  1. To assist in getting discussions started early, please try to post your initial responses by Wednesday. The latest day you can post your initial responses for credit will be by the end of the week.
  2. To clearly and completely answer a question, a post should be between 100 and 300 words. A rule of thumb for the length of an initial post to a discussion question should be that the reader does not have to toggle down the page more than once to read the entire post. Late postings (after the due date) will be accepted but may result in a deduction in points on an individual basis. This must be cleared ahead of time to receive any credit for a late post.

The required number of comments to others each week is two (2). You can fulfill the requirements of responding to others by posting two (2) substantive responses to ANY learner’s initial responses AND by the posted due date. These responses should be between 50 and 150 words. “I agree” or “great job” is not enough. Tell why you agree or why you think the learner did a great job. Personalize your response with your experiences.

**Discussion Ground Rules**

1. Read posts with an attitude that you are open to rethinking your own beliefs and assumptions.
2. Acknowledge what the other person says and add to it in a substantive way.
3. Demonstrate professional courtesy and respect for one another.
4. Understand that "life" happens.
5. What is said here stays here.
6. What is learned here leaves here.
7. Have fun!

**Homework assignments** – Throughout the semester you will write responses to questions. These responses will involve analyses of readings, comparing and contrasting the views of authors, and critique of arguments presented by the readings or the class. Papers will be graded for accuracy of interpretation, rigor of argument, and clarity of expression. Papers should be 3-5 pages in length and written in proper APA format. The 4 homework assignments will be given during week 1, 5, 6, and 7.

**Field Experience:** The Field experience assignment is a very important assignment that will go into your portfolio. This assignment requires 10 hours of observation in various special education classrooms. You will complete these observations for specific assignments in weeks 2, 3, 4, and 8. You will also put all of your field experience observations together in one final paper in week 8. This is the paper that will go into your portfolio. [Observations are not mandatory. Contact your instructor if you wish to do an alternate assignment. You may do observations at your school site if you choose. Let your instructor know your plans for these assignments in advance.]

**Culmination/Portfolio Artifacts** – There are no exams in this course, however, near the end of the course, are two major assignments based on your participation and self-reflection over the cultures identified throughout the course and your field experience.

**Field Experience Project** - The field experience project is an ongoing assignment and should be worked on throughout the course. Each student will prepare a personal interview/observation field experience report. The purpose of the report is to heighten your awareness of Special Education and IDEA. You are to visit a school district, and, by observing a variety of classes including various levels of LRE as well as by interviewing several teachers and administrators to learn more about Special Education of our students.

After completing the 4 various field experience projects in this course, you will write a culminating paper that will be placed in your portfolio. This final paper will be an accumulation of all 4 field experience assignments. Please include an introduction that gives an overview of all 4 assignments. Then copy and paste all of the assignments. Finally, write a conclusion of your learning throughout your field experience project. Make sure to include only 1 title page and one reference page with all references used in each field experience listed in alphabetical order.

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<thead>
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<th>Grade Instruments</th>
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<tr>
<td>Homework Assignments (4)</td>
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<tr>
<td>Field Experience Assignments (4)</td>
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<td>1</td>
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| 2    | Least Restrictive Environment and Classroom Management | • Describe least restrictive environment  
• Identify and describe effective classroom management as it pertains to students with disabilities | Heward – None                           | • Discussion Post 3 – Classroom Management                                      |
|      |                                              |                                                                                     | Palloway – Chapters 3 & 4                      | • Field Experience 1 - Conduct an interview with the special education coordinator in your school district |
| 3    | The Referral Process and Individual Education Plans | • Describe the steps of the referral process  
• Describe legal cases that have impacted IEP Development  
• Identify and describe effective classroom management as it pertains to students with disabilities  
• Describe the steps of the referral process  
• Describe legal cases that have impacted IEP Development  
• Identify and describe effective classroom management as it pertains to students with disabilities | Heward – Read Chapter 2 and skim Chapters 4-13 | • Discussion Post 4 – Legal Case                                           |
|      |                                              |                                                                                     | Palloway – Chapters 2 & 3                      | • Assignment 2 - WebQuest                                                |
| 4    | Accommodations                               | • Apply accommodation to direct instruction  
• Identify and describe effective instructional and accommodative practices in a variety of LRE settings | Heward - None                                 | • Discussion Post 5 – Accommodation of Auditory Processing Disorder               |
|      |                                              |                                                                                     | Palloway - Chapter 3                           | • Field Experience 2 – Continue with your field experience by visiting a special day class, a resource room, and a full inclusion classroom |

**8 Week Course**
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
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| 5    | Support Systems and Collaboration             | • Describe parent, family, and social support systems for parents and families of children with special needs  
      |                                                | • Evaluate and describe collaborative models                                                              | Heward – Chapter 3              | • Discussion Post 6 – Support Systems              |
|      |                                               |                                                                                                             | Palloway – Chapter 2            | Field Experience 3 – Observations and Interviews    |
| 6    | Educational Needs of Exceptional Students     | • Identify and explain factors to consider in defining and diagnosing different disabilities               | Heward – Chapters 4-13          | • Discussion Post 7 – Factors in Diagnosis          |
|      |                                               | • Describe how least restrictive environment affects the placement of various disabilities                 | Palloway - None                 | Field Experience 4 – Program Visitations           |
| 7    | Early Childhood and Transition Plans          | • Identify and describe early intervention priorities and educational programs and services for the exceptional learner, including Individual Family Services Plans (IFSPs)  
      |                                                | • Identify and describe transitional programs and procedures for students with disabilities, including the individualized transition program (ITP) | Heward – Chapters 14 & 15       | • Discussion Post 8 – Transition Planning and Early Intervention  
      |                                                |                                                                                                             | Palloway – Chapters 14 & 15     | Assignment 3 – Early Childhood or Transition Planning |
| 8    | Curriculum for students with special needs    | • Identify and explain the definition and diagnosis, characteristics, and educational considerations for persons with various types of disabilities qualifying for services under IDEA 2004  
      |                                                | • Apply curriculum and accommodation strategies in lesson plan writing                                   | Heward – None                   | • Discussion Post 9 – Reflection                   |
|      |                                               | • Reflect on your learning                                                                               | Palloway – Chapters 5-11       | Assignment 4 – Best Teaching Practices and Accommodations in Lesson Planning |
|      |                                               |                                                                                                             |                                 | Field Experience Project and Culmination Paper      |
This course addresses legal trends and issues related to the Individuals with Disabilities Education Act (IDEA), including the identification process that schools must follow: child study, assessment, eligibility, IEP development, and placement. Educators will analyze the legal requirements as defined in IDEA, specifically, the Free and Appropriate Education (FAPE) requirement, the Least Restrictive Environment (LRE) requirement, and the development of Individualized Education Plans (IEPs), and consider the changes of IDEA 2004. Using the cases as a launching point, teachers will participate in on-line discussions regarding beliefs, best practices, challenges, and current research.

**A. DEEP WEB—Licensed Materials**

- **JOURNAL TITLES & Databases Available**
  - **Brigham Young University education and law journal** (1930-5273) from Spring 1993 to present in Academic Search Premier, Education Research Complete; from 04/01/1996 to present in LexisNexis Academic.
  - **Education and the law** (0953-9964) from 03/01/1999 to 18 months ago in Academic Search Premier and Education Research Complete.
  - **Education law journal** (0838-2875) from 06/01/2005 to present in ProQuest Research Library.
  - **International journal of special education** (0827-3383) from 2001 to present in Directory of Open Access Journals.
  - **Intervention in school and clinic** (1053-4512) from 01/01/1994 to 03/31/2008 in Academic Search Premier and Education Research Complete; from 05/01/1997 to present in ProQuest Research Library.
  - **Journal of International Special Needs Education** from 04/01/2007 to present in Education Research Complete.
  - **Journal of law & education** (0275-6072) from 06/12/2000 to present in LexisNexis Academic; from 10/01/2000 to present in ProQuest Criminal Justice Periodicals Index; from 01/01/2005 to present in Education Research Complete.
  - **Journal of special education** (0022-4669) from 03/01/1975 to 03/31/2008 in Academic Search Premier and Education Research Complete; from 04/01/1997 to present in ProQuest Research Library.
  - **Journal of Special Education & Rehabilitation** (1409-6099) from 01/01/2004 to present in Education Research Complete.
  - **Journal of special education technology** (0162-6434) from 01/01/2004 to present in Education Research Complete.
  - **Journal of the International Association of Special Education** (1555-6913) from 05/01/2005 to present in Education Research Complete.
  - **Learning disability practice** (1465-8712) from 02/01/2002 to present in Academic Search Premier.
  - **Learning disability quarterly** (0731-9487) from 01/01/2001 to present in Academic Search Premier and Education Research Complete.
  - **Remedial and special education** (0741-9325) from 07/01/1993 to 03/31/2008 in Academic Search Premier and Education Research Complete; from 03/01/1997 to present in ProQuest Research Library.
  - **Rural special education quarterly** (8756-8705) from 01/01/1999 to present in Academic Search Premier and Education Research Complete.
  - **Special Education** (1392-5369) from 06/01/2006 to present in Education Research Complete.
  - **Special education law monthly** (1094-3773) from 03/01/1998 to present in LexisNexis Academic.
  - **Special education report** (1553-4294) from 06/23/1999 to 04/30/2004 in Education Research Complete.
  - **Teacher education and special education** (0888-4064) from 09/01/2004 to present in Education Research Complete.
- **Tizard learning disability review** (1359-5474) from 10/01/2003 to 12/01/2008 in ProQuest Research Library; from 10/01/2004 to 09/30/2008 in Education Research Complete; from 10/01/2008 to present in Education Research Complete

- **Topics in early childhood special education** (0271-1214) from 03/01/1990 to 03/31/2008 in Academic Search Premier and Education Research Complete; from 04/01/1997 to present in ProQuest Research Library

- **ONLINE CATALOG** (or, titles available electronically)

- **MEDIA**: Laboratory/Simulation/Video Resources (Open and Deep Web)

- **ONLINE LIBRARY** (e.g., Style Manuals) or Professor-supplied Materials
  - Tutorial & Student Study Center (information literacy, citation style guides, student publications, study/career resources)
  - Education department study portals (coming)

- **TEXTBOOKS** (Licensed to Students—CMM adds)
  - Citation with book cost
  - Citation...

- **SPECIFIC SUGGESTIONS**—Articles, Case Studies, etcetera
  - IEP Facilitation. Mueller, Tracy G. Teaching Exceptional Children, Jan/Feb2009, Vol. 41 Issue 3, p60-67(Ebsco AN 36125692)


Toward Inclusion of Special Education Students in General Education. Idol, Lorna.. Remedial & Special Education, Mar/Apr 2006, Vol. 27 Issue 2, p77-94 (Ebsco AN 20081079)


Viable Alternatives for Students with Disabilities: Exploring the Origins and Interpretations of LRE. Crockett, Jean B.. Exceptionality, Mar 2000, Vol. 8 Issue 1, p43-60 (Ebsco AN 3350182)

B. OPEN WEB

• TRUSTED WEB SITES (Open Web, include Associations, Universities…)
  o FAPE Site. http://www.fapeonline.org/
  o IDEA. http://idea.ed.gov/
  o IDEA Data - Data Accountability Center. https://www.ideaedata.org/default.asp
  o Wrightslaw. IDEA. http://www.wrightslaw.com/idea/index.htm
    FAPE. http://www.wrightslaw.com/info/fape.index.htm
    LRE. http://www.wrightslaw.com/info/lre.index.htm
• **SAMPLE SYLLABI**
  - Legal and Policy Foundations of Special Education. University of Maryland. [http://www.education.umd.edu/EDSP/current/syllabi/spring06/EDSP675Spg06.pdf](http://www.education.umd.edu/EDSP/current/syllabi/spring06/EDSP675Spg06.pdf)

• **LISTSERVS/DISCUSSION GROUPS/BLOGS/SOCIAL NETWORKING**
  - Facebook groups (selected): [http://www.facebook.com](http://www.facebook.com)
    - Special Education Majors
    - Special Education Law
    - Special Education Law and Policy
    - Special Education Teachers Unite!
  - LinkedIn groups (selected): [http://www.linkedin.com/](http://www.linkedin.com/)
    - LD OnLine
    - Special Education Consultants – Law, Policy and Practice