

*Indicates a Louisiana-based Resource

| Special Education Research, Instruction & Professional Development Websites | |
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| Council for Exceptional Children | The Council for Exceptional Children (CEC) is the largest international professional and most recognized organization dedicated to improving the educational success of individuals with disabilities and/or gifts and talents. Searching by exceptionality or topic, will result in a variety of articles, products, careers, and webpages. Sample topics are policy, teacher preparation, standards, defined terms, and classroom tools. |
| What Works ClearingHouse (Institute of Education Sciences) | What Works Clearinghouse (WWC) connects research and practice to impact education. It is a resource for making informed education decisions. The institute reviews studies of practices, programs or interventions to identify those most reliable and effective. |
| OSEP Ideas that Work | This site, operated by the U.S. Department of Education, Office of Special Education Programs (OSEP), is designed to provide easy access to information from research to practice initiatives. Tool Kits are available on the following topics: a) Teaching and Assessing Students with Disabilities, b) Parent Materials on Teaching and Assessing Students with Disabilities and c) Universal Design for Learning (UDL). |
| IRIS Center (Vanderbilt University) | The IRIS Center is a national center dedicated to improving education outcomes for all children, especially those with disabilities (birth-21), through the use of effective evidence-based practices and interventions. The resources are used to infuse pre-service preparation and professional development programs. Color coding helps locate related materials. |
| Louisiana Assistive Technology Initiative* (LATI) | Seven regional Louisiana centers provide professional development, student consultation, technical assistance and short term loan library services to schools. The loan library assists with trial of AT devices to assess their effectiveness in improving student access to the curricula and prior to district investment in the device. The mission of the Louisiana Assistive Technology Initiative (LATI) is to provide leadership and support to local education agencies and families in the development and implementation of assistive technology (AT) services that will have meaningful application for the educational, social, recreational, vocational, and developmental experiences of students with disabilities.. |
| Louisiana State Personnel Development Grant*(LaSPDG) | Louisiana State Personnel Development Grant (LaSPDG) is a Louisiana Department of Education (LDOE) grant funded by the Office of Special Education (OSEP). The purpose of the project is to develop a system of professional development and support based on state, district, and school needs to improve outcomes for students with disabilities ages 6-21 across all disabilities and create sustainable, evidence-based practices. Participating LEAs work on inclusive practices, cultural responsiveness, family engagement and data-based decisions. Guides for co-teaching and paraprofessionals as well as the self review, Quality Indicators , help identify strength and needs in four focus areas. |
| National Secondary Transition Technical Assistance Center | The NSTTAC is a national Technical Assistance and Dissemination center funded by the U.S. Department of Education's Office of Special Education Programs (OSEP). |
| LATAN* | LATAN is a statewide nonprofit organization that connects individuals with |

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| | disabilities to assistive technology that enables independence in employment, school, and community living. LATAN serves Louisiana citizens of all ages. |
| CAST (Universal Design for Learning) | CAST is a nonprofit research and development organization that works to expand learning opportunities for all individuals, especially those with disabilities, through Universal Design for Learning (UDL). UDL principles guide the design of learning environments that reduce barriers to education and maximizes learning for all students. The CAST UDL EXCHANGE allows the use and sharing of materials to support instruction which incorporate UDL principles. |
| LearningPort | LearningPort is a national online library of professional development resources compiled to help bridge research, policy and practices. This library provides local educators with easy access to an array of resources that can be used or customized to meet their needs. Click on the "Explore Topics" tab for an easy search for your area of interest (e.g., Autism). |
| Bookshare.org | The Bookshare.org library provides an accessible online library for people in the United States with print disabilities. This project is supported by the U.S. Department of Education, Office of Special Education Programs. |
| Inclusive Schools Network | The Inclusive Schools Network (ISN) is a web-based resource for families, schools and communities that promotes inclusive educational practices. |
| Parent Information & Support Websites | |
| Louisiana Parent Training and Information Center* | LaPTIC is committed to helping parents of children with disabilities to become full participants in their children's educational process. All parent facilitators with the program are also parents of children with disabilities. This site also provides links to the regional Families Helping Families (FHF) Centers, a Louisiana network of family-directed resource centers which provide information and support on issues related to disabilities. |
| Families Helping Families of Louisiana* | The Families Helping Families (FHF) network is comprised of 10 individual nonprofit, family-driven resource centers that provide support and information to families who have members with disabilities. The term "disability" includes physical, mental, emotional, behavioral, and/or academic needs. Each center maintains its own website. |
| Louisiana Developmental Disabilities Council* | The Council's efforts are designed to promote the increased self-determination, independence, productivity, integration and inclusion of people with developmental disabilities in their communities. LaTEACH page is housed on this site as well. LaTEACH is a statewide advocacy network for appropriate, inclusive education for all students. |
| Disability is Natural | The mission of this site is to encourage new ways of thinking about developmental disabilities, in the belief that changes in our attitudes and actions can help create a society where all children and adults with developmental disabilities have opportunities to live the lives of their dreams, Materials for People First Language which places the person first and positively impacts the way we see others and the way they see themselves is located here. The focus is how people are more alike than different. |
| People First of Louisiana* | People First of Louisiana supports people with disabilities to empower themselves in becoming effective decision makers, to gain more independence, and enjoy life as equal citizens of the United States of |

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| | America. |
| National Education Association (NEA)- Parents Page – Students with Disabilities Search | <p>Parents and family members are children’s first and natural teacher. One of the most important things that make students more successful is family involvement in education. Research has shown that when families are engaged in their education, students achieve more, stay in school longer, and have better career choices.</p> <p>The NEA provides a wide range of articles, studies, how to topics for parents of students with Disabilities</p> |
| Pyramid Community Parent Resource Center * (Greater New Orleans Area) | <p>Established in 1991, the program is designed to support, assist and provide expertise to parents in traditionally underserved areas of New Orleans. Information, workshops and one-to-one assistance is available at the Center.</p> |
| Content Specific Websites for Multi-Sensory & Differentiated Instruction | |
| International Literacy Association (ILA) and Read Write Think | <p>ILA (formerly International Reading Association) publishes research on literacy and translates that research into practical resources for educators, students and leaders worldwide. Some resources are free; others require membership.</p> <p>The mission of Read Write Think is to provide educators, parents, and afterschool professionals with access to the highest quality practices in reading and language arts instruction by offering the very best in <i>free</i> materials. READWRITETHINK partners with the International Literacy Association, National Council of Teachers of English, and the Verizon Foundation.</p> |
| Tarheel Reader University of North Carolina | <p>Tar Heel Reader is a collection of free, easy-to-read, and accessible books which cross contest areas and grade levels. Some address current social issues and trends. Utilizing a topic search and previewing for applicability and difficulty, materials can support current classroom topics on a lower reading level. (“Caution” marked for adolescent topics.)</p> <p>Each book has a read aloud option. The books may be downloaded as slide shows in PowerPoint, Impress, or Flash format.</p> <p>Students may write and post their own books using pictures from the huge collection at Flickr or uploaded public domain pictures. This feature allows differentiation for a variety of abilities and reading levels.</p> |
| Library of Congress Teaching with Primary Sources | <p>The Library of Congress offers original documents and objects which were created at the time being studied. This website can bring original artifacts of museum quality right into the classroom. Guidance on how to use primary sources of materials and sample lessons are available.</p> |
| National Council for Social Studies – Resources | <p>The mission of the NCSS is to provide leadership, service, and support for all social studies educators. Many resources are viewable for the current month <i>free of charge</i>, but access to the archives requires a membership. Take an electronic field trip, access articles and pictures of events and people, or use the Notable Trade Book lists for top-rated, Social Studies-related children’s literature.</p> |
| National Council of Teachers of Mathematics | <p>The Classroom Resources tab has lesson plans, interactive & mobile Apps, problems, student explorations in mathematics, classroom resources, share and success stories sites.</p> |

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| National Science Teachers Association | <p>The Books & Resources tab has its own NSTA Recommends best science resources, trade book lists, freebies for science teachers, podcasts, etc. Free access is available to some materials; others require membership to NSTA.</p> |
| <p>Special Education Bulletins & Policies</p> | |
| Louisiana Department of Education-BESE policy/Bulletins* | <p>Bulletins found here have followed the Administrative Procedure Act and become part of the Louisiana Administrative Code. Therefore, they are officially the most current rules in effect.</p> <p>Of special interest to Special Education are:</p> <ul style="list-style-type: none"> • Bulletin 1508 – Pupil Appraisal Handbook • Bulletin 1530 – Louisiana IEP Handbook for Students with Exceptionalities • Bulletin 1706 – Disabilities and Gifted/Talented • Bulletin 1903 – Regulations and Guidelines for Education of Dyslexic Students |
| Louisiana’s Educational Rights of Children with Disabilities | <p><i>Special Education Processes + Procedural Safeguards, September, 2013</i> is a guide to help parents navigate the complex system that oversees special education in Louisiana’s public schools and serves as the procedural safeguard for initial evaluation referrals, disciplinary action/change of student placement, filing a state complaint, when a first time due process occurs, or upon request.</p> |
| U.S. Department of Education Office of Civil Rights FAQs for 504 | <p>The purpose of section 504 of the Rehabilitation Act is designed to eliminate discrimination on the basis of a handicap in any program or activity receiving federal financial assistance. Services typically are given via classroom accommodations.</p> |

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| Center for Literacy and Disability Studies | The Center’s mission is to promote literacy and communication for individuals of all ages with disabilities. The site provides resources to support literacy access for students with significant disabilities, including those with deafblindness. |
| Tarheel Reader | Tar Heel Reader is a collection of free, easy-to-read, and accessible books on a wide range of topics. Each book can be speech enabled and accessed using multiple interfaces (i.e. switches, alternative keyboards, touch screens, and dedicated AAC devices). The books may be downloaded as slide shows in PowerPoint, Impress, or Flash format. You may write your own books using pictures from the huge collection at Flickr or pictures you upload. |
| All Children Can Read | This website, funded by the Office of Special Education Programs, U.S. Department of Education, provides extensive information on literacy for students with dual sensory challenges. The website provides strategies in a user-friendly, interactive manner that utilizes existing resources and provides practical examples. |
| Louisiana Assistive Technology Initiative (LATI)* | The mission of the Louisiana Assistive Technology Initiative (LATI) is to provide leadership and support to local education agencies and families in the development and implementation of assistive technology services that will have meaningful application for the educational, social, recreational, vocational, and developmental experiences of students with disabilities. |
| National Center and State Collaborative (NCSC) | The National Center and State Collaborative (NCSC) is a project led by five centers and 19 states to build an alternate assessment based on alternate achievement standards (AA-AAS) for students with the most significant cognitive disabilities. The goal of the NCSC project is to ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options. |
| National Alternate Assessment Center | NAAC is a five-year project funded under the United State Department of Education, Office of Special Education Programs (OSEP). |
| AAC Institute | A not-for-profit, charitable organization dedicated to the most effective communication for people who rely on augmentative and alternative communication (AAC). |
| National Consortium on Deaf-Blindness | NCDB is a national technical assistance center funded by the US Department of Education. NCDB works to improve the quality of life for children who are deaf-blind. |
| TASH | TASH is an international membership association leading the way to inclusive communities through research, education, and advocacy. |
| LearningPort | LearningPort is a national online library of professional development resources compiled to help bridge research, policy and practices. This library provides local educators with easy access to an array of resources that can be used or customized to meet their needs. Click on the “Explore Topics” tab for an easy search for your area of interest (e.g., Autism). |
| Louisiana Autism and Spectrum Related Disorders Project* | The LSARD (Louisiana Autism and Spectrum Related Disorders) Project is a collaborative effort between LSUHSC Human Development Center and the Louisiana Department of Education. |

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| AAC Intervention | This site provides information related to augmentative/ alternative communication interventions. |
| Bookshare.org | The Bookshare.org library provides an accessible online library for people in the United States with print disabilities. This project is supported by the U.S. Department of Education, Office of Special Education Programs. |
| International Society for Augmentative and Alternative Communication | ISAAC supports and encourages the best possible communication methods for people who find communication difficult. |
| CAST (Universal Design for Learning) | CAST is a nonprofit research and development organization that works to expand learning opportunities for all individuals, especially those with disabilities, through Universal Design for Learning. |
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| OSEP Ideas that Work | This site, operated by the U.S. Department of Education, Office of Special Education Programs (OSEP), is designed to provide easy access to information from research to practice initiatives. |
| UNCC Access Grant Website | This site, hosted by the University of North Carolina at Charlotte, provides information and resources related to general education access for students with significant disabilities. |
| Inclusive Schools Network | The Inclusive Schools Network (ISN) is a web-based resource for families, schools and communities that promotes inclusive educational practices. |
| Ohio Center for Autism and Low Incidence | This site provides information and resources related to students with autism and other low incidence disabilities. The site houses electronic modules on topics related to the education and support of students with autism. |
| National Braille Press, Inc. | The National Braille Press promotes the literacy of blind children through braille and provides access to information that empowers blind people to actively engage in work, family, and community affairs. |
| Communication Matrix | An easy to use assessment instrument designed for individuals of all ages who function at the earliest stages of communication and who use any form of communication. |
| Early Intervention for young children with autism....and other disabilities | This website provides guidelines for early intervention to maximize the language and communication development of young children with special needs including infants, toddlers, and preschoolers. |

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| <p>Literacy Instruction for Individuals with Autism...and Other Disabilities</p> | <p>This website provides guidelines for teaching literacy skills to learners with special needs, especially learners with complex communication needs (CCN).</p> |
| <p>AAC-RERC (Rehabilitation Engineering Research Center)</p> | <p>The AAC-RERC is a Rehabilitation Engineering Research Center that functions as a collaborative research group dedicated to the development of effective AAC (augmentative and alternative communication) technology.</p> |
| <p>USSAAC (U.S. Society for Augmentative and Alternative Communication)</p> | <p>USSAAC (U.S. Society for Augmentative and Alternative Communication) is dedicated to providing information and support on the issues, technology, tools and advancements within the world of AAC.</p> |
| <p>Louisiana Parent Training and Information Center*</p> | <p>LaPTIC is committed to helping parents of children with disabilities to become full participants in their children's educational process. All parent facilitators with the program are also parents of children with disabilities. This site also provides links to the regional Families Helping Families (FHF) Centers, a Louisiana network of family-directed resource centers which provide information and support on issues related to disabilities.</p> |
| <p>Families Helping Families of Louisiana*</p> | <p>The Families Helping Families (FHF) network is comprised of 10 individual nonprofit, family-driven resource centers that provide support and information to families who have members with disabilities. The term "disability" includes physical, mental, emotional, behavioral, and/or academic needs. Each center maintains its own website.</p> |
| <p>Louisiana School-Wide Positive Behavior Support project*</p> | <p>This project supports PBS efforts across the state.</p> |
| <p>Louisiana State Personnel Development Grant*</p> | <p>Louisiana State Personnel Development Grant (LaSPDG) is a Louisiana Department of Education Grant (LDOE) funded by the Office of Special Education (OSEP). The purpose of the project is to develop a system of professional development and support based on state, district, and school needs to improve outcomes for students with disabilities ages 6-21 across all disabilities and create sustainable, evidence-based practices.</p> |
| <p>Louisiana Developmental Disabilities Council*</p> | <p>The Council's efforts are designed to promote the increased self-determination, independence, productivity, integration and inclusion of people with developmental disabilities in their communities.</p> |

The topics below focus on struggling students served primarily in the general education setting: those with an Individual Education Program (IEP) and students who function below grade level expectations.

The resources and products such as strategies related to differentiated instruction and (formative) assessment, use of assistive technology, accessible instructional materials (AIM), and IEP development, assist educators and families in supporting access to the general education curriculum. Likewise, students can demonstrate their progress and competence in a manner that provides leverage of the disability or lag in skill development.

Inclusive Practices/Collaboration

[Louisiana Validated Practices Initiative](#) assists school professionals in assessing their progress toward creating inclusive schools. Stakeholders use this tool to gather specific information related to areas of strength, areas needing development and action planning for refining the educational services for all students.

[The Louisiana Co-Teaching Resource Guide](#) was developed through LASPDG and LDE collaboration to expand the efforts of the Louisiana Validated Practices Initiative. A diverse group of Louisiana educators, family members and independent consultants developed a guide for district use to plan, implement and evaluate co-teaching practices. Within the document are tools, forms and charts available for district/school use or adaptation. Some of the topics include:

- Determining Student Support Needs- a series of steps to establish student needs, determine intensity of support matched with schedule and teacher supports
- Planning and Communication-resources for co-teachers to plan together and communicate effectively
- [Finding Time to Co-Plan](#)
- [Checklist For Co-Teaching Promising Practices](#)
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Louisiana Special Education Professional Development Grant (LaSPDG) <http://www.laspdg.org/> directs its efforts in four areas: data-based decision making, family engagement, inclusive practices, and culturally responsive practices.

Guides, webinars and videos are available for use. Some examples are:

- [Quality indicators](#) identify strength and needs in each of the four areas
- [Para Pros Make the Difference](#)-guidelines for using paraprofessionals to support inclusive practices
- [10 Steps to Implementing Effective Inclusive Practices](#)-a guide for school site leaders

[Speech and Language Support for All \(SALSA\)](#) supports students with deficits in literacy, numeracy, or behavior through the efforts and expertise of school-based Speech-Language Pathologists (SLPs). Three tenets of student support with examples of possible responsibilities and various roles and responsibilities SLPs may encounter are outlined.

Screening & Formative Assessment

Product Options promote different means by which students receive information and express their competence. It involves students in a respectful, equitable way for adjusting instruction, determining progress and conducting formative and summative assessments. Overview and options by content area are provided with permission from Dr. Bertie Kingore.

[Product Grid Overview & Purpose For Differentiation](#)

[Product Grid for Primary](#)

[Product Grid for Social Studies](#)

[Product Grid for Math](#)

[Product Grid for Science](#)

[A Framework of the AT Considerations, Screening and Assessment](#) is conducted with every student with a disability to consider their need(s) for assistive technology.

Accessible Instruction Materials (AIM) are also required by the Individuals with Disabilities Education Act (IDEA) for students with print disabilities. See [AIM For Educators](#) to begin investigation of providing accessible instruction materials for students with print disabilities.

The Bridge Assessment is an early literacy and language assessment framework typically used for students with significant disabilities but found to be useful when classroom assessment (i.e. DIBELS) results in a score of “0” and provides no data on which to base instruction. See more information on the LDE Significant Disabilities Resources or by visiting: <https://www.med.unc.edu/ahs/clds/resources/early-childhood-resources-1/the-bridge-assessment>

Families

[A Good IDEA for Louisiana](#) is a comprehensive manual that assists families with navigating many issues related to Special Education.