

A School Leader's Guide to Special Education (Essentials for Principals)

By Margaret J. McLaughlin, Kristin Ruedel

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Special education is often a confusing and expensive consideration of running a school. You have IEPs and BIPs in place, but are they really working? Find a refresher on the key legal rights of students with disabilities along with methods for designing and implementing IEPs and BIPs that work, approaches to creating effective instruction and assessment practices, and opportunities for inclusion in the general education classroom.

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- Sales Rank: #711840 in Books
- Published on: 2012-04-01
- Original language: English
- Number of items: 1
- Dimensions: .40" h x 8.40" w x 10.90" l, .75 pounds
- Binding: Perfect Paperback
- 112 pages

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Editorial Review

Review
In fewer than 100 pages, The School Leader s Guide to Special Education provides principals with a crash course on special education law, ethics, procedures and processes. Each chapter is chocked full of essentials to prepare a school site leader to effectively support school staff to not only conform to legal mandates but also engage in best educational practices in collaborative planning, teaching and home-school communication. The websites provided throughout the chapters and included in a reproducible appendix offer invaluable resources beyond the essentials provided within the pages of this valuable handbook. Likewise, the glossary helps the reader keep up with the latest terminology and jargon that is used in the special education realm. Thank you, Margaret McLaughlin and Kristin Ruedel, for synthesizing for our very busy educational leaders what otherwise could seem like a maze of special education rules, regulations, and legal requirements. This third edition is an up-to-the-minute gift to administrators!

I teach the Foundations of Law, Ethics, and Procedures in Special Education course for our special education credential program, so am most interested in this book and its content. I am always looking for something I can use or assign to my students that has real meaning. I see this book as being an essential part of any administrative leadership credential program. --Jacqueline Thousand, Professor, School of Education, College of Education, Health, and Human Services, California State University San Marcos

The School Leader s Guide to Special Education is an essential read for principals seeking to support and organize their special education programs. The authors outline the legislative requirements and foundational steps with processes and practices that are grounded in research and realities. --Toby J. Karten, Inclusion Coach and Author, Marlboro, New Jersey

McLaughlin and Ruedel provide a straightforward, yet comprehensive explanation of special education that will help administrators navigate this sometimes complicated system. Rhetoric is eliminated, allowing the reader to understand each section without the confusing jargon and regulatory language often used to describe the processes surrounding special education. Consider this a must-read for every school leader in search of a well-articulated sketch of special education and its intricacies. --Karen A. Kemp, Director of Special Programs, Cohoes City School District, Cohoes, New York; Copresident, Council of New York Special Education Administrators

About the Author
Margaret J. McLaughlin is the Associate Dean for Research and Education and professor in the department of special education at the University of Maryland. She is the author of five books and numerous book chapters and articles on educational reform policy and students with disabilities. Dr. McLaughlin s research focuses on special education policy, including investigation of the impact of education reform on students with disabilities and special education programs. She also directs the doctoral program in special education policy leadership development as well as a doctoral program focused on the use of large-scale data to conduct policy research. Dr. McLaughlin is an expert not only in domestic special education policy and students with disabilities but also in international education policy. She has consulted in the United States and overseas to help develop programs and policies that would include students with disabilities in general education programs. Before coming to Maryland, she was the executive director of the Joseph P. Kennedy, Jr. Foundation. As a teacher, she taught children with emotional disturbance and learning disabilities.

Kristin Ruedel earned her doctorate in special education policy from the University of Maryland in 2008. In her dissertation research, she used the Early Childhood Longitudinal Study (ECLS) dataset to examine predictors of disproportionality in special education. Dr. Ruedel currently serves as the project coordinator for the special education doctoral program focused on the use of large-scale datasets at the University of Maryland, works as a consultant for PowerUp WHAT WORKS, and teaches as an adjunct faculty member for Washington State University. In addition to her domestic work, Dr. Ruedel has worked with several countries as an international consultant to improve the educational opportunities for children with disabilities. Dr. Ruedel has experience as an educational consultant, was a research scientist at the American Institutes for Research, and served as a Peace Corps volunteer teaching students with hearing impairments.

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