

# SUBJECT INDEX

- Adequate Yearly Progress (AYP) 3, 7, 34, 36, 73–74, 83
- Administrating charter schools 87–97
- Administrators and college student support 102
- Alternative discipline procedures 117
- Application of self-advocacy with special students 117–120
- Appropriate education concerns 120
- Assistive technology for instruction 182
- Autism Spectrum Disorders
  - Antecedents to misbehavior 137
  - Characteristics 125, 130, 139
  - Disciplinary challenges 136
  - Disciplinary team 136, 138–139
  - Interventions 134, 143–144
  - Involvement of teachers, parents and administrators 133–134
  - Successful classroom management 143–144
- Beattie v. Board of Education 22–23
- Brown v. Board of Education 23–25
- Carl D. Perkins Vocational Act of 1984 33
- Charter schools perspectives 88–94
- Children with disabilities in charter schools 92–94
- Collaboration leadership aspects 50–52
- College disability program functions 101
- College disability programs growth 102
- Cornerstones of self-determination 170
- Culturally and linguistically diverse students needs 80–81
- Demographic changes in rural schools 79–82
- Differences between IDEA and Section 504, 120
- Disability support services in college 102–106
- Disciplinary considerations in a crisis 145–147
- Discipline for students with autism 125–154
- Discipline of special students 112
- Education of a diverse student body 103
- Education for All Handicapped Children Act 27, 32
- Equity for special students via technology 192–193
- Expulsion of students with disabilities 113
- Functional assessment of behaviors (FAB) 126
- Future of technology in the schools 194
- Grading adaptations 116
- Grading considerations for students with disabilities 116
- Grading using pass-fail 116
- Highly qualified teachers 77–78
- History of special education law 18

- IDEA and discipline 112
- Inclusive policies for all learners 94–95
- Individuals with Disability Education Act 25, 32
- Individuals with Disability Education Improvement Act 35, 72
- Informational management of students 188–190
- Irving Independent School District v. Tatro 30
- Leadership and learning 88
- Leadership in charter schools 91
- Leadership in urban schools 56, 66
- Leadership roles in managing school change 8–10
- Legal aspects for administrators 17–42
- Meta-cognition and self-advocacy 156–158
- Mills v. District of Columbia 26
- Modified grading procedures 118
- Multicultural education programs and administrators 43–54
- Multi-dimensional education in LRE 61–63
- No Child Left Behind (NCLB) 1, 34, 72
- Nondiscriminatory evaluation 59–60
- Paraprofessionals in special education 77–80
- PARC decision 28
- Parent participation in charter schools 50–52
- Positive behavior supports (PBS) and discipline 126
- Positive behavior supports (PBS) intervention strategies 141–143
- Preventing student misbehavior 114
- Problems in urban schools leadership 57–59
- Professional standards and technology 190–193
- Punitive discipline practices 110
- Racist and discrimination practices in schools 47
- RAND Corporation 2003 student achievement study 94
- Rehabilitation Act of 1973 31
- Responsiveness to intervention programs 45
- Roles of special education administrators 1–15
- Rowley v. Board of Education 29
- School leadership and student achievement 87
- School safety concerns 110
- Section 504 plans 117–120
- Self-advocacy curriculum for special students 163–188
- Self-advocacy intervention study 174–175
- Self-determination and advocacy 155
- Special education administration in rural schools 75
- Special education in the judiciary 21–30
- Special education leadership in urban schools 55–70
- Suspensions of students with disabilities 111
- Teachers and administrators collaborating 50
- Teacher assisted team programs 46
- Teacher recruitment in rural areas 80
- Technology and legal, social, ethical and policy issues 190–192
- Technology and school administrators 181–200
- Technology for instructional use 185–188
- Technology standards movement 2, 12