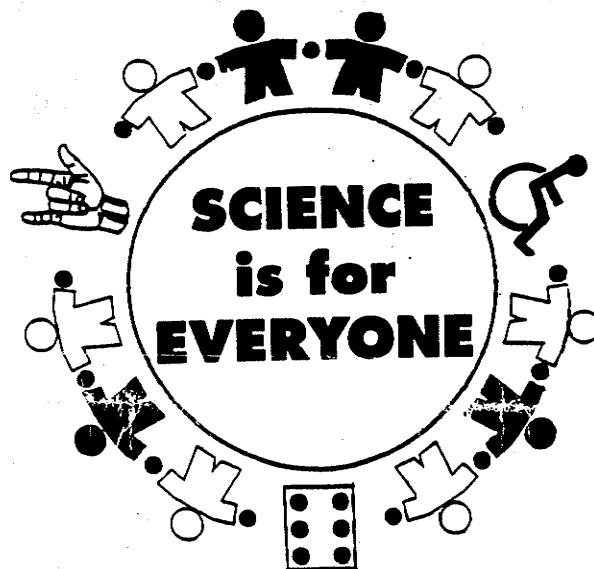


GOOD NEWSLETTER



Science Education for Students With Disabilities

SESD

Publication of Science Education

for Students with Disabilities

Judy Egelston-Dodd, Editor

Volume 27, Issue 2: February 1998

Join us on the SESD Web Page! Please log on and join us. Our Web address is:
<http://www.as.wvu.edu/~scidis/organizations/>

SESD PRESIDENT'S MESSAGE

by Ed Keller, Jr., West Virginia University, Morgantown

REPORT FROM THE NSF FOUNDATION FOR PERSONS WITH DISABILITIES

Education and Human Resources Division

National Science Foundation --- Lawrence A. Scadden

1997 data on pre-proposals and formal projects submitted to the program and data on currently funded projects are:

1. Number of pre-proposals received: 103
2. Number of states from which pre-proposals were submitted: 32, including Puerto Rico and the District of Columbia
3. Number of pre-proposals encouraged to submit: 67
4. Number of formal proposals submitted: 56
5. States represented by formal proposals: 29 and the District of Columbia
6. Total amount requested by formal proposals: \$24,247,796
7. PPD is currently supporting 24 projects in 17 states and the District of Columbia totaling nearly \$14 million.
8. Current projects include six Experimental projects, 10 Research and Development projects, five Demonstration and Enrichment projects, and three Information Dissemination projects.

These data represent over 100% increase in the numbers of pre-proposals and formal proposals received by the Program in the past year. Proposal pressure is matched with the increased quality of proposals being submitted to the Program. The budget, however, remains level, but that is far better than that being experienced by many programs throughout the federal government. If you are interested in writing a grant in science education focusing on aspects for student with disabilities, please contact Dr. Scadden.

Dr. Scadden can be reached at << lscadden@nsf.gov >>

DO-IT GETS AWARD --- Ed Keller, Jr.

The University of Washington's Disabilities, Opportunities, Internet working and Technology program, which has enlisted luminaries such as British physicist Stephen Hawking (and your SEDS President) to encourage teenagers with disabilities to pursue careers in technical fields, has won the 1997 Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring.

The award is sponsored by the White House Office of Science and Technology Policy and the National Science and Technology Council. The awards seek to recognize outstanding programs for mentoring under-represented groups in science, math and engineering fields. The awards, which include a \$10,000 grant, were presented at a White House ceremony.

This award recognizes the contribution of the DO-IT mentors in the successful transition of program participants to college and careers, says Sheryl Burgstahler, DO-IT director, who attended the Washington, D.C. ceremony.

Funded in 1992, DO-IT targets high school students with disabilities who want to pursue careers in science, math or engineering. Each summer, participants spend two weeks at the UW attending labs and lectures to get a feel for college life. They also meet with faculty and students, many with disabilities themselves, to learn how new technology makes it easier to pursue degrees and careers in fields once thought out of reach.

Throughout the year, DO-IT scholars use home computers and e-mail to communicate with each other and with mentors from around the world. These cyber-relationships provide a sense of community and a source of encouragement to the students as they overcome common challenges to pursue their goals. Computers, modems and adaptive technology are provided for participants who don't have their own. DO-IT is sponsored primarily by the National Science Foundation and administered by the UW College of Engineering and the UW Office of Computing and Communications. In addition to the 1997 White House award, DO-IT also won first place in the 1995 National Information Infrastructure Champions of Cyberspace awards program for its innovative and practical use on the Internet and was showcased in the President's Summit on National Service earlier this year for its creative use of technology in promoting volunteer mentoring.

For more information on how to become a mentor from SEDS, contact Sheryl Burgstahler or the DO-IT office at (206) 685-3648 or e-mail doit@u.washington.edu

CAGS REPORT 1997 --- Ed Keller, Jr.

The CAGS meeting was held in Memphis, TN on July 4-6, 1997. The major item of business discussed at the meeting involved the many changes in the structure of the NSTA. The impact of these changes on the status of SEDS and on our desire to become an affiliate, is up-in-the-air. The previous group that SEDS was under was abolished and we are now in the multicultural

"unit." I am hopeful that we can meet with the appropriate NSTA representatives to develop a successful strategy that will result in affiliation status.

The CAGS meeting is the summer meeting of the NSTA board and all the representatives of the NSTA affiliates and associated groups (SESD is in this latter group). Considerable benefit can be obtained from the programs and interactions at this meeting. SESD has provided \$100 to its representative and NSTA grants about \$200 (it varies from year to year), BUT the total cost is about \$800+ (which comes out of the SESD representative's pocket). I have been the SESD rep for three years. The SESD organization needs to find budget support for this important meeting to ensure the attendance of our representative and visibility of our organization.

RILEY PUSHES MASTERY OF MATHEMATICS; FEWER MATH WARS

(Source: EDInfo, an e-mail information service of the U.S. Department of Education)

Secretary Riley called on mathematics professors, teachers, and other mathematics professionals to "make the importance of mathematics for our nation clear, so that all teachers teach better mathematics - and- teach mathematics better" in his January 8 "State of Mathematics Education" address. He also called for a cease-fire in the current "math wars" about how and what math should be taught. The full text of his speech is available at: <http://www.ed.gov/inits.html#2>.

TIPS FOR COMPUTER DONATIONS TO SCHOOLS

(Source: January 28 issue of Education Week)

(<http://www.edweek.org/ew/current/20donate.h17>) points out how donations of computer equipment to schools can provide needed boosts of technology to the classroom. However, depending on the age and condition of the equipment, donations can also cause problems within a school. Some schools have technology coordinators who can tweak old equipment, add memory, or upgrade software easily. For other schools without technical assistance, a donated machine may end up being used as a doorstop. Recent tax breaks included in the Tax Relief Act of 1997 allow a portion of the value of the computers less than two years old to be written off if donated to a school. The Federal Government gave away about 100,000 PC's and related items during the 1997 fiscal year, and set up a web site to consolidate requests from schools for this equipment (www.computers.fed.gov).

If your organization is considering a computer donation, be sure to offer technical assistance in installing or upgrading the equipment. Also think about offering training to teachers, librarians and school counselors in integrating technology into the curriculum, or basic computer use. Check with the school to find out what they need in terms of both equipment and training.

NASA SELECTS TEACHER FOR SPACE PROGRAM

The National Aeronautics and Space Administration (NASA) announced last week that teacher Barbara Morgan has been accepted into the next class of astronaut corps. Morgan, a 46-year old

third-grade teacher at McCall Elementary School in McCall, Idaho, plans to enter mission specialist training this summer. She is expected to join a shuttle crew in about two years. Morgan was on the ground at Cape Canaveral, Fla., as the Teacher in Space backup when the Challenger exploded on Jan. 28, 1986, killing all seven astronauts, including Ms. McAuliffe, a high school teacher from New Hampshire. The Teacher in Space program was put on hold after the disaster because of safety concerns.

SESD MEMBERSHIP

Join now by completing the membership form at the back of our newsletter. Renewals should check their mailing label for data regarding their membership expiration: 1998 means you need to renew by April 1, 1998. You will receive our Good Newsletters and the Journal of Science Education for Students with Disabilities. Next issue of the Journal is expected in May.

NOMINATIONS FOR 1998-99 OFFICERS

The following offices will be voted in at our Annual Business Meeting April 16, 1998 at the NSTA Convention in Las Vegas, NV:

Secretary - 1-year term

Newsletter Editor - life term (just kidding!)

Our continuing officers are Ed Keller, Jr., President; Judy Egelston-Dodd, President-Elect; David Bartlett, Treasurer; and Brett Moulding, Membership Chair.

Please send nominations to Judy Egelston-Dodd, 3544 Drake St., Oakfield, NY 14125. Self nominations are welcome!

SESD TEE SHIRTS

Janet Davis and Sue Blizard are getting everything ready to produce and sell 200 tee shirts (large and extra large) with our SESD logo. Look for them at the SESD Business meeting and/or everywhere at the NSTA convention. Cost to members: \$10.

NSTA REGISTRATION REMINDER

When you register for NSTA, don't forget to check off SESD on the affiliate list so we get the \$2/person rebate from NSTA. Every little bit helps!

ATTENTION ALL SCIENCE AND SOCIAL STUDIES K-8 TEACHERS

A first of its kind...a SPECIAL professional development summer institute...jointly sponsored by the NSTA and the NCSS...in Flagstaff at Northern Arizona University...July 25-27, 1998

ACT NOW !!! SPACE IS LIMITED TO THE FIRST 300 REGISTRANTS.

Reserve your space NOW !!! Visit the sites below for specific details.

"MAKING CURRICULUM CONNECTIONS in the K-8 CLASSROOM"

This professional development experience will take place around the topic of making curriculum connections in the K-8 classroom, how children learn through interdisciplinary and integrated approaches, and how we assess that learning has taken place.

This highly participatory conference will be limited to only 300 participants and is designed for: K-8 teachers; professional developers; supervisors and professionals in science and social studies leadership roles.

For additional information please contact either NSTA or NCSS -

NATIONAL SCIENCE TEACHERS ASSOCIATION
Attention: Gudleif Ellerts, Convention Office
1840 Wilson Blvd.
Arlington, VA 22201-3000
Phone: (703) 312-9221 FAX: (703) 522-5413
e-mail: ge@nsta.org

The registration form is also available for download from -
<<http://www.nsta.org/con/>>

NATIONAL COUNCIL FOR THE SOCIAL STUDIES
3501 Newark St. NW
Washington, D.C. 20016
Phone: (800) 296-7840 ext. 108
e-mail: conference@ncss.org
or visit their web pages at <<http://www.ncss.org>>

ABSTRACTS FOR NSF PROGRAM FOR PERSONS WITH DISABILITIES

Dr. Larry Scadden, Senior Program Director for the NSF Program for Persons with Disabilities, has posted the funded proposals for 1997. Most of us get our best ideas for future grants from seeing what's been done. Listed below are the abstracts and information for contacting the P. I.'s of each project.

Abstracts for the NSF Program for Persons with Disabilities, new funded projects:

(1) Project # HRD-97-22030

Institution: Purdue University

Principal Investigator: Fred E. Lytle

Title: An Audio tactile General Chemistry Course for the Visually Impaired

Abstract

The objective of this project is to create standard reference materials for a freshman-level chemistry course that will be accessible to blind and visually impaired students. The "reference packet" will consist of braille, tactile diagrams, Audio tactile diagrams, and a tactile model kit. Standard procedures for producing tactile and Audio tactile diagrams will be created, refined, and disseminated to educators of visually impaired students. The project will use the latest advances in adaptive technology for blind and visually impaired people. Several different tactile media will be used, including high-grade vacuum-molded plastics, the flexible tactile imaging paper produced by Repro-Tronics, and various textured media as part of the model kit. Hardware such as the NOMAD (TM) touch tablet and the Edmark Touch Window (TM) will be used to display the information contained in Audio tactile graphics. The software to be used will consist of AudioCAD (R), AudioPiCS (R), AutoCAD (R), and some custom software developed as part of the project. The project should provide significant assistance to blind students in several areas. First, blind students at many institutions will have access to standard reference materials that can be used as a supplement to almost any General Chemistry course. Second, standards for tactile and Audio tactile diagrams will be developed. Third, a document detailing the process by which these diagrams can be made will be developed and disseminated.

Principal Investigator

Dr. Fred E. Lytle

Department of Chemistry

Purdue University

1393 Brown Laboratory

West Lafayette, IN 47907-1393

Phone: 317/494-5261

E-mail: lytle@chem.purdue.edu

(2) Project #HRD-97-00047

Title: PLAYTIME IS SCIENCE FOR CHILDREN WITH DISABILITIES

Abstract

This project is building on and expanding Playtime is Science, EEC's early childhood, hands-on, parent/child science activity program, providing a major focus on the needs and capabilities of children with disabilities. Playtime is Science has been piloted in schools and community-based settings at four national sites with funding from the NSF, the Toyota USA Foundation, and the Dewitt Wallace-Readers Digest Fund. During this pilot, Playtime is Science was found to be effective for children with disabilities. The sample, however, was small and further development is needed to adapt the program successfully in a variety of settings, and to test the activities with children with a wider range of disabilities.

The goals for Playtime is Science for Children with Disabilities are (1) to increase the ability of teachers, staff and parents to motivate and empower children with disabilities in grades pre-K through the third grade to develop their science skills in a supportive environment; (2) to help children with disabilities build on their strengths and develop confidence and skill in science; and (3) to provide opportunities for parents of these students to become involved in their children's early science learning. Specific objectives are: (1) to pilot test and adapt the activities in inclusive and special education settings; (2) to build science skills based on the problem-solving abilities already developed by many children with disabilities; (3) to conduct training in program facilitation for teacher, staff and parents; (4) to develop, field test, and publish a Facilitator's Guide; (5) to institutionalize the program in participating sites; (6) to disseminate project results and materials; (7) to conduct ongoing evaluation.

EEC will work with teachers, staff, parents and children in three different types of settings in New York City; (1) four early elementary public school classrooms inclusive of children with and without disabilities; (2) three early childhood programs, including an inclusive Head Start center, a special education program serving children with a range of disabilities, and a child development center serving pre-school children with visual impairments; and (3) a large, inclusive after-school program.

By fostering positive science experiences, and by increasing parent and staff expertise in enthusiasm for and encouragement of science activities, this project will enable children with disabilities to gain confidence and skills which will help them succeed in science. By acknowledging and building upon the individual strengths of children with disabilities, it will create an inclusive environment that says "science is for everyone."

P.I.: Merle Froschl
Educational Equity Concepts, Inc.
114 East 32 Street, Suite 701
New York, NY 10016
212/725-1803
E-mail: 75507.1306@compuserve.com

(3) Project # HRD-97-12608

Automated Functions, Inc.

Ronald Morford, Principal Investigator

Title: "Interactive Scientific Graph Analysis Project (ISGAP)"

Abstract

Many middle and high schools encourage students to use graphing scientific calculators to assist in mathematics and science courses. They are used widely in higher mathematics (Algebra I and above) and in the physical sciences. These calculators perform scientific functions and have built-in screens to display graphs of analyzed data. They are valuable tools both for students and teachers. Unfortunately, graphing scientific calculators are not accessible to visually impaired students. The Interactive Scientific Graph Analysis Project (ISGAP) will investigate strategies for the design, development, and evaluation of technology that will provide better access for visually impaired students to graphs and scientific expressions. Investigations will be conducted for the purpose of identifying and testing economical materials and procedures that will provide real time interactive independent comprehension of two dimensional graphs by visually impaired students. The project should increase the knowledge base regarding interactive graph analysis and interactive scientific calculation for visually impaired people. The project will involve visually impaired students, teachers, and parents in all phases of the research project. Training will be required so that students and teachers understand how to operate this new technology. Online help assistance will be designed into the system from the beginning. The project will begin with the development of customized software that will run on a PC. Off-the shelf peripherals will be used to keep final product costs low. Specific project objectives are: (1) Determine ISGAP requirements and design user software; (2) Interface peripherals and design and develop software; (3) Design, develop, and test functions for interpreting graphs, and (4) Field test and evaluate product. This project should significantly impact the ability of visually impaired students to succeed in math and science courses. A successful conclusion to this project will lead to production of an economical hand-held device enabling visually impaired students to have increased equity with their peers.

Ron Morford

Automated Functions, Inc.

7700 Leesburg Pike

Suite 420

Falls Church, VA 22043

Phone: (703) 883-9797

E-mail: autofunc@tmn.com

(4) Project # HRD-97-1 2964

CAST, Inc.

Amy Rubin, Principal Investigator

Title: "The Understanding Science Through Captioning Project"

Abstract

The language of science is difficult to learn for many children - but much more difficult for children who cannot hear. This project is designed to bring new technology into the classroom that can help deaf children to succeed in science by making both the language and the methods of science more accessible and engaging to them. Project objectives are:

- To develop and implement strategies using video captioning technology to enhance student achievement in science at three schools for the deaf in New England.
- To replicate the initial implementation in a school educating both deaf and hearing students.
- To disseminate the findings of the research as well as the enhanced curriculum and strategies for its effective implementation.

The project will integrate three building blocks: a successful science curriculum that is already sold nationally, a pedagogical collaboration with teachers of deaf students that has already extended over three years, and a new enabling technology that has been developed and evaluated specifically for children who are deaf. The project will bring these three components together creating a science curriculum that offers new opportunities to actively engage deaf children in doing and understanding science by reducing the pervasive barriers of time, motivation, and instructional methods that presently impede their progress. The curriculum will be elaborated and evaluated in classroom tests, modified as necessary, and then replicated and disseminated. The research design includes approximately 50 upper-school students in four school for the deaf. Acknowledging the impossibility of adequate matching of control and experimental subjects, a full reversal (ABABAB) design will allow evaluation of whether the intervention condition is associated with enhanced learning. Both quantitative and qualitative methods will be used to maximize the generalizability of the results and to capture valuable information obtainable only from individuals. The four different pedagogical approaches of the participating schools in the study ensures broad applicability to educational settings for children who are deaf.

The science curricula and methods developed in this study will have an immediate impact in the four schools within the study and on all schools that already use this science curriculum. Beyond these schools and this specific curriculum, however, the tools and methods developed in this project should have wide general applicability.

Amy Rubin
CAST, Inc.
39 Cross Street
Peabody, MA 01960
Phone: (508) 531-8555
E-mail: arubin@cast.org

(5) Project # HRD-97-00150

Institution: Georgia Institute of Technology

Principal Investigator: John Goldthwaite
Title: "Developing Accessible Science Experiments"

Abstract
The project will develop resource materials to assist science teachers provide students with disabilities the ability to participate in the conduct of science laboratory experiments. Staff from Georgia Tech's Center for Rehabilitation Technology will work with the institution's Chemistry and Physics Departments in setting up twelve computer controlled lab experiments that are representative of first year chemistry and physics lab exercises. Staff will test the combination of computer access and computer controlled laboratory technology and develop a resource guide that will permit teachers to learn to operate these technologies independently. The resource guide will provide teachers the information they need for modifying existing labs and for operating computer controlled systems. It will also cover use of computers equipped with software needed by blind, visually impaired and mobility impaired students. The project's activities and resulting resource guide should be valuable as well to the many schools that do not have modern science laboratories. Many teachers are developing simulations of laboratory experiments to use as supplements to, or substitutions for, chemistry and physics laboratory experiments. Although simulations are not a replacement for fully accessible laboratories, they may be a good alternative in the absence of well-equipped laboratories, and they should be appropriate for some students with severe disabilities who would not otherwise be able to participate in laboratory experiments. Project staff will identify and document existing laboratory simulations and low tech tools and techniques for making laboratory experiments accessible. Staff will test a sample of twenty simulation programs with computer access software to be sure that the simulations are fully usable by students with disabilities. The resource guide will contain a comprehensive list of these simulations and other low tech tools and techniques used as laboratory accommodations.

Principal Investigator:
Mr. John Goldthwaite
Center for Rehabilitation Technology
Georgia Institute of Technology
490 Tenth Street
Atlanta, GA 30318
Phone: 404/894-0563
E-mail: john.goldthwaite@arch.gatech.edu

TREASURER'S REPORT by Dave Bartlett

TREASURER'S REPORT
SCIENCE EDUCATION FOR STUDENTS WITH DISABILITIES

This report represents the financial status of the **Science Education for Students with Disabilities** account with COMMUNITY FEDERAL CREDIT UNION OF NORTHVILLE, MICHIGAN; ACCOUNT # 1015973

The following information is the status of the account from **3/31/97** to **1/31/98**.

Balance of account on 3/31/97: \$817.75

INCOME

Balance on Hand 3/31/97	817.75
Membership Dues	905.00
Dividend from Account	10.26
NSTA CAGS Rebate	<u>20.00</u>
	1753.01

EXPENSES

Journals (printing - J. Stiles)	515.00
Newsletters (print/mail - S. Blizard)	101.53
Bibliography printing & postage (J. Davis)	86.78
Mailing fees (J. Stiles)	46.46
Mailing fees (D. Bartlett)	29.98
Check printing fee	<u>15.25</u>
	795.00

Income \$1753.01

Expense \$ 795.00

Current Balance = \$ 958.01

Total Balance on Hand as of 1/31/98 958.01

Respectfully submitted by David F. Bartlett

Treasurer - Science Education for Students with Disabilities (SESD)

2/25/98

Science For All

The National Center to Improve Practice (NCIP) and the Urban Special Education Collaborative will co-sponsor an online workshop: **SCIENCE FOR ALL: INCLUDING STUDENTS WITH DISABILITIES AND INTEGRATING TECHNOLOGY**, April 3 to May 5, 1998.

Designed for K-8 teachers, science specialists, and special education teachers, workshop participants will learn:

- * how to strengthen inquiry-based science units and activities,
- * effective adaptations and modifications for including students with disabilities in the science curriculum
- * meaningful ways to integrate technology

The workshops will be hosted by Doug Zook, Ph.D., Associate Professor at Boston University; with Patricia Williams, Assistant Superintendent for Special Services, Kalamazoo, MI; Margo Mastropieri, Professor, Purdue University; Alan Field, Special Education Technology Coordinator; and staff from Project ASSIST (All Students in Supported Inquiry-based Science with Technology).

Cost for this workshop is \$125.00 until March 10 and \$150.00 from March 11 to March 25. Registrants will receive NCIP's new video, "Successful Science" and the book, "Inner Space Journeys to Life on Earth," by Doug Zook.

You must have access to the Web in order to participate. For a registration form or more information visit the NCIP Web site at <http://www.edc.org/FSC/NCIP/Science> or contact NCIP at ncip@edc.org

The National Center to Improve Practice is funded by the U.S. Department of Education, Office of Special Education Programs to promote the effective use of technology to enhance educational outcomes for students with sensory, cognitive, physical, and social emotional disabilities.

The Urban Special Education Leadership Collaborative, sponsored by Education Development Center, Inc. is a network of special education leaders from the nation's urban school districts. For more information about the Collaborative, visit their Web site at: <http://www.edc.org/collaborative>.

Science-Abled Breakfast Saturday, April 18 at 7:30 a.m.

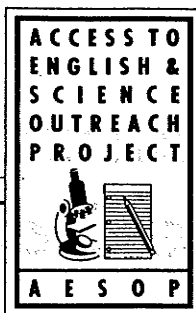
The Science-Abled Breakfast will be held in the Hilton Grand Salon 10 at 7:30 a.m. on Saturday, April 18. Instead of a speaker, this year's program will feature Lauren Summers and our SEDS president, Ed Keller, Jr. leading us in some adapted, hands-on science experiments to demonstrate simple modifications that provide access for students with disabilities.

NSTA Publications: Bring the *Standards* to life!



NSTA has the best in science education publishing. Our books will enhance your teaching and help you put the *National Science Education Standards* into practice. Our top-notch titles include hands-on activities, essays about science education issues, practical guidebooks, and books of brainteasers to get your students excited about science. Upcoming publications include: *Pathways to the Science Standards* (middle-level edition), the next *Global Environmental Change* volume, a high school activity package for working with databases, and an activity book about the physics of motion. In our free 1998 catalog, you'll find favorites like our *Project Earth Science* series, "How to" titles, and a large selection of classroom posters.

**For sales information
or a free catalog, call:
800.722.NSTA**



National Network Formed for Science Teachers of Deaf Students



**If you are a science teacher interested in
enhancing instructional materials and strategies
for Deaf and Hard-of-Hearing students,
write to us and join the network.**



Free Newsletters · Regional Workshops ·
Hands-on Activities · Sharing Ideas · Information about Deaf
People in Science · Writing Activities in Science · Critical
Thinking Skills · Making Materials Comprehensible
and Much More !



For More Information,
Write to:

Project AESOP, NTID
c/o Mary Ann Erickson
Peterson Hall
52 Lomb Memorial Drive
Rochester, New York 14623-5604

Fax: 716-475-5693
V/TDD: 716-475-6432
E-mail: MAE5746@RITVAX.EDU

SPONSORS: The National Science Foundation · Department of Educational Outreach, National Technical Institute for the Deaf, a College of Rochester Institute of Technology · PROJECT DIRECTORS: Dr. Harry G. Lang and Dr. John A. Albertini · FOR MORE INFORMATION, Contact: Ms. Mary Ann Erickson, Project AESOP, NTID, 52 Lomb Memorial Drive, Rochester, NY 14623-5604 · FAX: 716-475-5693 · V/TDD: 716-475-6432 · E-mail: MAE5746@RITVAX.EDU

SESD MEMBERSHIP 1999

Science Education for Students with Disabilities

Dues include subscription to the *Good Newsletter*, published semi-annually, information regarding the annual SESD meeting, an annual journal, Journal of Science Education for Students with Disabilities, and a member directory.

Please complete and return the following information with your dues:

NAME _____

POSITION _____

DEPARTMENT (if applicable) _____

INSTITUTION _____

TELEPHONE: (____) _____ E-MAIL: _____

MAILING ADDRESS _____

CITY, STATE, ZIP _____

SAPD dues for 1998 (Dues cover one year of benefits from April 1 to March of the next year)

Regular Members: \$10.00 _____

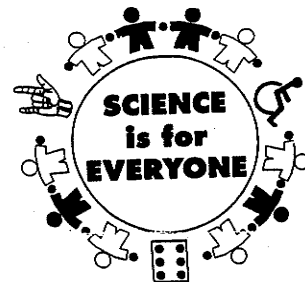
Overseas Members: \$16.00 _____

Student Members: \$5.00 _____

Updated Bibliography: \$5.00 _____

Overseas Members: \$8.00 _____

Total Enclosed _____



Science Education for
Students With Disabilities

SESD

Send to: Science Education for Students with Disabilities (SESD)

David Bartlett, SESD Treasurer

Old Village School

405 West Main Street

Northville, MI 48167