

PACESSETTER

A news magazine of PACER Center, Inc. by and for parents of children and young adults with disabilities

Assistant Secretary Hager visits PACER Center

John Hager, assistant secretary of the Office of Special Education and Rehabilitative Services (OSERS) at the U.S. Department of Education visited PACER Center on July 11, met with staff members, toured the building, and observed several PACER projects.

OSERS oversees the education of children with disabilities, the rehabilitation of adults with disabilities, and research to help individuals with disabilities.

Discussions at PACER touched on various issues—from how to place information in the hands of parents of



At left, Paula Goldberg, PACER's executive director, shows materials to John Hager. Center: Janet Peters, Sharman Barrett, Joan Mele-McCarthy, Goldberg, and Hager tour PACER. Right: Hager meets Carmen, the puppet, and puppeteer Lynn Dennis.

children with disabilities, to pending Individuals with Disabilities Education Act (IDEA 2004) regulations.

“John’s visit was an honor for PACER and a wonderful occasion for him to see a parent center in action,”

said Paula F. Goldberg, PACER’s executive director. “We were delighted at the opportunity for open discussion about how Parent Training and Information Centers, Community Parent Resource Centers, and the Department can work together to help children with all disabilities and their families from across the nation.”

Among its 33 projects, PACER is the National Technical Assistance Center for the Technical Assistance Alliance for Parent Centers, which provides information, training, and other resources to the 100 parent centers across the nation.

Parents, advocates await IDEA regulations

By Patricia Bill

Final regulations for Part B (all children with disabilities) of the Individuals with Disabilities Education Act (IDEA), as amended in 2004, are expected by Dec. 1, according to the U.S. Department of Education. The public comment period ended Sept. 6.

IDEA is the federal law that provides a free, appropriate public education for children with disabilities. Regulations interpret and clarify the law.

During the public comments, parents of children with disabilities and advocates raised several concerns that they said could affect children. The concerns included

- Proposing to change the language of some standing IDEA regulations that were unaffected by 2004 amendments to the law

- Finalizing Part B regulations before integrating Part C regulations that affect children who receive early intervention services. Proposed Part C regulations have not yet been released. Parents and advocates said that the lack of integration could affect children’s transition between Part B and C services.
- Changing the process for developing Individualized Education Programs (IEPs), conducting IEP meetings, and reporting progress made by students.

The public’s comments on Part B proposals also addressed the lack of proposed language on paperwork reduction initiatives, multi-year IEP pilot programs, due process, and discipline.

To view comments submitted by PACER Center, visit www.pacer.org. For information on the regulations, visit www.ed.gov/about/offices/list/osers.

Alternate assessment discussion continues

By Bob Brick

Discussion on the U.S. Department of Education (DOE) policy on alternate assessments to measure students' academic progress continues with the August release of nonregulatory guidance about the use of alternate assessment standards for students with the most significant cognitive disabilities.

This release follows the announcement made by Secretary of Education Margaret Spellings in May (see *PACESETTER* Summer 2005), which sparked debate on the inclusion of students with disabilities in the high-stakes statewide testing mandated by the federal No Child Left Behind (NCLB) law. The number of students participating in statewide testing and how well they perform are factors in determining whether individual schools, districts, and states have made adequate yearly progress under NCLB.

The May 2005 policy allows an additional 2 percent of all students to take alternate assessments based on modified achievement standards.

The purpose of the May alternate assessment policy was to give states flexibility in allowing more students to participate in alternate assessments, while raising achievement for all students, according to the DOE.

While Department staff say the federal policy on alternate assessments is not yet final, many special education stakeholders believe that Spellings' statement signals a new direction in statewide testing. Some advocates and parents say they are concerned that using alternate (and

often less challenging) assessments leads to lowering of expectations for students with disabilities. They add that for students with disabilities to be successful in taking statewide assessments, they must be taught curriculum that relates to the tests.

A student with disabilities does not automatically take alternate assessments. The student's Individualized Education Program (IEP) team, which includes his or her parent, makes the decision based on a variety of factors. Many students with disabilities take the regular statewide assessments with accommodations.

A brief analysis of alternate assessment policy discussions follows:

- NCLB allows students with the most significant cognitive disabilities to take alternate assessments based on alternate standards. The August guidance provided more details on the issue. There is no limit on the number of students with significant cognitive disabilities who may take these assessments. One percent of the scores of students (with and without disabilities) taking alternate assessments based on alternate standards in statewide testing could be reported as proficient for NCLB's adequate yearly progress provisions. Depending upon the state and school district, 1 percent of all students equals approximately 10 percent of students with disabilities.
- The May guidelines allow some states, under certain circumstances, to report the scores of an additional 2 percent of students taking alternate assessments using modified standards as proficient for NCLB's adequate yearly progress provisions. Depending upon the state and school district, this may be about 20 percent of their students with disabilities. The Department bases its reasoning on research that indicates there is a group of students with disabilities (approximately 2 percent of the total school age population) who need modified standards and

assessments and who can make progress toward, but may not reach, grade-level achievement standards in the same timeframe as other students.

- Both policies base the percentage of students who can take alternate assessments on the number of *all* students—with and without disabilities. To estimate the potential number of students in a state whose alternate assessment scores may be counted as proficient (meeting state standards), one must multiply the total statewide enrollment by 3 percent. It is estimated that in some states, as many as 25 to 30 percent of students with disabilities who take alternate assessments would have their scores reported as proficient.

For information from the DOE, visit www.ed.gov/news/pressreleases/2005/05/05102005.html or link to it through PACER's site at www.pacer.org.

PACESETTER

Published by PACER Center, Inc.

Three times a year

Circulation: 102,200

©2005 by PACER Center

8161 Normandale Blvd.

Minneapolis, MN 55437-1044

Voice: (952) 838-9000

TTY: (952) 838-0190

Toll-free: (800) 53-PACER (MN)

Toll-free: (888) 248-0822 (National)

FAX: (952) 838-0199

E-mail: pacer@pacer.org

PACER Executive Director:

Paula F. Goldberg

Communications Director: *Patricia Bill*

Writer-editor: *Marcia Kelly*

PACER Center expands opportunities and enhances the quality of life for children and young adults with disabilities and their families. The mission is based on the concepts of parents helping parents and working in coalition with others. An Equal Opportunity Employer, PACER is funded by grants from the U.S. Departments of Education, Labor, and other sources, and from foundations, corporations, and individuals. Views expressed do not necessarily reflect those of the Departments or other donors. Contributions to PACER are tax-deductible. For information, call Monday through Friday, 8 a.m. to 5 p.m.

PACER Web site: www.pacer.org

Alliance Web site: www.taalliance.org

FAPE Web site: www.fape.org

For more...

For a comprehensive article on alternative assessment by Kathleen Boundy of the Center for Law and Education, visit www.pacer.org

2005 Minnesota legislative session benefits children with disabilities and their families

By Marcia Kelly

After months of negotiations through a regular session, a special session, and a partial state government shutdown, the governor and Minnesota Legislature settled on a state budget in July. For parents of children with disabilities, there's some good news.

"Some of the cuts in services and increases in fees from previous years have been modified," says Bob Brick, PACER's director of public policy. "Significant changes to education and health and human services laws will benefit many people with disabilities and their families. Parents and advocates generally are pleased with the session."

Highlights of the session include:

Education funding

After several years of flat funding, the Legislature increased the education budget by about 4 percent in each of the next two years. Most of the new funding will be dedicated to general education. School districts will also have more authority to seek additional local funding levies. To help ensure that Minnesota meets federal requirements for minimum funding, an additional \$23 million was allocated to a special fund that assists districts that educate children with very severe needs.

Behavioral interventions

A new law defines positive behavioral interventions and supports, regulates locked time-out, and sets requirements when peace officers remove students from school grounds. The law also requires the commissioner of the state Department of Education to amend existing rules dealing with aversive and deprivation procedures. These changes should benefit students, families, teachers, and schools.

Parental fees

Many middle-income families who pay parental fees so their children with disabilities may acquire health care and other support services will find some relief from the steep increases that began in 2003. Retroactive to July 1, 2005, new fees are individually calculated, based on a change in the formula.

Medical Assistance

The Legislature eliminated the \$500 per year limit on dental services for people on Medical Assistance (MA), General Assistance Medical Care (GAMC), and MinnesotaCare. In addition, maximum monthly drug copays dropped from \$20 to \$12 for people enrolled in MA. Many adults with disabilities are enrolled in these public programs.

Emotional disturbance

- 1) Treatment foster care is now covered by Medical Assistance.
- 2) It will be more difficult for counties to file petitions to remove a child with disabilities from the family's home if the county did not provide necessary support services to the family.
- 3) A task force of the Departments of Education and Human Services will make recommendations on improving collaboration among schools and community mental health providers.

Raises for direct service

Agencies that deliver community-based services to people with disabilities will see a 2.26 percent increase in the Medical Assistance rates in each of the next two fiscal years. In an effort to help attract and maintain staff, most of the increase must be passed on to staff who work directly with people who have disabilities.

For information on these and other legislative issues, visit www.pacer.org.

United Way can fund PACER Center

The United Way accommodates employees wanting to support PACER through workplace campaigns, although PACER is not a United Way agency.

PACER is a tax-exempt 501(c)(3) nonprofit organization, and it benefits from the Greater Twin Cities United Way, Tri-State United Way, and others.

Employees can indicate on campaign pledge cards distributed at work that they wish to support PACER Center, Inc.

For information, contact the PACER development office at (952) 838-9000.

Family Field Day

Tickets are available for PACER's first Family Field Day. It is Sunday, Oct. 16, from noon to 3 p.m. at Lindbergh Center in Minnetonka.

For \$5 per person, parents and children with and without disabilities ages 4 and older can participate in simple team activities. The teams will earn points toward special awards at the end of the day. Lunch is provided by Panera Bread.®

Call PACER at (952) 838-9000 or visit www.pacer.org.

Rec Expo

"Access to Recreation Expo," a free showcase of local recreation activities and equipment for people with all abilities, is at PACER's Simon Technology Center on Saturday, Oct. 1.

Demonstrations and displays are featured. Recreational specialists and Simon Technology Center staff will be on hand to answer questions.

For information and to register, call (952) 838-9000 or visit www.pacer.org.

Motors with a mission

PACER Center announces Leave a Car, Help a Child, a new program that allows families to donate their used cars in exchange for a tax deduction. Profits from the donated vehicle will support PACER Center and the children and young adults with disabilities it serves.

For information, call PACER at (952) 838-9000 or visit www.pacer.org.

PACER-India collaboration strengthens ties

By Patricia Bill

From Minnesota to India—no matter where in the world they live, parents of children with disabilities share a common bond: they want their children to succeed, and they work with hope and commitment to make it happen.

“That shared dedication is the foundation for a new PACER Center collaboration with organizations in India,” said Paula F. Goldberg, PACER executive director.

Four joint ventures are under way to bring information to parents and professionals on both sides of the world. They include

- An international Web site giving resources for parents of children with disabilities
- An exchange of Indian and American parent leaders to share experiences and foster partnerships
- A center on assistive technology for children and adults with disabilities in India. It would demonstrate assistive and augmentative technology and encourage further development by



Jo Shepherd, left, and Paula Goldberg, PACER's executive director, visit with a family at a national institute in India.

U.S. and Indian corporations.

- A conference on technology to introduce state-of-the-art assistive technology and assess the needs for children and adults with disabilities.

IBM and others are involved with the collaboration.

The projects resulted from a February 2005 journey to India by Goldberg; Margaret Jo Shepherd, retired Columbia University professor;

and Paul Ackerman, international consultant on disability. They visited government offices, disability-related organizations, agencies, and sites around New Delhi, Hyderabad, and Mumbai, including

- India's National Trust (for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities)
- the Indian government's institutes for hearing impairment and cognitive disabilities
- an inclusive school for children who have and do not have disabilities

- a farming program for young men with cognitive disabilities

“Whether we were making presentations to high-ranking government officials or visiting with parents of children with disabilities, we were treated with great warmth,” said Goldberg. “The people of India are very gracious. They were interested in the United States and so hospitable.”

India is a nation of contrast—from the intricate arts of ancient cultures to state-of-the-art technology, from urbane sophistication to rural isolation, and from highly educated professionals to homeless children.

“All these conditions exist in the second most populated country and the largest democracy in the world. There are many lessons to be learned from India,” said Ackerman.

Many international experts believe India is on the way to becoming an international super power. Companies from many other nations have established facilities in India. The gross domestic product is forecast to grow by 7 to 8 percent annually through 2010.

United Way Can Fund PACER

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 Thank you for helping families of children with all disabilities!*

among parents of children with disabilities

India works hard to serve people with disabilities, said Goldberg. The visiting Americans were asked to share their expertise and opinions, but, in actuality, the three learned much from the Indian parents and professionals, she said.

A look at India's government structure explains the position of the officials with whom the three Americans met and are working.

India is a democratic republic. The Ministry of Social Justice and Empowerment, which reports to India's Parliament, is at the apex of India's disability system. It is accountable for implementing three disability laws:

- Rehabilitation Council of India Act (1992)
- The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act (1995)
- National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation, and Multiple Disabilities Act (1999)

The Ministry oversees six national institutes that work with the welfare and rehabilitation of people with disabilities. The institutes work with matters ranging from programs for children to teacher education, focusing on specific disabilities. A seventh institute, preparing for the education and treatment of children with multiple disabilities from throughout India was recently announced.

The National Trust is a 22-member, statutory, autonomous body under the Ministry. It helps people with disabilities and the organizations that serve them. It also has the responsibility to strengthen families in crisis and provide for legal guardianship. Through voluntary organizations or parent associations, the Trust sets up local resources and services where people with



From left, Jo Shepherd, Paul Ackerman, and Paula Goldberg, met with Aloka Guha, chairperson, National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation, and Multiple Disabilities.

disabilities can receive care and training. The National Trust will collaborate with PACER to establish the international parent resource Web site.

Goldberg, Shepherd, and Ackerman met with many officials of the Government of India. They included Jayati Chandra, Joint Secretary of the Ministry of Welfare and the chief officer responsible for all disability programs; Aloka Guha, who chairs the National Trust board; and directors and senior staff of the national institutes devoted to issues in hearing impairment

and cognitive disabilities.

In addition to exchanging ideas, the three Americans made presentations. Goldberg spoke on parent centers and their services and resources to parents across the United States, as well as the history of the parent movement and its effect on systems change.

In turn, the group learned how Indian parents were instrumental in lobbying for establishment of the National Trust and other laws and how they started schools, supported employment sites, and created services for their children with disabilities.

"I loved India," said Goldberg. "It was so exciting to learn about the fantastic progress it is making to help children with disabilities. I was delighted to confirm that despite the differences in geographic location, culture, and experiences, parents in India and the United States are much the same. We all want what is best for our children."

Technical Assistance Alliance for Parent Centers

9th National Conference
January 25-28, 2006

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Returning to its convenient former location, the 2006 national conference of the Technical Assistance Alliance for Parent Centers promises the innovative, interesting, informative, high-quality sessions that parent centers have come to expect.



(An annual reception on the Hill is privately funded)



What if your child IS the bully?

By Marcia Kelly

The word “bullying” often conjures up an image of a schoolyard scene, with a big, intimidating student towering over a small, cowering child. That’s just one face of bullying—and of children who bully.

Another face of a bully might be...that of your child. Surprised? Many parents are. Often they have no idea that their child is harassing other children. Yet knowing the facts—and acting to change the situation—is vitally important in making the future safer for your child and all children.

Here’s why. Children who bully suffer as much as those they target. They are significantly more likely than

others to lead lives marked by school failure, depression, violence, crime, and other problems, according to experts. The message is clear: Bullying is too important to ignore.

Could your child be bullying others? Would you know? Once you found out, would you know what to do? Here is some information that can help.

What is bullying?

Bullying is different from the routine conflicts of childhood. It is intentional behavior that is meant to hurt and dominate another person. Characterized by an imbalance of power between the child who bullies and the target, bullying can be physical, verbal,

emotional (social), or sexual. It includes harassment via e-mail and instant messaging.

Who does it?

Children who bully come in a variety of packages—the waif-like second grader, the big sixth-grade boy, the child with a disability, the popular girl, the loner. They can come from any background, race, income level, family situation, gender, or religion. Research has shown that despite their differences children who bully typically have one or more of the following traits. They may:

- be quick to blame others and unwilling to accept responsibility for their actions
- lack empathy, compassion, and understanding for others’ feelings
- be bullied themselves
- have immature social and interpersonal skills
- want to be in control
- be frustrated and anxious
- come from families where parents or siblings bully

C³ Web site guides youth to move past high school

PACER has added a new member, www.c3online.org, to its family of Web sites.

Part of PACER’s Project C³ (Connecting Youth to Communities and Careers), the site is designed to help youth move from high school to work, postsecondary education, and the community by directing them to appropriate resources for the transition. It is for young adults with and without disabilities, their family members, professionals working with them, and employers.

The Web site, which is receiving national attention, uses a “resource mapping” concept. The system encourages government agencies, nonprofit organizations, and others to collaborate in making available information about services,

while identifying any existing gaps in services.

For the C³ site, organizations that provide specific services are identified and invited to place information about their services on the site’s resource map. The mapping then uses state-of-the-art technology to lead site visitors to types of services, as well as geographic locations. Users can reach the site’s resource map by clicking on “C3MN.” Service providers can also submit information about their resources at C3MN.

Until recently, most resource maps have been paper directories that are difficult to update.

“[This] may be the best resource I have seen on the Web for transition-age youth with disabilities and transition support needs. Keep up the great work,” commented Don Lavin, vice president of Rise, Inc.

The U.S. Department of Labor, Office of Disability Employment Policy, funds Project C³. Project C³ administers the site, in collaboration with the Workforce Partnership Division at the Minnesota Department of Employment and Economic Development.

Want a little drama in your life?

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For information, call (952) 838-9000.

- find themselves trying to fit in with a peer group that encourages bullying
- have parents who are unable to set limits, are inconsistent with discipline, do not provide supervision, or do not take an interest in their child's life.

If you see these traits in your child or hear from others that your child is bullying, you may want to look into the issue. If your child is bullying, take heart. There's a lot you can do to help correct the problem. Remember, bullying is a learned behavior—and it can be “unlearned.” By talking with your child and seeking help, you can teach your child more appropriate ways of handling feelings, peer pressure, and conflicts. At right are some ideas.

It's Coming!



PACER's new bullying prevention Web site launches this fall. Filled with videos, games, animation (meet the mascot, Pip, at left), and more, it will help kids learn what bullying is and

what to do if it happens to them or if they see it happening to others.

But first, children are invited to enter our “tell us your story” contest. Stories, poems, and artwork about bullying will be judged by a celebrity panel. Winners will receive exciting prizes, and their submissions will be featured on the Web site.

The contest is for children in second through sixth grade. For more details and entry forms, visit www.pacer.org/new/bullyContest.htm or call (952) 838-9000.

The Robins, Kaplan, Miller & Ceresi Fund of The Minneapolis Foundation funds the project.

Help your child to stop bullying

1 Talk with your child. Find out why he or she is bullying others. You might explore how your child is feeling about himself or herself, ask if he or she is being bullied by someone else, and invite discussion about bullying. Find out if your child's friends are also bullying. Ask how you can help.

2 Confirm that your child's behavior is bullying and not the result of a disability. Sometimes, children with disabilities bully other children. Other times, children with certain behavioral disorders or limited social skills may act in ways that are mistaken for bullying. Whether the behavior is intentional bullying or is due to a disability, it still needs to be addressed. If your child with a disability is bullying, you may want to include bullying prevention goals in his or her Individualized Education Program (IEP).

3 Teach empathy, respect, and compassion. Children who bully often lack awareness of how others feel. Try to understand your child's feelings, and help your child appreciate how others feel when they are bullied. Let your child know that everyone has feelings and that feelings matter.

4 Make your expectations clear. Let your child know that bullying is not okay under any circumstances and that you will not tolerate it. Take immediate action if you learn that he or she is involved in a bullying incident.

5 Provide clear, consistent consequences for bullying. Be specific about what will happen if the bullying continues. Try to find meaningful consequences, such as loss of privileges or a face-to-face meeting with the child being bullied.

6 Teach by example. Model nonviolent behavior and encourage cooperative, noncompetitive play. Help your child learn different ways to resolve conflict and deal with feelings such as anger, insecurity, or frustration. Teach and reward appropriate behavior.

7 Role play. Help your child practice different ways of handling situations. You can take turns playing the part of the child who does the bullying and the one who is bullied. Doing so will help your child understand what it's like to be in the other person's shoes.

8 Provide positive feedback. When your child handles conflict well, shows compassion for others, or finds a positive way to deal with feelings, provide praise and recognition. Positive reinforcement goes a long way toward improving behavior. It is more effective than punishment.

9 Be realistic. It takes time to change behavior. Be patient as your child learns new ways of handling feelings and conflict. Keep your love and support visible.

10 Seek help. Your child's doctor, teacher, school principal, school social worker, or a psychologist can help you and your child learn how to understand and deal with bullying behavior. Ask if your school offers a bullying prevention program. Bullying hurts everyone. Parents can play a significant role in stopping the behavior, and the rewards will be immeasurable for all children.

Technology helps students participate

By Stephanie Rosso

Joshua is a 10th grader with a visual impairment, complicated by health issues that prevent him from going to school every day. Instead, he goes to school three days a week and completes his work at home on the Internet the rest of the time. The system allows him to keep up with classes and in touch with teachers.

Joshua uses a screen reader, which recites aloud what is on the computer screen, without help from his parents.

As may happen with technology, however, lately Joshua has had difficulty obtaining access to his online schoolwork. His teacher began using a new educational Web site with activi-

ties that are not compatible with Joshua's screen reader. Joshua's parents are working to resolve the dilemma.

Technology plays an increasingly important role in society today, and many schools are integrating technology into the general curriculum. Online learning through the Internet is one of the technologies. The Web has great potential to improve learning for students with and without disabilities. Teachers use online activities within classrooms; students have the option to take classes online; and teachers, students, and their families can communicate within the school building or from other sites.

The Internet may offer students with disabilities additional benefits. Online activities in the classroom allow students with disabilities to participate in activities with their peers—an important aspect of inclusion. Students who have difficulty reading or handling printed books and papers can use assistive technology to obtain material in electronic format. Students, such as Joshua, can gain access to lessons from home around their medical needs.

Online technology, however, can have glitches that frustrate students with disabilities who depend upon it. As in Joshua's case, some Web sites and the student's assistive technology may not be compatible. Timed activities may

IBM Camp EXITE-s girls about math, science



Future astronauts, biologists, engineers, and meteorologists built robots, tore down computers, stirred up slime, and downed instant ice cream. The middle school-aged girls with disabilities from across Minnesota learned through the third IBM EXITE (EXploring Interests in Technology and Engineering) Camp that an interest in math, science, and technology can lead to fun—as well as future skills and professional opportunities.

IBM, the world's largest information technology company, sponsored the free midsummer day camp at PACER Center. Statistics show that girls ages 11-14 often lose interest in math and science. EXITE is designed to rekindle the girls' interest while investing in the future workforce. There are 48 IBM EXITE camps across the globe. In 2003, the PACER camp was the first to focus on girls with disabilities.

The 2005 camp included science-related activities, guest speakers, a field trip to the IBM Rochester plant, and mentorships with IBM engineers. A new component, a partnership with Minnesota State Colleges and Universities involved high school girls from diverse backgrounds. The EXITE Internship Program offered them leadership skills by assisting the younger students at PACER, the opportunity for an IBM mentor, and an eventual internship with IBM or another local employer.

Approximately 30 IBM volunteers participated in the camp. The IBM-PACER collaboration began several years ago through the efforts of Heidi Kraemer, manager of IBM's community relations. Kristi Hansen of PACER's Simon Technology Center was camp director, and Kristi Wieser, IBM client services director for Target Corporation and member of PACER's Advisory Board, was the camp's engineer host.



in school from home

exclude students with mobility or learning disabilities. Students who are deaf or hearing impaired often cannot obtain content from videos and animation developed without captions.

Many Web site creators and school professionals will try to fix the problems, if they know how they affect users with disabilities. What can parents do to help? Some ideas follow:

- Learn about the Web sites used in your child's classroom. Ask the teacher for a list, and look up the sites at the local library if you do not have the Internet at home. Some teachers may be willing to visit the sites with you at school, after classroom hours.
- Talk to teachers about any online barriers your child encounters, and bring up the issues at Individualized Education Program (IEP) meetings.
- Ask about the process your child's school professionals use in choosing educational technology and Web sites and if they consider students' special needs in their selection.
- Contact persons, groups, or businesses operating the Web sites. Tell them about your child. Ask for suggestions on how your child can use the site—there may be a simple solution. If not, respectfully offer ideas or recommend accessibility experts, such as those at PACER's Simon Technology Center.

PACER helps schools improve access to education technology

PACER's Accessible Technology in Schools project addresses the growing need to provide students with special needs fully accessible education technology. Education technology includes computers, school Web sites, online learning programs, and multimedia. It is a collaboration with the Great Lakes ADA and IT Center, based in Chicago.

"Our project helps schools overcome barriers that students with disabilities encounter when using inaccessible technology at school," says Annette Cerreta, project

coordinator. "By providing training and technical support, we help schools ensure that all their students benefit from technology-based learning and an inclusive educational environment."

To learn more about the Accessible Technology in Schools project, visit www.pacer.org/stc/eud.htm or contact Annette Cerreta or Stephanie Rosso in the PACER Simon Technology Center at (952) 838-9000 (voice); (952) 838-0190 (TTY); or (800) 537-2237 (Greater Minnesota).

Free IBM Web Adaptation Technology training offered to schools

The PACER Simon Technology Center (STC) offers free trainings available for local schools on IBM Web Adaptation Technology. This software is designed to make the Web easier to use. This is accomplished by transforming Web pages to meet a child's individual needs. For example, it enhances the readability of pages, reduces visual clutter of some pages, makes the mouse and keyboard easier to use, and reads text aloud. The student's preferences are saved for whenever he or she uses the Web (from any computer).

Participating schools receive:

- Free IBM Web Adaptation Technology software for their computer labs
 - Training and ongoing technical support from PACER
- For more information or to schedule training, contact PACER Simon Technology Center at (952) 838-9000 or e-mail stc@pacer.org.

The STC is collaborating with IBM Corporation to pilot their Web Adaptation Technology software.

PACER named Microsoft Accessibility Resource Center

Microsoft™ recently selected the PACER Simon Technology Center (STC) as one of 26 Microsoft Accessibility Resource Centers in the nation.

As a Microsoft center, the STC provides support and training on Microsoft Accessibility options that enhance computer use for people with visual difficulties, physical limitations, hearing loss, and other disabilities.

The STC distributes a free Microsoft Accessibility

Resource CD that contains video demonstrations, case studies, and tutorials on using accessibility options. To obtain a copy of this free CD, contact the Simon Technology Center at stc@pacer.org or (952) 838-9000.

To learn more about Microsoft Accessibility features and resources, visit www.microsoft.com/enable or go to www.pacer.org and link to the Microsoft site.



Mental health can affect the very young

By Marcia Kelly

“She cries all the time and won’t let me hold her.”

“He’s been kicked out of three day care programs because of his biting.”

“She never sleeps.”

“He becomes hysterical every time I leave.”

“Her tantrums are so intense they frighten me.”

All parents of infants and young children face challenges. When a child’s behavior repeatedly seems too extreme, intense, or unusual, however, it may signal that something is amiss.

Would it surprise you to know that infants and preschoolers may face mental health issues? It’s true. They can become depressed, suffer from traumatic events, or have a tendency to develop mental health problems. It can happen to any child—regardless of age, race, ethnicity, religion, or family situation.

“Mental health in young children is an important issue. It is the springboard for all other development,” says Christopher Watson, director of several early childhood and infant mental health projects funded by

the state of Minnesota and the federal government.

Symptoms of mental health issues vary but may be suspected if a young child regularly or for an extended period of time:

- Lacks emotion
- Rejects affection
- Is unable to calm him- or herself
- Is extremely fearful
- Acts withdrawn
- Is often inconsolable
- Acts violent, defiant, or aggressive
- Has significant sleeping or feeding problems
- Is extremely clingy, sad, or out of control

Even if your child has some of these behaviors, Watson cautions against rushing to a mental health diagnosis. “Kids are all over the scale developmentally,” he says. “So much is formative in those early years. With early intervention, they can come out of things that seem problematic.”

The first step is to determine what might be causing the behavior. Mental health issues in children can stem from environmental or physical sources. Risk factors include poverty; low birth weight; exposure to environmental toxins; child abuse and neglect; exposure to traumatic events or violence; presence of a mental disorder in a parent; and prenatal problems from exposure to alcohol, drugs, or tobacco.

A chemical imbalance, illness, or heredity may also play a role.

Through conversation and observation, your child’s doctor can help you sort through possible causes of your child’s behavior. “It’s not like a cognitive test where you come out with a score,” Watson explains. “It’s a process of uncovering what’s going on over time.

“You begin by looking at the child’s environment,”

How to Promote Good Mental Health

Christopher Watson suggests these tips for giving children a strong mental and emotional foundation:

- **Provide unconditional love.** Children need to know that they are loved even if they misbehave, make mistakes, or experience failures.
- **Foster self-esteem.** Children develop feelings of self worth when they are praised, encouraged, respected, reassured, and treated fairly.
- **Encourage play.** Play helps children learn how to relate to others, handle challenges, gain a sense of belonging, and learn social skills.
- **Provide appropriate discipline.** Children need to explore and experiment, and they also need to know the limits of acceptable behavior. When rules are broken, criticize the behavior, not your child. Be firm but kind. Help your child understand why the behavior was not okay and what they can do instead.
- **Express feelings appropriately.** Children learn from imitation. They will learn to express their own feelings and develop empathy by watching how you deal with emotions.
- **Provide a safe home.** Stability, consistency, and predictability help a child feel safe. Protect your child from violence in the home—including violence on TV.

Watson continues. “Young children and newborns absorb adults’ moods and reactions.” If a parent or care giver is depressed, for example, the baby can become depressed, too.

If the environment is healthy and the child’s behavior is still of concern, “that’s the red flag that maybe something may be going on biologically or physiologically,” Watson says.

Remember, no one knows your child

better than you. If you are concerned about your child’s mental health, seek help. You can call your pediatrician or county public health office and request a social/emotional screening.

If your child needs services and you are a Minnesotan covered under Medicaid, you may receive services under the Minnesota Comprehensive Children’s Mental Health Act (MCCMHA).

For information, visit PACER’s Web site at www.pacer.org/p2p/ to learn about programs that can assist in finding children’s mental health services such as the Parent Partnership Program for Children’s Mental Health. Also look for upcoming workshops on infant mental health, or call PACER at (952) 838-9000 and speak with an advocate who is knowledgeable about mental health services.

School nurse: Your child’s health assurance

By Marcia Kelly

Adam’s needs are complicated. Born with multiple medical issues, he has daily medications, tube feeding, and other care to stay healthy enough to be in school. He requires much of that care at school.

He is not alone. Some 13 million children in this country require some kind of medical attention during their school day. Their needs may be as simple as taking an antihistamine or as complicated as having their trachea tube suctioned. The child may already have a Section 504 Plan under the federal Rehabilitation Act or an Individualized Education Program (IEP).

It is the school nurse who makes sure the health care is delivered properly at school. If you have a child with health needs, knowing how to develop a strong working relationship with the nurse is a vital skill.

“The school nurse can be the linchpin in helping a child succeed in school,” says Carolyn Allshouse, coordinator of PACER’s Health Information and Advocacy Center. Cindy Hiltz, president of the School Nurses Organization of Minnesota, agrees. “School nurses can help problem solve,” she says, noting that positive things can happen when the nurse and parents work together as a team.

Building a working relationship with the school nurse can take time, but it’s worth the effort. Allshouse and Hiltz offer the following tips. Just remember ICE: Include, Communicate, Educate.

Include

Teamwork and collaboration can go a long way toward providing the care your child needs in school. Many people may be part of the team, but parents should always be at the center of discussions. “They bring a unique and valuable expertise,” Allshouse says.

- The parents and the child’s doctor should work together to decide what orders should be written so the child can receive the needed services at school.
- Request that the school nurse be invited to your child’s IEP meeting or set up a separate meeting with him or her to discuss your child’s diagnosis and needs.
- Invite your child’s doctor to join the IEP meeting in person or by conference call to answer questions from the nurse or staff.
- Involve your child as appropriate. Doing so establishes a

closer relationship between your child and the nurse. It also builds independence, self-advocacy, and self-care skills.

Communicate

You, the IEP team, and perhaps your child’s doctor will be involved in meeting your child’s health needs at school. To keep lines of communication open and avoid power struggles:

- Keep the focus on the child and your goals.
- Make sure your doctor puts in writing a list of all your child’s health needs.
- Work with the nurse, your doctor, or the IEP team to develop an individual health plan to meet needs at school.
- Understand the nurse’s perspective. A nurse may be responsible for 500 students—or 3,000. In addition, he or she may need special training to work with your child’s needs.
- Let the nurse know your child has a medical condition—even if it isn’t currently active. You and the nurse can put a plan in place so school staff know what to do should a problem arise.
- Update the nurse when your child’s medications, status, or diagnoses change.
- Provide multiple contact numbers so the nurse can reach parents easily and quickly.
- Make sure you are speaking with the nurse when you call the health office.
- Have a plan for making sure medications and other supplies are on hand.

Educate

Learn what the school district needs from you.

- The nurse may need more information on your child’s particular condition or illness and how it affects your child. When you share pertinent information, the nurse begins to know your child and can provide better care and solutions.
- Bring information from the doctor as needed by the school district. This may include a doctor’s written orders for medication or other medical procedures.

Above all, Allshouse says, keep a positive attitude and look for creative solutions. “They’re out there,” she says with a knowing smile.

For information on school health plans, visit www.pacer.org or call (952) 838-9000 or (800) 537-2237 from Greater Minnesota.

Books on tape—still a popular alternate format

By Rachel Parker

CDs, DVDs, books via the Internet—technology opens avenues to literacy for people whose disabilities make it difficult to use printed material. Yet, an old standby—books on tape—remains popular, less expensive than computers, and easy to obtain for school, work, and leisure reading.

Taped books bring publications' content to people with blindness, learning disabilities, or disabilities that prevent them from holding a book or turning the pages. Taped books help schools and others meet disability law requirements—the Americans with Disabilities Act and Section 504 of the Rehabilitation Act require schools, employers, and some organizations to make available printed materials in alternate formats to people with disabilities.

How do I obtain taped books?

For many years, there have been organizations or services that loaned taped books, mostly to people who are blind. Children or youth with other disabilities can also receive specially adapted taped books and other alternate-format services through the

Library of Congress and state agencies that provide services for the blind.

Usually there is no charge. The services vary among states, but each state has an agency that 1) determines the potential user's eligibility, 2) loans an adapted tape player, and 3) collaborates with the regional Library of Congress office to help people.

Minnesotans can call the Minnesota State Services for the Blind Communications Center at (651) 642-0500 or (800) 652-9000 (toll free in Minnesota) for taped books. The Web site is www.mnssb.org/allages/commcenter/. The center will send a form, which a doctor or other authorized professional must sign to establish eligibility for the applicant. The center will also tape textbooks and other required reading material, as well as employment-related and leisure books that are not available elsewhere.

Recordings for the Blind and Dyslexic, in New Jersey, is also a source. Call toll-free (866) 732-3585 or visit www.rfbd.org. This agency often has text and leisure books not available elsewhere. There is a membership charge. Minnesota State Services for

the Blind Communications Center has a relationship with the organization and uses their already recorded books if particular titles are not available through the regional Library of Congress office.

Religious, political, and health-related organizations, and other specific interest groups may provide taped materials free or on loan.

Commercial publishers offer taped books, usually recorded by the author or a well-known actor. Tapes are often more costly than printed materials, but they offer a child the pleasure of owning a book.

Who pays for this?

If a specific book is required reading for school, the school district pays for the taping. Parents can make sure their child's Individualized Education Program (IEP) or 504 plan includes taping the book. If material is required for a job, generally the employer must pay for it. State and federal taxes provide leisure reading material taped by government agencies.

Can my child order taped books?

Yes. In fact, it is encouraged, according to Ellie Sevdy, superintendent of Audio Services at Minnesota State Services for the Blind Communication Center. She suggests that parents teach children as early as possible to select and order their own books. "If kids are comfortable finding books by themselves, they are far more likely to continue reading after they are out of high school because they already know how to access them," Sevdy said.

For questions about taped books, contact Sevdy at the Communications Center (information above) or Rachel Parker at PACER Center at (952) 838-9000 or (800) 537-2237, toll free in Greater Minnesota.

Be a parent leader!

Would you like to take your experience and perspective as a parent of a child with a disability and put it to use by helping others? Do you have ideas for improved supports and services for children with disabilities and their families? Would you like to tap into opportunities to have your voice heard? To influence decisions and policy? If so, PACER wants to be your partner.

PACER has resources to help you:

- Discover and define your role as a parent leader
- Receive training to serve in a parent-leader capacity
- Learn ways to be a successful partner with your child's school
- Learn about opportunities to serve in state and local advisory groups
- Contact state and local organizations seeking parent representation
- Connect with other parent leaders for information and support

To learn more about these and other opportunities, including PACER's annual statewide Parent Leadership Conference in April, visit PACER's parent leadership page at www.pacer.org/parent/leadership.htm or call Barb Ziemke at (952) 838-9000 in the Metro area or (800) 537-2237 toll free in Greater Minnesota.

PACER honors long-time board member, advocate for children

Eleanor Swanson, long-time advocate for children with disabilities and member of PACER Center's Board of Directors, celebrated her 80th birthday in July. At a birthday celebration, PACER's Executive Director Paula F. Goldberg presented Swanson with a plaque recognizing her work.

A retired speech therapist in the Minneapolis schools, Swanson became a PACER board member in 1978 and is the only original board member still actively involved with PACER.

The plaque reads, in part,

"...Eleanor has contributed energy, insight, experience, commitment, and compassion to benefit children with all disabilities...PACER Center proudly acknowledges the gifts of Eleanor Swanson that have made a difference in the lives of thousands of children with disabilities and their families."

Added Goldberg, "Eleanor is bright, caring, energetic, dedicated, and a strong advocate. It was a real tribute to her that she was selected to be on PACER's first board. It shows what respect we have for her."



PACER's Paula F. Goldberg, left, presented a plaque to Eleanor Swanson, recognizing her work with children with disabilities.

Career development event planned for transition-aged youth

"Minnesota Career Development for the 21st Century" is Oct. 26 from 9 a.m. to 4 p.m. at the Medtronic World Headquarters, Fridley. It is for students with disabilities ages 18 and older who are enrolled, planning to enroll or newly graduated from postsecondary training, including college, university, or technical school.

The event is sponsored by the

Minnesota Business Leadership Network, in which PACER's Project C³ participates, and several large Minnesota employers.

Similar to a job fair, it allows the young adults to meet with representatives of businesses, share resumes, and discuss employment opportunities. The participating businesses are also involved in a mentoring program for

students with disabilities.

Keynote speaker at the event is Jennifer Sheehy Keller of the U.S. Department of Education Office of Special Education and Rehabilitative Services (OSERS).

For information, call PACER's Project C³ at (952) 838-9000.

Community recognizes work of PACER staff

The work of two PACER staff members has been recognized in the community.

Rachel Parker of Project Pride received the 2005 Jay and Rose Phillips Award for people with disabilities who have achieved outstanding success in their vocation and communities. Courage Center administers the award.

Sean Roy of Project C³ has been named to the Minnesota State Rehabilitation Council for a three-year term. He fills the position for a parent training and information center representative, replacing Parker on the council. The council advises state government on Minnesota's vocational rehabilitation programs.



HOT, HOT, HOT!
(Cool Cause)

Spice up winter with a night you won't forget!
PACER's 3rd Annual HOT Party, Cool Cause is Saturday, Feb. 4, 2006, in downtown Minneapolis at The Loft at BarFly. Register online at www.pacer.org.

Sold-out crowds at previous parties raised important funds for PACER and increase awareness of PACER programs among young families and professionals.

"What better way to enjoy a winter evening? At HOT, we can just dance and have a good time with friends while still benefiting families. We look forward to it every year!" says event co-chair Evie Simon.

For information: Call (952) 838-9000 or visit www.pacer.org

What about after high school?

Planning for postsecondary takes time and organization

By Deborah Leuchovius

Students planning to further their education beyond high school quickly discover that most postsecondary institutions have a maze of requirements. Students with disabilities, however, are apt to find additional twists and turns. Because of that, it is essential to plan.

A first step for students and their parents is to invite new partners to join their transition planning team. Representatives from both the state vocational rehabilitation services agency and the prospective school, for example, may be able to provide valuable information or resources that can help students and their families save time and avoid frustration.

Most colleges and universities have an Office of Disability Student Services (DSS), which provides some level of service, support, or accommo-

dations to their students with disabilities. DSS staff should be able to address the scope and depth of supports offered by their institution and will know what kind of documentation their school requires for students to receive accommodations.

A vocational rehabilitation counselor from the state can help clarify that agency's role in the student's future, including higher education.

Families can help the student prepare for a smooth transition to postsecondary education in other ways, too. Three important areas to consider are 1) documenting the disability, 2) paying for the education—including related expenses such as assistive technology needed in a postsecondary setting, and 3) involving agencies in post-high school planning.

Documenting the disability

A student with disabilities should know that postsecondary schools generally ask for current documentation verifying the disability of students who request accommodations. Colleges, universities, and technical schools are likely to ask for assessment documents that 1) show the student's disability continues over time and 2) confirm the student needs accommodations. A rule of thumb is that documentation should be less than three years old. Students planning postsecondary education should obtain the documents before high school graduation.

Postsecondary institutions do not typically accept high school Individualized Education Programs (IEPs) as documentation of a disability. If it is disability-specific and current, students can usually present test results used to create the IEP. For example, a student with learning disabilities may submit the evaluation done in his junior year as documentation of disability.

If the postsecondary school asks for different documentation, it is the student's responsibility to obtain and provide the information. (After a student leaves high school, the student or his or her family can collect and maintain school files and medical records.)

New language in the Individuals with Disabilities Education Act (IDEA 2004) states that school districts "must provide the child with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the child in meeting postsecondary goals." According to the Council for

Invite experts to the meet with the transition team

Volunteer!

Join PACER in helping families

PACER serves the community by helping families of children with disabilities. Take a look at the opportunities below and think of how you can help make a difference in the lives of children with disabilities.

Volunteer Opportunities

Be a Puppeteer for

■ *COUNT ME IN*

■ *LET'S PREVENT ABUSE*

Do clerical tasks at PACER

Help with PACER Center events

■ *Annual Phonathon*

■ *HOT Party*

■ *PACER Benefit Silent Auction*

For information, call PACER at (952) 838-9000 or visit www.pacer.org

Exceptional Children's Division of Career Development and Transition, such a summary will significantly help the student gain access to further education and employment.

Council experts recommend that a summary of the student's academic and functional performance, based on the results of age-appropriate transition assessments, be completed as part of the IEP transition planning process.

Paying for the education

If postsecondary education is in the future of their child with a disability, parents need to know they should start saving. Colleges and post-secondary schools are not required to provide a free appropriate public education to students with disabilities (although they cannot charge for disability-related accommodations).

Involving agencies

Interagency collaboration is a wise transition practice. It allows the transition team to effectively address issues such as how to obtain and use resources and expertise of agencies

outside the special education system to acquire assistive technology for postsecondary settings.

Involving a vocational rehabilitation

Extra effort is usually worth it

counselor from Minnesota's Rehabilitation Services agency can alert the student's transition team as to what supports the student can expect from the agency during and after high school. (A different agency, State Services for the Blind, provides vocational rehabilitation services to Minnesota students with vision impairments.)

Vocational rehabilitation services are available to eligible young adults with disabilities when they are 16. If a student qualifies, the state vocational rehabilitation (VR) agency may pay some postsecondary education expenses—if the course of study will lead to the student's future employment in an intended career, vocation, or field. The financial help may cover testing to document a student's disability or accommodation needs; help with tuition; or the purchase of

equipment that can be used later in employment, such as a set of tools needed in a vocational education class or a specialized computer. The family will still need to apply for financial aid from other sources, however, before VR will pay.

Before VR counselors invest in a student's postsecondary studies, they must be convinced that it is an appropriate goal for the student and that it will lead to an employment outcome. Bringing VR counselors into the transition planning process acquaints them with the student's potential and can help them understand how higher education will help the young adult achieve employment goals. Caution: even after a student's eligibility is established, VR agencies may not have the funds to provide requested the services and supports. Gaps in services result in waits. Without interagency partnerships, students and their families will have greater difficulty meeting future needs.

While there are admittedly challenges for students with disabilities who want a postsecondary education, most find that expending extra effort is worth it.

Federal monitoring brings changes for state

By Bob Brick

Policy decisions made in a Washington, D.C. office building may seem far removed from the child with Down syndrome in a Minnesota or Mahtomedi, Minn., classroom. Nevertheless, U.S. Department of Education (DOE) decisions about Minnesota's special education practices can affect students with disabilities across the state.

Staff from the DOE's Office of Special Education Programs (OSEP) visited the Minnesota Department of Education (MDE) in August 2004. Their responsibility, as part of the Continuous Improvement and Focused Monitoring System was to verify that Minnesota's procedures comply with the federal Individuals with Disabilities Education Act (IDEA). Information from the review is meant to help Minnesota improve outcomes for students with disabilities.

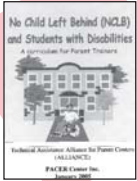
MDE received the results of OSEP's visit in March.

OSEP directed the state to submit plans that:

- Establish consistent practices and requirements for local school districts to use in self-reviews and management of special education programs;
- Change MDE's policy regarding corrective action if a local school district is not in compliance with federal standards;
- Resolve complaints filed with the MDE more quickly and speed up individual due process decisions;
- Correct how the MDE reports on 1) where children in early intervention programs receive services, 2) how young children move into the school system; 3) high school graduation rates of students with disabilities; and 4) discipline data associated with students who have disabilities; and
- Redefine the eligibility for early intervention services. DOE and MDE are continuing discussions regarding early intervention eligibility.

Resources

NEW



No Child Left Behind and Students with Disabilities: A Curriculum for Parent Trainers

The new curriculum includes topics that families need to know to ensure a quality education for their children with disabilities.

School choice, supplemental services, and adequate yearly progress are only a few. It is available in an electronic PowerPoint™ or printed overheads format.

\$15 CD-ROM ALL-27

\$295 Overheads in 3-ring binder ALL-28

NEW



Toys: Universal Tools for Learning, Communication and Inclusion for Children with Disabilities

Most experts agree that play affects any child's development. The toys used in play can be extremely important to children with disabilities. The booklet outlines age- and ability-appropriate toys, in addition to

information on buying toys and tips for adapting toys for specific needs.

■ \$3 10+ copies, \$2.50 each CRC-14

Record-Keeping Folder



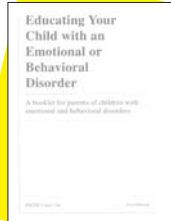
This tool helps parents organize important papers related to their child's education. It also offers tips for working with your child's teachers. Sets are designed for records of students in special education *or* regular education.

They are available in English or Spanish and there are inserts in Hmong and Somali.

Regular education: \$10 Price breaks for quantities MPC-6

Special education: ■ \$10 Price breaks for quantities PHP-a5

Educating Your Child with an Emotional or Behavioral Disorder



This first-edition booklet tells parents what they need to know to make special education work for their child with an emotional or behavioral disorder. It covers issues from evaluation to least restrictive environment.

■ \$5 10+ copies, \$4 each

PHP a21

NEW

Facilitated IEP Meetings: An Emerging Practice

The eight-page guide introduces the idea of IEP facilitation to help special education planning teams reach agreements. It is published by PACER's Technical Assistance Alliance for Parent Centers project (the Alliance) and the Consortium for Appropriate Dispute Resolution in Special Education (CADRE).

■ \$3 10+ copies, \$2 each

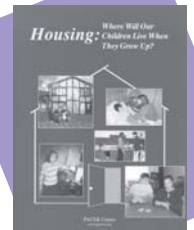
ALL-26



Where Will Our Children Live When They Grow Up?

This long-awaited resource offers concise, easy-to-read-and-understand information about housing options for people with disabilities. Whether their child is near adulthood or a newly diagnosed preschooler, parents of children with disabilities will find that the book answers many of their questions about housing and future choices to make with their child.

■ \$8 10+ copies, \$6 each PHP-a26



Is Your Child a Target of Bullying?

The new, one-of-a-kind, 30-page curriculum is for parent audiences. The appealing design and easy-to-understand suggestions are sure to inform and encourage families as they address this troubling problem. Transparencies are available on CD-ROM or in three-ring binder.

\$15 CD-ROM ALL-19 (English) or ALL-19sp (Spanish)

\$165 color transparencies and script in a notebook binder

ALL-20 (English) or ALL-20sp (Spanish)

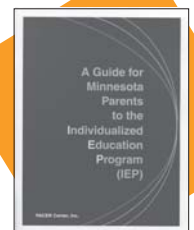


A Guide for Minnesota Parents to the Individualized Education Program (IEP)

The 2005 edition of this booklet continues to be a staple for Minnesota parents of children in special education. It explains why parent involvement at IEP meetings is so important, and it guides families through the IEP process, clarifies the Minnesota forms, and explains the information parents need for them to make informed decisions about their child's education.

■ \$3 10+ copies, \$2 each

PHP-a12



Resources



Working with Doctors: A Parent's Guide to Navigating the Health System

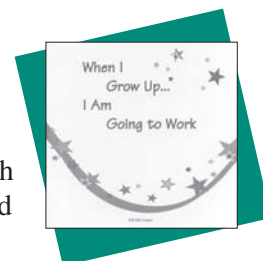
The book helps parents be effective advocates for their children in the health care system. The easy-to-read content covers information such as effective advocacy, communicating with medical professionals, choosing a physician, medical record keeping, and other important topics.

■ \$8 10+ copies, \$6 each HIAC-h11

When I Grow Up... I Am Going to Work

This book encourages children with disabilities to think about their futures. The vignettes and photos of people with disabilities at work are easy to read and enjoy. One of the book's section is for children, the other for parents as they guide their children toward employment and independence

■ \$8 10+ copies, \$6 each ST-22



PACER's *Catalog of Publications* lists more than 200 items for families of children with disabilities and the professionals working with them. For your free copy, call PACER at (952) 838-9000 or (888) 248-0822 (toll free).

To order the listed materials...

1. Specify how many you want of each item and the cost
2. Total your order, adding appropriate sales tax
3. Enclose payment with your order
4. Mail to: PACER Center
8161 Normandale Blvd.
Minneapolis, MN 55437-1044

Prices include postage and handling. A discount may be available if 10 or more of the same item number are ordered.

■ indicates one item is free to Minnesota parents or guardians of children with disabilities and to Minnesota young adults (age 14 and older) with disabilities.

For foreign orders, please telephone or e-mail PACER (see page 2). Payment must be in U.S. dollars drawn on a U.S. bank.

The items listed on these pages are also available through PACER's *Catalog of Publications*.

Order number	Name of publication/video ordered	Quantity	Per item cost	Total item cost
Total cost of all items ordered →				

Amount of order: Sales tax: _____ Total amount enclosed: _____

(Minnesota residents, 6.5%; Minneapolis residents, 7%)

Please complete the following:

Parent Professional Other _____

Name: _____

Organization (if applicable): _____

Address: _____

City, State, Zip: _____

Telephone: (h) _____ (w) _____ E-mail: _____

If a parent:

Birth date of child with disability: _____ Disability: _____

Please send me a PACER *Catalog of Publications*

Workshops

Early Childhood

Early Childhood and Assistive Technology

Assistive technology is not necessarily expensive computer equipment. The workshop, which involves PACER's Simon Technology Center, shows how ordinary activities can be part of everyday routine to help young children with disabilities.

Oct. 20, 6 to 9 p.m. (Grand Rapids)

Emotional Behavioral Disorder

Meeting Your Child's Mental Health Needs at School and in the Community

There are many ways to support your child with mental health and behavioral needs. This workshop explains how to obtain and use mental health, special education, and 504 services. Co-sponsored by PACER and the Minnesota Statewide Family Network.

Nov. 3, 7 to 9 p.m. (Anoka)

Understanding ADHD and Positive Behavioral Interventions: Parents Need to Know

Children with ADHD can and do succeed. The workshop will introduce a new way of thinking about behaviors of a child with ADHD and the need to advocate for behavioral instruction. Co-sponsored by PACER and the Minnesota Statewide Family Network.

Sept. 29, 6:30 to 9:30 p.m. (Bemidji)

Understanding IEPs and 504 Plans for Children with Emotional and Behavioral Issues

Two federal laws provide for specialized free public education services for students with disabilities: The Individuals with Disabilities in Education Act 2004 and Section 504 of the federal Rehabilitation Act. This workshop will help you understand the differences between those laws and how to use them to support your child with emotional or behavioral needs.

Oct. 11, 7 to 9 p.m. (Osseo)

Housing

Housing Resource and Information Fair

Where will your child live when he or she grows up? PACER's fair allows families of children and young adults, and service providers to meet and discuss housing options, services, supports, and related issues for children and young adults with disabilities.

Oct. 15, 9 a.m. to noon (PACER Center)

Where Will Our Children Live When They Grow Up?

The workshop provides an opportunity for families to learn about housing options and services for their young adult. Small group activities and networking are planned.

Nov. 30, 7 to 9:30 p.m. (PACER Center)

Parent Training & Information

IDEA: Understanding the IEP

The IEP (Individualized Education Program) workshop explores the essential components of IEP development, including evaluation, team planning, resolving disagreements, and an expanded section on writing measurable goals.

Oct. 11, 6:30 to 9:30 p.m. (Eagan)

Oct. 25, 6:30 to 9:30 p.m. (PACER Center)

Nov. 2, 6:30 to 9:30 p.m. (Rochester)

IDEA: Understanding the Special Education Process

The workshop outlines the basic principles of special education with materials to help parents organize their child's special education records. Topics include free appropriate public education, evaluation, resolving disagreements, and the Individualized Education Program.

Oct. 5, 6:30 to 9:30 p.m. (Grand Rapids)

Oct. 6, 6:30 to 9:30 p.m. (Duluth)

Nov. 1, 6:30 to 9:30 p.m. (Mankato)

NCLB: What Parents of Children with Disabilities Need to Know

The workshop will help parents understand the No Child Left Behind (NCLB) law and its implications for students receiving special education.

Sept. 26, 7 to 9 p.m. (Marshall)

Sept. 27, 7 to 9 p.m. (St. Cloud)

Oct. 17, 7 to 9 p.m. (St. Paul)

Skills for Effective Partnership

This interactive workshop will present ideas for parents of special education students to use when communicating with school staff. Options for resolving differences will also be addressed.

Nov. 14, 7 to 9 p.m. (PACER)

There's a New IDEA

IDEA 2004 (Individuals with Disabilities Education Improvement Act) is the new federal law that ensures special education for children with disabilities. The session covers changes in the law and an overview of the entire special education process. Co-sponsored by the Parent Involvement Program of Anoka-Hennepin School District.

Nov. 10, 6:30 to 9:30 pm (Anoka)

Public Policy

Got Any Great IDEAs?

A discussion of the future for Minnesota's special education laws and rules, this privately funded workshop will identify the areas where Minnesota special education laws and rules are different from the federal Individuals with Disabilities Education Act (IDEA), as amended in 2004. A discussion of the process typically used for changing laws and rules will occur. Opportunities for parents to be involved in the policy setting process will be highlighted.

Oct. 5, 7 to 9 p.m. (PACER Center)

Oct. 6, 1 to 3 p.m. (Bemidji)

Oct. 6, 7 to 9 p.m. (Thief River Falls)

Oct. 11, 7 to 9 p.m. (Willmar)

Oct. 12, 7 to 9 p.m. (Jordan)

Oct. 13, 7 to 9 p.m. (Princeton)

Oct. 18, 1 to 3 p.m. (Grand Rapids)

Oct. 18, 7 to 9 p.m. (Duluth)

Oct. 25, 7 to 9 p.m. (Rochester)

Simon Technology Center

For parents and professionals

A Comparison of Tech Tools for Writing

Tools such as scanning, word prediction, text-to-speech, and phonetic spell checkers are great reading and writing supports for students in middle school and up. This workshop will feature options and help participants determine the right program for them. The demonstration is not hands-on training.

Dec. 5, 6 to 9 p.m. (St. Cloud)

Access to Recreation Expo

The Access to Recreation Expo is a showcase of several companies for indoor and outdoor activities for people of all abilities and ages. It includes demonstrations and opportunities to try recreational gear. Displays will include adaptive outdoor clothing, accessible camping equipment, specialized games, and more. Recreational specialists and the Simon Technology Center staff will be available for questions.

Oct. 1, 10 a.m. to 2 p.m. (PACER Center)

Beginning the Road to AT

Want to know how to use assistive technology (AT)? This workshop provides an overview of the many available tools and devices that improve the lives of people with disabilities. Participants will learn about a number of statewide resources and review the Minnesota AT Manual for selecting assistive technology.

Sept. 22, 6 to 8:30 p.m. (Duluth)

Oct. 13, 6 to 8:30 p.m. (Detroit Lakes)

Nov. 10, 6 to 8:30 p.m. (Red Wing)

Workshops

Easier Access to Digital Learning Materials

Do you have trouble finding learning materials that are accessible to your child? In the session you will learn about current trends and available resources for accessible instructional materials, including digital text and audio. A list of accessible material resources will be provided to workshop participants.

Nov. 17, 6 to 9 p.m. (Brainerd)

IBM Web Adaptation Technology

This workshop offers a demonstration of Web software that makes Web sites more accessible to individuals with disabilities. The software tool was developed by IBM and is being piloted by PACER STC. Participants receive a copy of the software free. This workshop is presented via Web-conferencing.

Dec. 9, 1 to 2 p.m. (WebEx - online)

Strategies for Using Vision Technology

This workshop will discuss a range of assistive technology available to young children

and students with visual impairments. Ideas for adapting software, hardware, and low-tech devices for learning and recreation will be demonstrated.

Oct. 6, 6 to 9 p.m. (PACER Center)

Technology for Girls – Forensic Science

Women employed in technical fields at IBM lead the free workshop for girls with disabilities in grades 6-8. A hands-on group activity illustrates the importance of math and creative problem solving. Information about the IBM EXITE camp of 2006 is presented.

Nov. 15, 6 to 9 p.m. (PACER Center)

Universal Design

The premise of universal design is that curricula need to be accessible and appropriate in varied learning contexts for individuals with different backgrounds and abilities. The workshop explores how technology can promote universal design for learning. It discusses state and national initiatives and demonstrates technology options.

Sept. 22, 6:30 to 9 p.m. (PACER Center)

Hands-On Training Series

Hands-on Series – Intellitools Training

Using IntelliTools Classroom Suite, teachers can meet the needs of their diverse classroom, ensuring that the curriculum is accessible to all. Participant will receive a FREE 45-day trial version of IntelliTools Classroom Suite. A \$30 registration fee is refundable for parents and consumers.

Sept. 24, 9 a.m. to 4 p.m. (PACER Center)

Hands-on Series– Kurzweil Training

Kurzweil 3000 is a reading, writing, and learning solution for individuals with learning difficulties. Participants will receive hands-on training and a free demo CD. A \$30 registration fee is refundable for parents and consumers.

Oct. 29, 9 a.m. to 4 p.m. (PACER Center)

Hands-on Series– Read and Write Gold

The versatile literacy utility program includes voice recognition, word prediction, and text-to-speech with any document or Web page. Participants receive a demo CD. The workshop is free through Texthelp, Inc.

Oct. 18, 9 a.m. to 4 p.m. (PACER Center)

Workshop Registration

Persons planning to attend workshops are asked to register by calling PACER Center at (952) 838-9000 or (800) 537-2237 (Greater Minnesota) or mailing or faxing the completed form below to PACER Center, 8161 Normandale Blvd., Minneapolis, MN 55437. Fax: (952) 838-0199.

September

- Sept. 22, Beginning Road to AT (Duluth)
- Sept. 22, Universal Design (PACER Center)
- Sept. 24, Intellitools (PACER Center)
- Sept. 26, NCLB (Marshall)
- Sept. 27, NCLB (St. Cloud)
- Sept. 28, Employment Puzzle (Int'l Falls)
- Sept. 29, Moving On (Moorhead)
- Sept. 29, ADHD-Positive Behavioral (Bemidji)

October

- Oct. 1, Recreation Expo (PACER Center)
- Oct. 5, Understand Special Ed (Grand Rapids)
- Oct. 5, Great IDEAs (PACER Center)
- Oct. 6, Employment Puzzle (Winona)
- Oct. 6, Understanding Special Ed (Duluth)
- Oct. 6, Great IDEAs (Bemidji)
- Oct. 6, Great IDEAs (Thief River Falls)
- Oct. 6, Vision Technology (PACER Center)
- Oct. 11 Great IDEAs (Willmar)
- Oct. 11, Understanding IEP (Eagan)
- Oct. 11, Understanding IEPs, 504. (Osseo)
- Oct. 11, Dropout-families (PACER Center)
- Oct. 12, Dropout-ex-student (PACER)

- Oct. 12 Great IDEAs (Jordan)
- Oct. 13, Great IDEAs (Princeton)
- Oct. 13, Beginning Road to AT (Detroit Lakes)
- Oct. 15, Housing Fair (PACER Center)
- Oct. 17, NCLB (St. Paul)
- Oct. 18, Great IDEAs (Grand Rapids)
- Oct. 18, Great IDEAs (Duluth)
- Oct. 18, Read and Write Gold (PACER)
- Oct. 20, Early Childhood Tech (Grand Rapids)
- Oct. 25, Great IDEAs (Rochester)
- Oct. 25, Understanding IEP (PACER)
- Oct. 29, Kurzweil Training (PACER)

November

- Nov. 1, Transition (PACER Center)
- Nov. 1, Understand Special Ed (Mankato)
- Nov. 2, Understanding IEP (Rochester)
- Nov. 3, Mental Health Needs (Anoka)
- Nov. 4, Speaking Dynamically (PACER)
- Nov. 9, Postsecondary Options (PACER)
- Nov. 10, Beginning Road to AT (Red Wing)
- Nov. 10, New IDEA (Anoka)
- Nov. 14, Partnership Skills (PACER Center)
- Nov. 15, Tech for Girls (PACER Center)
- Nov. 16, Postsecondary-Student (PACER)

- Nov. 17, Digital Learning (Brainerd)
- Nov. 29, Postsecondary-Cognitive (PACER)
- Nov. 30, Where Will...Live (PACER)

December

- Dec. 5, Technology Tools-Writing (St. Cloud)
- Dec. 9, IBM WebEx (online)

Name: _____

Address: _____

City: _____

State: _____

Zip: _____

Phone: (H) _____

(W) _____

E-mail: _____

Birth date of child w/disability: _____

Child's disability: _____

Organization: _____

(If a professional)

Workshops – Continued

(Continued from page 19)

Hands-on: Speaking Dynamically

The newest version of Boardmaker and Speaking Dynamically Pro software is featured. Learn to create symbols, implement them into home and classroom, and incorporate them into Speaking Dynamically Pro. A \$30 registration fee is refundable for parents and consumers.

Nov. 4, 9 a.m. to noon (PACER Center)

Transition

Keeping Your Child in School: Dropout Prevention

For families of youth with disabilities that may be at risk for dropping out of school, the workshop features **Larry Kortering, Ph.D.** He offers strategies families can use to help their child complete school.

Oct. 11, 6:30 to 9 p.m. (PACER Center)

Dropout Prevention: The (Ex) Student's Perspective.

This workshop is for professionals working with youth at risk for dropping out of school. **Larry Kortering, Ph.D.**, will speak on information gained from research.

Oct. 12, 9 am to noon (PACER Center)

Moving On From High School

For families of youth with disabilities (age 14 and over), the workshop looks at life after high school. Postsecondary options will be discussed and a panel of young adults with disabilities will share their "after high school" experiences in postsecondary settings.

Sept. 29, 7 to 9:30 p.m. (Moorhead)

Postsecondary Options – Looking Ahead - First in Series

Professionals from college Disability Support Services, Social Security, and Rehabilitation Services will discuss postsecondary training and education options. For families of youth with disabilities (age 14 and over), the session gives information on various postsecondary education and training opportunities.

Nov. 9, 7 to 9 p.m. (PACER Center)

Postsecondary Education Experience – Student Perspective - Second in Series

The series continues for families of youth with disabilities (age 14 and over). A panel of young adults with disabilities will share their "after high school" experiences as they go on to postsecondary training, education, and employment.

Nov. 16, 7 to 9 p.m. (PACER Center)

Postsecondary Training and Education for Youth with Cognitive Disabilities

This workshop for families will address current models and options for additional education and training for youth with cognitive and developmental disabilities.

Nov. 29, 7 to 9 p.m. (PACER Center)

Solving the Employment Puzzle

This workshop is for families of youth with disabilities that are in the transition process (age 14 and over). It will help families look to the future as they learn about numerous options for postsecondary education, employment, and adult services.

Sept. 28, 6:30 to 9:30 p.m. (Int'l Falls)

Oct. 6, 6:30 to 9:30 (Winona)

Transition with an Emphasis on Postsecondary

This workshop will help parents and students move from high school to college. Information includes high school coursework in preparation for college, admission process, and steps for success in college.

Nov. 1, 6:30 to 9:30 p.m. (PACER Center)

To register for workshops, see page 19.



PACER Center, Inc.
8161 Normandale Blvd.
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