

PACER

Summer 2010 • Vol. 33, Issue 2

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

Buy P&G products nationwide and support children with disabilities

This summer, people nationwide can support PACER and children with disabilities at participating SUPERVALU-supplied retailers through a unique promotion with Procter & Gamble (P&G).

With the purchase of \$25 in P&G products in one transaction, shoppers can choose to receive a \$7 store gift check by mail and have \$3 sent to PACER, or they can choose to donate the full \$10 directly to PACER.

Qualifying purchases must be made at participating stores from May 30 through July 31, then simply mail in the receipt and a form obtained from the store or printed from www.ChampionForAChild.com. This special promotion includes all the most popular P&G products, such as Tide, Charmin, Crest, and Pantene.

It is available at SUPERVALU-supplied independent stores nationwide. To find a participating store near you and complete details on the promotion visit www.ChampionForAChild.com.

“The SUPERVALU donation is based on participation in the event, so please help by asking friends and family around the country to shop

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PACER's Teens Against Bullying Web site receives Dot.org award

PACER Center's innovative Web site, TeensAgainstBullying.org, recently received an award for “its interactive, thoughtful, and compelling approach to bullying prevention education.”

PACER received the Dot.Org Award for Targeted Teaching from the Minnesota Council of Nonprofits in March 2010. The Dot.Org awards honor Minnesota nonprofits for their innovative use of technology.

Council panelists said they were impressed with how well the Web site was designed to engage its teen audience.

“It's really great to be recognized for using technology in a way that speaks directly to teens and makes an impact on their lives,” says Julie Hertzog,



PACER's bullying prevention director.

Since TeensAgainstBullying.org debuted in the fall of 2009, more than 250,000 teens have visited the site, which includes a promotional video from its celebrity spokesperson and Disney star Demi Lovato.

For more news about PACER's bullying prevention efforts, see page 7.

Changes proposed for federal No Child Left Behind Act (ESEA)

The Obama administration is proposing a major rewrite of the federal government's K-12 education law with its “Blueprint for Reform,” released in March 2010.

The 41-page U.S. Department of Education document outlines an overhaul of the No Child Left Behind Act (NCLB), the latest version of the federal Elementary and Secondary Education Act (ESEA). The ESEA determines federal policy for America's public schools. Its reauthorization must be approved by Congress.

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PACER Center: Champions for Children with ANY Disability

Being a parent is challenging, and having a child with a disability may bring extra challenges. That's why there's PACER Center.

A Minnesota and national parent center, PACER has served families of children with disabilities and special health needs for nearly 30 years. PACER provides expertise and resources to help families make decisions about education, vocational training, employment, and other services for children and youth with *any* disability.

How can PACER help me?

If you have a question or need help for your child with a disability, contact PACER. Most PACER staff are parents or family members of children with disabilities. They share your experience. They understand.

PACER has more than 30 projects. Many are specific to Minnesota. Some are national or international in scope. All focus on ways to help children with disabilities succeed at home, at school, and in the community.

If you live in Minnesota, you can call PACER's parent advocates who will help you understand the laws that affect children with disabilities.

How do I contact PACER?

By telephone, Web sites, e-mail, or fax.

If you call during PACER office hours, a staff member will answer the telephone and take information about your situation and link you to the appropriate PACER project. If you are not connected directly, a staff member from that project will call you back, usually within 48 hours.

PACER telephone numbers are: (952) 838-9000 (main number); (800) 537-2237 (Minnesota toll free); (888) 248-0822 (national toll free); (952) 838-0199 (fax). Send e-mail to PACER@PACER.org.

PACER Center's postal address is: PACER Center, 8161 Normandale Blvd., Minneapolis, MN 55437

What are PACER hours?

PACER's switchboard is open from 8 a.m. to 5 p.m. Monday–Friday. There is voice mail at other times. PACER observes federal holidays.

Where can I learn more about PACER?

PACER's Web sites are:

- **PACER.org** (Click on PACER.org for FaceBook, Twitter, and YouTube.)
- **taalliance.org** (technical assistance for the nation's 106 parent centers)
- **fape.org** (information on the Individuals with Disabilities Education Act - IDEA)
- **c3online.org** (Connecting Youth to Communities and Careers)
- **PACERKidsAgainstBullying.org** (bullying prevention)
- **PACERTeensAgainstBullying.org** (bullying prevention)
- **PACER.org/international** (global family resources)

Minnesota Parent Center - MN PIRC

Minnesota Parent Center is Minnesota's Parental Information and Resource Center (MN PIRC) and a project of PACER. It helps parents be strong partners in their children's education and encourages community involvement to help all children, with or without disabilities, succeed at school.

Call 952-838-9000 with questions or visit PACER.org/mpc.

OSEP Mega Conference scheduled for Aug. 2 - 5

The U.S. Office of Special Education Programs (OSEP) will present the OSEP Leadership Mega Conference Aug. 2-5 at the Hyatt Regency Crystal City in the Washington, D.C. area.

Three OSEP-sponsored conferences, previously held at separate times, have been consolidated into this new "Mega" conference.

This consolidation presents a unique opportunity for staff from Parent Training Information Centers and Community Parent Resource Centers, early childhood coordinators, and state directors of special education to engage in collaborative dialogue around improving the results for infants, toddlers, children, and youth with disabilities.

Strand 1 of the conference was previously known as the Annual OSEP National Parent Center Conference. PACER Center is the ALLIANCE National Parent Technical Assistance Center and plans and administers this strand of the conference in collaboration with the six Regional Parent Technical Assistance Centers and 106 parent centers.

Strand 2 of the conference centers on early childhood, while Strand 4 is for state directors of special education, and was previously known as the OSEP Leadership Conference. Strand 3 is called "Collaborative Leadership" and is a new addition for Parent Centers, early childhood staff, and state directors.

To learn more or register, visit taalliance.org.

Changes proposed for No Child Left Behind Act (ESEA)

(Continued from page 1)

The reform plan aims to address complaints that NCLB is inflexible and sets the bar too low on academic achievement. The proposed revamp of the eight-year-old NCLB law seeks to maintain the current statute's focus on improving the performance of particular student groups, such as students in special education.

ESEA was first enacted in 1965, with a founding principle of providing educational opportunities to disadvantaged youth. NCLB, a major reform of the ESEA, was approved in 2001 with the intent of closing the achievement gap between disadvantaged and minority students and their peers.

NCLB is known for its focus on holding schools accountable and requiring all states to develop and implement standards and procedures to measure student achievement.

The "Blueprint for Reform" focuses on five key priorities:

- Providing equity and opportunity for all students
- Implementing college- and career-ready standards
- Improving teacher and principal effectiveness
- Raising the bar for learning and achievement and rewarding excellence
- Promoting innovations and continuous improvement

"One of PACER's priorities for ESEA is a focus on parent involvement and family engagement in education and the continuation of the PIRCs (Parent

Information and Resource Centers) to encourage parents and schools to partner with each other," says Paula Goldberg, PACER's executive director. "

While the primary funding for programs specifically focused on supporting students with disabilities is through the Individuals with Disabilities Education Act, the administration's ESEA reauthorization plan proposes increased support for inclusion and improved outcomes of students with disabilities.

NCLB will continue in its present form until Congress reauthorizes the ESEA.

Find a link to the "Blueprint for Reform" at PACER.org/newsandevents.

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8161 Normandale Blvd.
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Voice: 952-838-9000 TTY: 952-838-0190
Toll-free: 800-537-2237 (Minnesota)
Toll-free: 888-248-0822 (National)
FAX: 952-838-0199
E-mail: PACER@PACER.org

PACER Executive Director:
Paula F. Goldberg
Senior Writer-Editor: *Julie Holmquist*
Writer-Editor: *Marcia Kelly*

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PACER Web site: PACER.org
ALLIANCE site: taalliance.org
FAPE site: fape.org
C3 site: c3online.org

BULLYING: PACERKidsAgainstBullying.org
PACERTeensAgainstBullying.org
(Alternate format is available upon request.)



Virginia Richardson (center), manager of PACER's Parent Training, recently met with Sen. Al Franken and Minnesota PTA president Mari Pokornowski.

Buy P&G products and support PACER

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at the participating stores and send in their receipts, too," says Mary Shrock, PACER's chief operating and development officer. "We'd like to thank

SUPERVALU and P&G for providing this great opportunity, with a special thanks to Michael Moore of P&G and Jim Gilliam of SUPERVALU for their incredible support."

Mediation was turning point for student's progress

By Julie Holmquist

By the time Heather Duvall's son Douglas was in fourth grade, she and the staff at her son's school had reached a major impasse.

"We were defensive on both sides, and neither of us felt like we could work together," Duvall says. Duvall didn't see her son making educational progress, even though she and the school spent a large amount of time in meetings.

By February 2009, both the school and Duvall felt that mediation was required if Douglas was to meet the goals in his Individualized Education Program (IEP). Duvall had worked with PACER in the past, and she called PACER again for advice about mediation.

"At first I felt like I failed, because I thought going to mediation indicated a breakdown," Duvall says. PACER advocate Pat Anderson told Duvall she hadn't failed. "She said mediation was a good thing. Now I wish we would have done it sooner."

Mediation helped Duvall and school staff realize that miscommunication had occurred on both sides. That realization led to a new relationship, better communication, and the best result possible: Douglas, now in fifth grade, has "blown away his IEP goals," says his mother.

"The team is really looking at possibilities now, and he loves going to school. He dreaded going before, and now he's so excited to tell me something he did, and the staff is excited about what he did. He's doing amazingly well."



Douglas and Heather Duvall

Before mediation

Duvall says she realizes that school inclusion for her son is a challenge. He has multiple disabilities, including cerebral palsy, is medically fragile, can't walk, and is nonverbal.

Early on, she realized that school staff didn't have expertise to deal with some of his issues and believed staff training in augmentative communication would help. Her suggestions were not well received, and staff found her intimidating.

"I know I have a strong personality," she says. She also knew what her son's rights were and was not afraid to ask for services. Duvall had spent countless hours attending conferences and trainings, educating herself on her son's needs and the services that could help him, and she wanted to share that knowledge.

"But no matter what I would do, it seemed wrong," she says. "I felt blamed by the school staff, and they felt I didn't respect them as professionals. It was just like a marriage, breaking down to such a point that it

was seemingly irreparable," she says. "We wasted so much time on defensiveness."

During mediation

A cycle of miscommunication had developed between Duvall and the staff, but mediation broke that cycle. Duvall and the school met in mediation for a total of 21 hours over a period of three days, an unusually long time. "We spent half of that time talking about our frustrations," Duvall says. "Both sides felt they weren't being heard."

The mediator introduced reflexive listening, and that's when the breakthrough occurred. Before Duvall or school personnel could respond to a comment, they had to repeat what they heard, using the phrase: "What I hear you saying is...."

"I would say one thing, and they heard something completely different," Duvall says. "It opened our eyes to see we were really misunderstanding each other. It was a huge light bulb."

Anderson attended all three mediation meetings with Duvall. "Pat was very supportive and very realistic," she says. When Duvall became frustrated during the proceedings, Anderson helped her realize that she needed a break so she could calm down and refocus. As Duvall and the school worked out their disagreements about Douglas' IEP, Anderson helped Duvall keep her eye on the outcome. "She reminded me to think about what was the most important thing, and to make sure I was comfortable with the outcome. It was good to have

(Continued on page 7)

How to resolve school disputes in a positive way

By Julie Holmquist

Helping your child with disabilities receive an appropriate education is one of the most important jobs you have as a parent. Working with your child's Individualized Education Program (IEP) team is part of that job, but sometimes disputes and disagreements can occur.

"Parents can feel discouraged or frustrated when these disagreements take place, but they need to know that issues can usually be resolved if they keep calm and use the options available for resolving disagreements," says PACER advocate Pat Anderson.

Managing disputes in a positive, productive way is possible if parents know their rights and the best method for resolving an issue. "First, parents need to know they have the right to

disagree with the school," Anderson says, "and they need to know that there are several options for resolving a disagreement."

To resolve disagreements, it's usually best to start by discussing the issue with the professional closest to the problem at the school or district level.

For example, following an IEP meeting, a parent might receive the plan in writing and see that it doesn't include an agreed-upon provision for special education transportation. Before reacting negatively, the parent should first check with the case manager to see if the omission was intentional or inadvertent.

"Many times school staff aren't aware there's a problem," Anderson says. "That's why we encourage parents to

express their concerns to the appropriate person." Anderson advises parents to share their concerns in a letter and send it to the case manager and the director of special education.

If efforts to resolve the issue at the local or district level are not successful, more formal dispute resolution methods may be necessary. The chart below provides an overview of Minnesota's due process options for resolving disputes within the state's education system. Parents may wish to call a PACER advocate to discuss their options.

For more information on how to resolve educational disputes, call PACER at 952-838-9000 or visit PACER's new dispute resolution Web page at PACER.org/disputeresolution.

MINNESOTA DUE PROCESS OPTIONS

General Information only; please call PACER Center or the Minnesota Department of Education for further information

OPTIONS	Conciliation Required if parent requests	Mediation Voluntary for both parties	Facilitated Individualized Education Program Voluntary for both parties	State Complaint	Section 504 Complaint	Due Process Hearing Required if either party requests
ISSUES	Parent-school disagreement regarding identification, evaluation, placement, or services	Parent-school disagreement regarding identification, evaluation, placement, services, or other matters	Parent-school unable to develop an acceptable Individualized Education Program (IEP)	Claim that district is not following law or regulation	Claim of discrimination based on disability	Parent-school disagreement regarding identification, evaluation, placement, or services
WHO IS USUALLY INVOLVED	Director of special education, district staff, parent(s)	Mediator, district staff, parent(s), and others each may choose	IEP team and facilitator	Parent(s), organization or any citizen; Minnesota Department of Education, Division of Compliance and Assistance	Parent(s), organization, or any citizen; local 504 Offices; Office for Civil Rights (Region V Chicago)	Hearing officer, parent(s), district staff, expert witnesses, attorneys
DECISION MAKER(S)	Parent(s) and district	Parent(s) and district	IEP team with support from facilitator	Minnesota Department of Education, Division of Compliance and Assistance	Office for Civil Rights (Region V Chicago)	Hearing officer If appealed: hearing review officer
TIMELINE	From receipt of request: • set up within 10 calendar days, • memo five school days after final conference	Must be scheduled in a timely manner	Must be scheduled in a timely manner	File within one year of violation; final decision 60 calendar days from filing in most cases	File within 180 calendar days of violation	File within two years of the alleged violation
COST: PARENT PAYS	None	None	None	None	None	Parent(s): attorney fees, expert witnesses (if needed) If parents prevail, they may recover attorney's fees.

Mann Foundation brings national experts to Symposium

Thanks to the continuing generosity of Dr. Roberta Mann, teachers, parents, and administrators throughout Minnesota will have an outstanding opportunity to find out about learning disabilities and mental health disorders in children and young adults at the fifth annual Ted and Dr. Roberta Mann Foundation Symposium for Children's Mental Health and Learning Disabilities.

American Dairy Queen Corporation is also providing support for the event this year through its Blizzard grant program.

Registration is full for the free, all-day event on Aug. 17 at the Sheraton Bloomington Hotel. Materials from the speakers will be posted at PACER.org after the event.

Numerous breakout sessions will offer opportunities to learn about non-verbal learning disabilities, restorative justice, and more. National keynote speakers will address a variety of topics, including depression, school safety, and learning and mental health



Kevin Jennings



Dr. Verna Price



Dr. Read Sulik



Dr. Roberta Mann

disabilities. A partial list of presenters includes:

- **Kevin Jennings**, assistant deputy secretary of the Office of Safe and Drug Free Schools at the U.S. Department of Education, has been invited. He is the author of six books and was a teacher and nonprofit executive prior to being named to this position.

- **Dr. Verna Price**, an author and motivational speaker with a doctorate in educational policy and administration. She also has a child with developmental delays and understands the challenges faced by both parents and professionals.

- **Dr. Read Sulik**, assistant commissioner of the Chemical and Mental Health Services Administration for the Minnesota Department of Human Services. A child and adult psychiatrist as well as a pediatrician, he was in private practice prior to his current appointment and has extensive clinical experience with children and adults with mental health disabilities.

PACER, a co-sponsor of the symposium, thanks Dr. Mann for her passion for helping children with learning and mental health disabilities and for providing this outstanding opportunity.

PACER develops new FAST curricula to support families

More than 180 Parent Center staff members from every state in the U.S. and its territories gathered in Washington, D.C. on May 18-19 to learn about the national Family Advocacy and Support Training (FAST) Project.

The FAST Project's goal is to help families of youth with developmental disabilities become aware of and advocate for family support and services. A primary emphasis will be reaching underserved families from all geographic regions.

To meet this goal, PACER presented a "train the trainer" conference in May so Parent Center participants

could learn about the four FAST curricula developed by PACER in collaboration with other Parent Centers and the FAST Partnership Board. The parent trainers then returned to their home states with a commitment to conduct at least two of the curricula for parents.

The new curricula address topics relating to: employment ("Getting and Keeping the First Job"), sexuality ("The Journey to Adulthood: What Parents Need to Know"), advocating for one's family ("Skills for Effective Parent Advocates"), and strategies for systems change ("Working for Change: The Power of the Personal Story").

As the curricula are disseminated through Parent Centers, families of children with disabilities from diverse racial and linguistic groups, families in poverty, those living in rural and urban settings, military families, and other underserved families will increase their ability to advocate for family support services and influence systems change.

The FAST grant was awarded to PACER by the Administration on Developmental Disabilities at the U.S. Department of Health and Human Services. Learn more about FAST at www.fastfamilysupport.org.

PACER's National Center for Bullying Prevention offers new ways for everyone to be involved

A new look and added features on PACER's National Center for Bullying Prevention Web site are making it even easier to get involved in the bullying prevention movement.

The new, visually appealing Web site (PACER.org/bullying) provides simpler navigation and easy access to information for parents and adults as well as teens and kids.

Three new features on the home page can quickly help visitors understand the impact of bullying, the prevention resources available, and how to get involved:

Video

A video explains how bullying impacts children and how resources offered by PACER's National Center for Bullying Prevention can help.

I care because...

Visitors can also read comments in "I Care Because," a forum where teens and kids from all over the U.S. and the world share why bullying prevention is important to them.

Get involved

A new community feature called "Get Involved" provides activities for the individual or group wishing to take part in the bullying prevention movement. Updated every four to six weeks, "Get Involved" currently



I care because...

"I know how it feels to be judged on appearance or personality. I formed a group of kids being bullied to see what we could do together to stop it called TOWC (the ones who care). I think it helps the kids more. Some people might think it's not cool because we're in middle school, but I don't because I really feel like it's people like me who will cause an impact on bullying."

features "Unite Against Bullying Worldwide."

PACER's fifth annual National Bullying Prevention Awareness Week in October will provide more opportunities for adults, children, teens,

schools, and communities around the nation to join PACER's efforts to prevent bullying.

Learn more about Awareness Week activities at PACER.org/bullying or by calling 952-838-9000.

Mediation was turning point for fifth grader's progress (Continued from page 4)

someone there who was emotionally detached."

After mediation

Duvall and the school ended up compromising – and learning. Duvall now has more regularly scheduled and less-formal communication with the IEP team members, and com-

munication has improved as a result. School staff also report details about Douglas' day so his mother feels informed.

Duvall advises other parents to not be afraid of mediation. "I'm spending a fraction of the time on Douglas'

school issues as I was before. I don't dread school meetings. They're really productive, and Douglas is learning."

Learn more about mediation by downloading "Special Education Mediation: A Guide for Parents" at taalliance.org/publications/pdfs/sememe.pdf.

High expectations, appropriate testing

During middle school and then high school, classes become increasingly challenging, but students with disabilities can do well academically if expectations and accommodations help them along.

Paying close attention to testing accommodations during middle school and expecting the best from your child can help you set the course for a successful future.

Expecting the best

Today's national and state education policies reflect an expectation that most special education students, if given appropriate accommodations, services, supports, and instruction, can learn grade-level content and achieve grade-level standards.

In addition, research shows that teachers' expectations of student achievement do matter: What they expect of students is typically what they get, regardless of student ability.

"Having high expectations for your children is so important," says Deborah Leuchovius, project director of PACER's Technical Assistance on Transition and the Rehabilitation Act program (TATRA). "Your expectations will influence the teachers who work with your child and the expectations young people set for themselves."

As you encourage your child and his or her teachers to have high learning expectations, it's also important to make sure your child's knowledge is being accurately measured.

For students who have a disability affecting their ability to show what they



know on typical tests, an important part of their Individualized Education Programs (IEPs) is defining testing accommodations. Without the needed accommodations in the classroom or when taking state and district-wide assessments, testing may not accurately measure a student's knowledge and skills.

Leveling the playing field

Assessment accommodations are changes in testing materials or procedures that enable students to participate in assessments in a way that measures abilities rather than disabilities.

"The purpose of accommodations is to level the playing field so students can display what they know without being hindered by their disability," Leuchovius says.

Such accommodations do not lower the difficulty of the test—but may change the way information is presented, the way a student responds, the setting in which the test is taken, or in the timing and scheduling of the test.

For example, a student with a fine-

motor impairment taking a test might need a note taker to write answers or extended time to complete the test. A student with attention difficulties may need to have a test broken into segments.

Choosing accommodations

Parents can work with the IEP team to ensure that their children receive the accommodations they need to demonstrate what they know. Accommodations should be chosen on the basis of the individual student's needs, not on the basis of the disability category, grade level, or instructional setting.

The student's IEP should contain documentation for all identified accommodations, and these accommodations should be used consistently for instruction and assessment.

Once documented in the IEP, each teacher and others responsible for implementing the accommodations must be informed of the specific accommodations that must be provided.

Ideally, the same or similar accommodations should be used during

accommodations can benefit your child

classroom instruction, classroom tests, and state and district tests.

Accommodations that are introduced to a student for the first time on the day of a test are not likely to be effective. If students are not already familiar with how an accommodation works, it could hurt rather than help their test performance.

Testing accommodations are also provided to individuals with disabilities by college testing agencies.

By becoming familiar with testing accommodations during the middle school years, you can help guide your child to higher achievement, a meaningful high school diploma, and his or her future goals.

To learn more, read the PACER handout “What Parents Need to Know About Accommodations for Statewide Assessments,” Action Sheet (*PHP-c145*), available online or by calling 952-838-9000.

Accommodations and diplomas vary throughout U.S.

While Minnesota offers one type of high school diploma with different paths to attain it, other states offer an array of diploma options. Testing accommodations can help students with disabilities in these states earn a standard high school diploma instead of an alternative diploma.

Alternative diplomas are generally viewed by employers and colleges as being based on less rigorous academic standards than standard diplomas.

“Parents in states with multiple diploma options need to think carefully about which diploma their child should work toward, beginning in middle school,” says Deborah Leuchovius, project director of PACER’s Technical Assistance on Transition and the Rehabilitation Act program. “Once they study the options and discuss them with their child and their IEP team, they can plan the course work and ensure that their child receives accommodations needed to achieve that diploma.”

The advantages and disadvantages of diploma options are outlined in a recent publication titled “Graduation Requirements and Diploma Options for Students with Disabilities,” produced by the National Collaborative on Workforce and Disability for Youth (NCWD/Youth). It can be found at ncwd-youth.info/information-brief-22.

PACER works with NCWD/Youth, a partnership of experts in education, youth development, workforce, disability, and family issues. NCWD/Youth offers many family-focused resources at ncwd-youth.info.

You can also find diploma options available in each state on the Web site of the National Center on Educational Outcomes at the University of Minnesota: www.cehd.umn.edu/nceo/TopicAreas/Graduation/StatesGrad.htm.

New CELL guides help parents encourage literacy skills

It’s never too early to start building your child’s literacy skills—and the Center for Early Literacy Learning (CELL) can help. It offers parents and professionals free practice guides that show how to use everyday activities to encourage infants, toddlers, and preschoolers to listen, talk, and learn the building blocks for early literacy.

Here’s an excerpt from the toddler practice guide called “Fun and Games with Sounds.”

“Jenna, a toddler with a mild hearing impairment, loves to play a game with her dad while swinging in the backyard. Her dad picks a word Jenna says, and says it in different

ways: loud, soft, slow (stretching the sounds out long), fast (putting the syllables together quickly), and singing.

Each time, Jenna repeats the word the same way her dad said it. Often Jenna will say another word and they play with that word the same way, with Jenna taking the lead. Jenna loves the word game on the swing, and it helps her listen to and tell the difference between sounds.”

You can learn more about CELL practice guides at earlyliteracylearning.org/pgparents.php. CELL is a major initiative of the Center for Evidence-Based Practices at the Orelena Hawks Puckett Institute in North Carolina.

Innovative project helps teens plan for career success

By Marcia Kelly

They are your future engineers, computer programmers, and software designers. They're the machinists, scientists, and math teachers you'll depend on someday.

You might not recognize them as such right now, but the 24 students with disabilities participating in PACER's Teens Succeeding with Technology (TeST) project are creating a vision for the life they want after high school—and science, technology, engineering, and math (STEM) will play a big role for them.

Preparing for that future is called "transition planning," and it's a vital tool students with disabilities use to set goals for their future employment, education, independent living, self-advocacy, and personal life.

TeST is an innovative project that helps students explore their post-secondary options in STEM careers and start planning for the classes and supports they'll need to prepare for them, explain Annette Cerreta and Meghan Kunz, co-coordinators of the project and assistive technology specialists at PACER's Simon Technology Center.

Piloted at three high schools in St. Paul, Lakeville, and Red Wing, the project uses a team approach. PACER, the schools, and families provide support and encouragement while the students use a variety of technology tools to create their personal transition plans.

"It's very student-centered," Kunz says, noting that the students are culturally diverse and have a wide range



Carlos Sanchez-Pimentel, a TeST participant

of disabilities. "The students create the plan themselves, set short- and long-term goals, and buy into it."

Through Web-based seminars (called Webinars), podcasts, online activities such as e-mentoring, and other multimedia tools, the students find their strengths and explore career options.

In addition, they receive hands-on training to learn about assistive technology and other accommodations that can help them achieve greater academic and personal success.

"It's really amazing to see the impact this has on the students, especially the excitement they have about the assistive technology," Cerreta says.

"For many of these students, it is their first exposure to assistive technology and they immediately see its potential to help them be more successful at college or on the job."

The first year of the project began last August and will conclude in July after students formally present the personal transition plan they've created.

Comments from students show that the project is already having a positive influence. "The technology they showed really inspired me to excel my learning," says one teen. "Some of the technology I can use in my college classes," adds another.

The impact doesn't stop there. Funded by a Carl D. Perkins federal grant, the project is unique, its resources are free, and it can be replicated by schools across the nation. "It's all Web based, so the model works well for distance learning,"

Cerreta explains. "All the multimedia tools are available online."

Among those tools are Webinars, PowerPoint presentations, podcasts featuring STEM professionals talking about their careers and how they prepared for them, a graphical mind-mapping tool, and more.

The project also may have an impact on the future of society. "Baby boomers hold the highest percentage of STEM careers, and they're beginning to retire," Kunz says. "Jobs will be opening, and people with disabilities shouldn't be left out of them.

"By receiving this level of support in high school, students know earlier what classes to take in high school and beyond. This project piques their interest early, when they can start charting a path to these careers."

To learn more about the TeST project, visit PACER.org/stc/teenssucceedtech/index.asp.

BENEFIT '10

PACER Center's 28th Annual Benefit, May 8, 2010 - A supplement to PACESETTER

Gotta Lovett!

28th Benefit raises support

Lyle Lovett and His Large Band captivated the crowd at PACER's 28th Annual Benefit on May 8.

More than 2,200 people enjoyed the evening at the Minneapolis Convention Center, which was made possible by an amazing Benefit Committee, major sponsors, and many generous donations.

Just prior to the concert, major sponsors SuperValu and P&G presented PACER with spectacular support. "PACER is truly an amazing organization and we are happy to make a \$100,000 donation to PACER," said Jim Gilliam of SuperValu.

From the stage, Lovett also thanked PACER supporters. "It's truly inspiring to come to a city and see it as a community and people coming together. When I'm with my band, it's like I'm with family, and that's certainly how it feels here, thanks to you folks."

The PACER family did come together at the Benefit to raise funding for more than 30 PACER programs. "The wonderful support we receive on this evening is very important," says Paula Goldberg, PACER executive director. "There are so many terrific people to thank."

"We couldn't do this without help from our fantastic sponsors and 350 volunteers, as well as the tremendous number of donations to our silent and live auctions," says Mary Schrock, PACER's chief operating and development officer.

Along with SuperValu and P&G, major sponsors of the Benefit were: Steve and Mary Sue Simon Foundation, Allen and Kathy Lenzmeier, Carlson Family Foundation, Whitebox Advisors, and Best Buy.



Benefit co-chairs (L to R): Danna Mirviss, Judy Schumeister, Patrice Alkire, Jessica Broyles, Colleen McGough-Wood.

(L to R): Jim Gilliam, region president, SuperValu, and Michael Moore, senior executive, Procter and Gamble, representing the two presenting sponsors.



(L to R): Jim and Donna Pohlrad, Lyle Lovett, Carol Meshbesh, Archie Givens.

Successful Benefit assures no-cost services for



(L to R): Paula Goldberg, John Lavander, Nan Owen, Sarisse Rochelle-Creighton, Dr. Charles Crutchfield.



Marc Gordon, chair of PACER's National Advisory Board, and Carolyn Porter.



*Seated left to right: Karen and Rob Gusaas, Teri and Michael Moore, Jeanne Wiffler.
Standing left to right: Martina and Juan Fernandez, Natalie and Scott Gillquist, Josh Wiffler.*



(L to R): Mike and Michelle O'Leary of O'Leary Ventures.



Jerry Lavin and Paula Goldberg, PACER executive director.



Lynne Singer Grossman and Andy Redleaf of Whitebox Advisors, sponsor of the patron party.



(L to R): Michael Keller, CMO, I Queen; Paula Goldberg, PACER executive director, and Dr. Barry Garfinkel, a member of the medical advisory board.

Minnesota families



Artist Anthony Whelihan and Creative Kids contest winner Spencer Sieber.



Silent auction co-chairs (L to R): Julieanne and Don McNeil, Jean Lipkin, Teri Moore, silent auction coordinator Trish Lies, and Sarah Meek.



Mary, Mary and Bill King, Simon



PACER Chief Operating and Development Officer Mary Schrock and John Valente of Best Buy.



Attending from Target Corporation: (front row, L to R) Jodee Kozlak, senior vice president, Target; Madison Cramer. Back row: Ann and Tim McGlennen, Dave and Naomi Cramer.



International Dairy executive director; member of PACER's



(L to R): Dr. Steve Grinde, Kathy Grinde, Joe House, Dana Harms, Ellie Wood, Katie Harms, Colleen McGough-Wood, Brad Wood, Amy Wood Thompson, Danielle Wood Twohy, Nick Twohy, Melissa Schlemmer, Ryan Schlemmer, Christine Wood, Dan Morgan, and Jacob Wood in front.

More Benefit memories



(L to R): Allen Lenzmeier, Kelly Lenzmeier, Xiaojing Zou, Nick Lenzmeier, Kathy Lenzmeier.



Sheryl Sandberg, chief operating officer of Facebook, and her husband David Goldberg, CEO of SurveyMonkey.com, with Lyle Lovett.



Jerry Moenke, an Extravaganza sponsor, purchases a few of the bags from the teen sales force.

Seated (L to R): Patrice Alkire, Barbara and Skip Gage, Gina and Scott Gage. Standing (L to R): Deb and Bill Mack, Gary Alkire and Rick Gage. The Carlson Family Foundation, represented by the Gage family, was the dinner sponsor.



Seated (L to R): Joel Mirviss, Wayne Hansen, Lori Sulvalsky, Steve Barberio. Standing (L to R): Sophie Mirviss, Danna Mirviss, Hannah Mirviss, Robyn Lipschultz, Sari Lipschultz, Brian Lipschultz.



Four teen volunteers, ready to sell Judith Ripka Extravaganza bags to the 2,000 guests.



Taken at the silent auction's "Strike a Pose for PACER," courtesy of Whelihan Fine Arts. Front row (L to R): Mort Naiman, Jerry Lavin. Middle row: Bonnie Ross, Micki Naiman, Debra Levinger, Shoshana Worman. Back row: Paula Goldberg, Rob Worman, Morris Sherman.

Save the date!
Next year's Benefit is May 7, 2011

Free multicultural publications for parents available

PACER Center has published a series of eye-catching brochures for reaching families from diverse cultures who may have concerns about their child's development. The materials were developed under a grant from the Minnesota Department of Education and are free to Minnesota organizations and school districts.

The easy-to-understand brochures and accompanying handout are available in culturally specific versions for families who speak Hmong, Somali, Spanish, and Russian. English versions, available to all parents but especially directed to American Indian and African American parents, also accompany each order of translated materials. There is space to affix a label providing local contact information on the back page of the brochure.

For more information about ordering hard copies, contact Barb Ziemke at bziemke@PACER.org or 952-838-9000. View brochures online at PACER.org/ed/news.asp.



Go with a winner!

Order PACER's holiday cards designed by a "Creative Kid"

It's a winning proposition: By ordering PACER's 2010 greeting cards, families and businesses can send their best wishes for the holiday season, support PACER, and encourage a 10-year-old budding artist. Spencer Sieber won this year's Creative Kids Contest, earning him the cover of PACER's 2010 greeting card.

"This contest was the brainchild of artist Anthony Whelihan, and it has been such a wonderful experience for the children," says Paula Goldberg, PACER's executive director.

Spencer would agree. This energetic, artistic sports fan has autism and diabetes and aspires to someday work in the animation industry.

Spencer plays baseball and loves being outdoors, particularly at the Minneapolis Sculpture Garden, which is often the subject of his art work. He also looks forward to the annual Creative Kids Contest and spend-



Spencer Sieber (right) and his winning artwork.



ing time with Whelihan, PACER's "artist resident."

A set of eight greeting cards can be purchased for \$10 by ordering online at PACER.org/help/creative2010.asp or calling 952-838-9000. Cards are also available for the holiday season in large quantities for businesses or individuals. PACER extends a special thanks to Whelihan and Creative Kids sponsors: Gallery Service and Bloomington Art Center.

Parents bring PACER puppets and disability awareness to Trinidad

By Julie Holmquist

A set of PACER's Count Me In® puppets traveled to the Caribbean Republic of Trinidad and Tobago in December 2009, bringing with them their message of inclusion and disability awareness.

While the puppets were boxed up for their trip at PACER's Minnesota center, a group of parents in Trinidad were eagerly awaiting their arrival, knowing the puppets could make life just a little easier for children with disabilities in their developing nation.

"We need to teach awareness here, and the puppets were the logical way to do this," says Sara Stephens, an occupational therapist who lives in Trinidad but is originally from Minnesota.

Stephens and Heather Rahael, an American speech therapist who also lives in Trinidad, were both instrumental in establishing the only Count Me In® program in a country that is just beginning to address disability awareness.

"I know this will make a huge impact," Rahael says.

Stephens founded the Caribbean Kids and Families Therapy Organization (CKFTO) in 2008 in an effort to offer affordable therapy to families in Trinidad. Only eight occupational therapists can be found in the country of more than 1 million, and a disabil-



A parent support group in Trinidad, above, welcomed the PACER puppets and PACER puppet program coordinator Lynn Dennis to their country in January. Right, Dennis (L) teaches parent volunteers how to use the puppets.

ity rights movement is just emerging there.

Rahael, who has a son with disabilities and is a client of CKFTO, founded a support group a few years ago for parents of children with disabilities.

She discovered the PACER puppets on the Internet while searching for a group project that would expand disability awareness and help their children.

Rahael mentioned the puppet program to Stephens, who had earlier



worked in Minnesota and was familiar with PACER services. Stephens also remembered seeing a PACER puppet show in school when she was a child.

After the plan to start a program there began to take shape, Stephens visited PACER in the spring of 2009 to watch a show and meet with Lynn Dennis, PACER's puppet program coordinator. The parents in Trinidad

(Continued on page 17)

Volunteers needed for new Kids Against Bullying puppet show

PACER's new Kids Against Bullying puppet program elicits a "100 percent positive response" from elementary students who see the show, says PACER volunteer Shawn McKinney. While the response to the bullying prevention show has been encouraging, PACER needs additional volunteers to carry the message to more children.

Created in 2009, the new puppet show is an effective way to teach children in grades 1-3 how to prevent and respond effectively to bullying.

Following one show, for example, a school reported that two children witnessed bullying on the playground, talked about the lesson they had learned from the puppet show, and decided to tell a teacher what they had seen.

"I like that I'm able to plant a seed in their mind about bullying prevention," says McKinney, who recently joined PACER as a volunteer puppeteer. McKinney, who has a brother with Down syndrome, has a full schedule but says volunteering as a puppeteer takes only a few hours a month.

"PACER lets me know the show dates far in advance, and it makes me feel so

good to volunteer," she says. "I think I get more out of it than the kids do!"

Becoming a puppeteer was a bit out of her "comfort range," McKinney says, but the script was easy to learn and the special training provided all the knowledge she needed. "I love being a part of it," she says. "It is fun, and the staff is great."

There's no need for volunteers to have a theater or education background, says Lynn Dennis, PACER's puppet program coordinator.

"We need people who believe in our mission, who like to talk to kids, and who aren't afraid to speak in a loud voice."

New volunteers attend a three-hour training to learn puppet and presentation skills, participate in a few practice sessions, then become part of a team presenting programs at Twin Cities metro schools two to three times per month.

Volunteers need their own transporta-



Volunteer Shawn McKinney portrays the puppet Carmen during Kids Against Bullying shows.

tion to the shows and must be available during the school day.

To learn more about volunteering as a PACER puppeteer for the Kids Against Bullying show, call Lynn at 952-838-9000 or visit:

PACER.org/puppets/volunteer.asp.

Parents bring PACER puppets and disability awareness to Trinidad

(Continued from page 16)

then raised funds to purchase the puppets and bring Dennis to Trinidad for a group puppeteer training.

Once the training was completed in January, the scripts were adjusted to reflect the Trinidad culture. Puppets changed names – Gina became "Asha" and Carmen is now "Preeya" – and

they play cricket instead of baseball on the islands.

The purpose of the show, though, remains the same: to help children know that kids with disabilities should be "counted in."

The parents piloted their first show in April for the support group and then

began presenting shows at schools.

"It's really exciting," Rahael says. "The scripts are so good. We each have a tear every time we practice."

For more information about purchasing puppets, see page 24, call Lynn Dennis at 952-838-9000, or visit PACER.org/puppets.

Assistive technology may help your child succeed

By Bridget Gilormini

When a learner is struggling in any the area of life and nothing seems to help, both parents and professionals often turn to technology as a solution. Using what is called assistive technology (AT), a toddler can color with an adapted crayon, a teenager can use word prediction software to become a successful writer, and an adult can use speech-to-text technology to be gainfully employed.

While it is clear that some children with disabilities can benefit from AT, parents need to be proactive about seeking services for their child and become familiar with the law that ensures AT services are provided by public schools.

An age of technology

Technology is rapidly advancing, sometimes on a daily basis. New technology changes not only how we learn and engage with the world, but how we function in daily life.

Consider Aimee Mullins, an athlete who set world records running on prosthetic legs at the 1996 Paralympics. Her high-tech limbs help her reach the potential she has to be a runner, a model, and an actress.

Consider Bridget Thomson, who became the first student in Minnesota to take the Scholastic Aptitude Test (SAT) using speech-to-text as an accommodation. Speech-to-text technology helped Bridget reach her potential.

Despite the fact that technology can help children achieve their dreams, students with disabilities are not



Thanks to an AT device called "The Writer," Elizabeth Watson's reading vocabulary score dramatically improved from 68 to 98 percent and her language expression score soared from 62 to 90 percent.

systematically evaluated to see if they would benefit from AT services. Anecdotal evidence suggests that only 3 to 5 percent of students with disabilities have assistive technology written into their Individualized Education Program (IEP), according to research conducted by Dave Edyburn of the University of Wisconsin-Milwaukee.

Although sometimes students use AT even though it is not included their IEPs, a large percentage of students who would benefit from AT are not receiving services. That's why it's important for parents to be proactive and to make sure AT services are considered for their children.

AT and the law

While AT is a relatively young field, the laws that govern it are not new. Schools must consider the use of AT

at least annually for every student who has an IEP and may benefit from it.

Assistive technology includes the devices, software, and services a student needs to receive a free appropriate public education (FAPE), which is guaranteed by a federal law called the Individuals with Disabilities Education Act (IDEA). AT should also be considered to help a student be educated in the least restrictive environment (LRE), also ensured by IDEA.

Learn more about AT and the IEP by viewing one of PACER's archived webinars at PACER.org/pacerwebinars/#paragraph19 or call PACER at 952-838-9000 and speak to an advocate.

Learn about AT options

Today's rapidly advancing technology can open new worlds for children with disabilities, but parents must proactively look for AT solutions.

Learn more about AT options at PACER's Simon Technology Center. It provides free AT consultations, a Technology Lending Library, trainings, workshops, and more.

The STC Lending Library offers an inexpensive way for people to preview software and AT devices for children and young adults with disabilities. Anyone can visit and view the 2,500 items. Minnesota parents, individuals, and professionals who are members may borrow them.

For more information, visit PACER.org/stc or call 952-838-9000.

SAVE THE DATE!

Try out resources at Simon Technology Center Open House

Mark your calendars for the annual Simon Technology Center Open House on Saturday, Oct. 2 from 10 a.m. to 2 p.m. at PACER Center.

The popular annual event for parents and professionals offers demonstrations of assistive technology and educational software, resources, and fun interactive activities for both children and adults. Stay tuned for further details. The event is free, but registration is required.



Participants at last year's STC Open House sampled AT devices and enjoyed arts and crafts.

PACER offers surrogate parent resources

Surrogate parents have become increasingly important in special education because a growing number of children are living outside a traditional family for some period of their lives.

PACER provides resources for families, foster families, and school and county professionals to ensure that each child with a disability has someone in the parent role representing them within the special education process.

Call PACER (952-838-9000) or e-mail surrogate@pacer.org for more information.

PACER's gone digital!

Social media is taking the world by storm, and PACER Center is on board! PACER's Facebook page, Twitter page, and YouTube channel let you and PACER stay connected, anytime, anywhere. Parent Centers can find their social media connection with the ALLIANCE at taalliance.org. So, friend us, follow us, and watch us today with just the click of a button at PACER.org.



Breaking PACER news? Don't miss it!



Sign Up For PACER Updates!

PACER uses e-mail to deliver time-sensitive messages:

- Upcoming PACER Events
- Legislative Updates
- Workshops
- Monthly PACER E-news

Go to www.PACER.org/forms/index.asp and complete the form to be on PACER's e-mail list.

Your e-mail address and other contact information is considered confidential and will not be shared.

Help your child prepare for kindergarten

By Deborah Ottman

As a parent, holding your child for the first time or seeing that first step were probably big “firsts” for you.

Sending your child off to kindergarten represents another significant “first,” the start of formal schooling.

By helping your child strengthen key skills before that big day comes, you can make sure your child’s first school experience will be a positive one.

Children entering kindergarten are developing skills in three major areas: academic, motor, and social/emotional. Kindergarten-aged children are typically “in progress” with these skills, which means the skills may be in different stages of development.

As you work with your child to develop skills in these areas, remember to praise the successes and encourage effort and progress.

Academic skills

Literacy

Children entering kindergarten are building reading, writing, speaking, and listening skills. Schools call these *literacy skills*.

Pre-kindergartners work on the skills by using the sounds of language, learning new words, and listening to stories read aloud. They also use drawings, pretend writing, letters, and words to express their thinking. To help build these skills, you can:

- Read to your child every day.
- Talk about new words during everyday activities like bathing or going to the store.
- Introduce, point out, and talk about letters of the alphabet; point out the

MINNESOTA PARENT CENTER

Minnesota PIRC
A project of PACER

sounds they make when looking at books, food packages, or signs.

- Encourage your child to use scribbles, shapes and drawing to express ideas.

Math

In math, pre-kindergarten children work on counting, grouping, and organizing objects. They make patterns and know common shapes. To strengthen these skills, you can:

- Help your child practice counting to 20; use objects such as blocks to help.
- Organize objects into similar groups when sorting laundry or putting away toys.
- Find and make simple patterns; highlight patterns in fabric or brick buildings.
- Find and make simple shapes; point them out in everyday objects like wheels or picture frames.

Science

Children entering kindergarten explore the world using the five senses of sight, hearing, touch, smell, and taste. They show interest in and ask questions about the natural world.

Pre-kindergartners like to use simple tools to help them explore. To work on these skills, you can:

- Encourage your child to use the senses to learn about materials and the environment. Talk about what they see, hear, smell, taste, and feel during the course of the day.
- Show interest in the natural world by talking about it during everyday activities such as taking a walk or

visiting the zoo.

- Use simple tools such as a bucket and shovel, magnifying glass, or measuring cup when playing in the sand or snow.

Motor skills

Schools call children’s ability to do jobs with their fingers and hands *fine motor skills*. Children’s ability to make controlled movements with their arms, legs and bodies are called *large motor skills*. Children are still building both sets of skills when entering kindergarten. To develop fine motor skills you can:

- Encourage your child to cut with child-sized scissors and to use pencils, markers, or crayons.
- Offer beads to string and blocks or small boxes to stack and build.
- Help to write some or all the letters in your child’s name.
- Copy and draw simple shapes like squares or circles.

To develop large motor skills you can:

- Play catch with your child using a soft object.
- Bounce and kick a ball with your child.
- Give your child time to play safely outdoors each day.

Social and emotional skills

Schools call the way children interact with others *social skills*. *Emotional skills* are the way children show their needs and share ideas and feelings. To help your child develop these skills:

- Offer your child the chance to interact with other children and adults.
- Watch for things your child does well or enjoys; encourage and show confidence in his or her ability with

(Continued on page 21)

Workshops

PACER Center workshops are free to Minnesota parents. For information and updates, call 952-838-9000 (Twin Cities metro area) or toll free at 800-537-2237 (Greater Minnesota) or visit PACER.org.

Creation Station

Crafty Magic

Children with disabilities and their families are invited to come learn how to create magic tricks out of craft materials. A guest magician will teach you how to perfect your tricks. He may even show you a couple of his own!

Sept. 18, 10 a.m. to noon (PACER)

Early Childhood

Early Childhood Development and Strategies to Support Early Learning Skills

Parents of young children from birth to age 5 with developmental delays and/or disabilities will learn about the typical stages of child development and strategies to support emerging learning skills in their young children.

May 6, 6:30 to 8:30 p.m. (PACER)

Understanding and Addressing Challenging Behavior

Parents of young children from birth to age 5 with developmental delays and/or disabilities will learn about brain development and behavior, different temperament types, stages of development and strategies to provide children with acceptable ways to get their needs met.

Aug. 23, 6:30 to 8:30 p.m. (PACER)

Talk the Talk

Parents of young children from birth to age 7 with developmental delays and/or disabilities will learn strategies to assist them in communicating effectively with professionals.

Sept. 16, 6:30 to 8:30 p.m. (PACER)

Engaged Parents Equal Successful Children

Parents of young children from birth to age 7 with developmental delays and/or disabilities will learn ideas on how to be active

participants in their child's early education and set the foundation for future learning.

Sept. 23, 6:30 to 8:30 p.m. (PACER)

Juvenile Justice

Advocating for Your Child in the Justice System

Is your child with disabilities at risk for entering the court system or already in a court-ordered setting? Learn how to navigate the court system, advocate when a child is arrested, and more.

June 1, 7 to 9 p.m. (PACER)

Parent Training

Children Taking Medication for Mental Health Reasons

Parents of children who are already taking medication will learn techniques for talking to their children about medications and listening to their feelings, as well as ways to encourage their children to take medication. Jane Marie Sulzle, RN, CNS, MS of Prairie Care, is presenting.

July 20, 7 to 9 p.m. (PACER)

Six Skills for Effective Parent Advocacy

Explore six skills you can use to become a more effective advocate for your child with a disability.

Aug. 2, 6:30 to 8:30 p.m. (PACER)

New two-part IDEA series kicks off fall workshops

Part One

IDEA: Understanding the Special Education Process

This workshop outlines the basic principles of special education. Topics include free ap-

propriate public education, resolving disagreements, the Individualized Education Program, and least restrictive environment. Anyone who has not previously participated in this session is encouraged to attend before participating in Session Two.

Sept. 13, 6:30 to 9:30 p.m. (PACER)

Part Two

IDEA and the IEP

Hear an overview of the requirements of the Individualized Education Program (IEP) and visit individual information stations to learn more about evaluation, progress reports, preparing for IEP meetings, and understanding accommodations and modifications.

Sept. 28, 6:30 to 8:30 p.m. (PACER)

Speak Up for Special Education

Learn what happened during the 2010 legislative session and about the power of your personal story. There will be an opportunity to share with state legislators about your special education concerns.

Sept. 14, 6:30 to 8:30 p.m. (Owatonna)

Sept. 21, 6:30 to 8:30 p.m. (Marshall)

Workshop Registration

For information and easy online workshop registration, visit PACER.org/workshops

You may also register by telephone at 952-838-9000 (Twin Cities metro area) or 800-537-2237 (toll free from Greater Minnesota).

Help your child prepare for kindergarten

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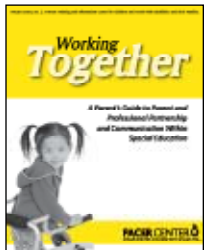
those activities.

- Teach your child to respect and follow rules by playing simple games together.
- Teach self-help skills, such as wash-

ing hands and getting dressed.

- Help your child learn to say his or her name, address, and phone number. Supporting your child's learning in these ways communicates the powerful message that education matters to

your family. Your involvement will help your child gain the best education possible in kindergarten and beyond – and open the door to many more “firsts.”

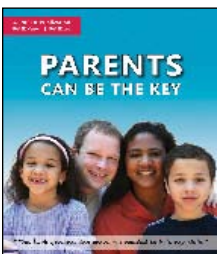


Working Together

A Parent's Guide to Parent and Professional Partnership and Communication within Special Education

Helps parents communicate effectively with special education professionals as they develop their child's educational program. 2009.

■ \$6 10+ copies, \$5 each PHP-a19



Parents Can Be the Key

This updated handbook for 2009 describes basic special education laws and procedures.

■ \$3 10+ copies, \$2 each PHP-a1



Families Are Important! An Early Childhood Guidebook for Families of Young Children

Updated for 2009. This book helps families of children with disabilities or delayed development understand Minnesota's early intervention system and how to access services for their child.

■ \$7 10+ copies, \$5 each PHP-a9

High Expectations

Having and maintaining high expectations for your child with a disability is very important. This eight-page booklet outlines how to have high expectations yourself, challenge your child, and encourage high expectations from others.



■ \$3 10+ copies, \$2.50 each PHP-a34



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

Helps parents work with schools to address each child's special needs through understanding the required components of the IEP. Includes examples from the Minnesota state-recommended form. 2008.

■ \$3 10+ copies, \$2 each PHP-a12

K is for Kindergarten

This booklet offers skill builders to help you prepare your child for kindergarten. In addition to fun activities, you'll find specific information on state guidelines and tips for choosing a school. 2009. (One copy free for any Minnesota parent)

■ \$5 10+ copies, \$4 each MPC-21



The Road to Work An Introduction to Vocational Rehabilitation

Discusses the issues related to the Rehabilitation Act, including eligibility criteria for vocational rehabilitation services, transition planning for high school students, the Individual Written Rehabilitation Program, appeals procedures, legislation and self-advocacy skills. Fourth Edition. 2009.

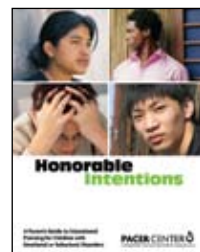
■ \$8 10+ copies, \$6.50 each VO-1



Honorable Intentions: A Parent's Guide to Educational Planning for Children with Emotional or Behavioral Disorders, Fourth Edition.

This updated comprehensive guide includes information on comprehensive evaluation, functional assessments, positive interventions, effective communication, and writing meaningful Individualized Education Programs.

■ \$15 10+ copies, \$12 each PHP-a29



Housing: Where Will Our Children Live When They Grow Up?

Parents of youth with disabilities will find that this attractive, easy-to-use book answers many questions about future housing choices to make with their child. From housing options to a resource directory, there is a wealth of information.

■ \$8 10+ copies, \$6 each PHP-a26



Resources

New

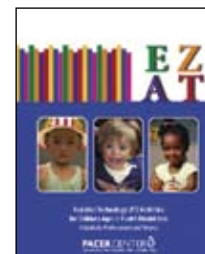


Discover How Assistive Technology Can Help Your Infant or Toddler Learn and Grow

Provides information on assistive technology (AT) use with infants and toddlers for families and professionals. Also includes tips on how to find more information about AT. Parent Centers should contact PACER regarding bulk orders. 2010.

■ \$1 10+ copies, \$.50 each STC-21

EZ AT: Assistive Technology Activities for Children Ages 3–8 with Disabilities



This compilation of activities for children with disabilities is the result of submissions by parents and professionals across the nation. Many of the ideas are simple and inexpensive to incorporate at home and school. All represent best practices that most effectively use technology to promote learning and inclusion.

\$10 10+ copies, \$8 each STC- 16

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 3). 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:** _____
 (Minneapolis residents, 7.4 % Hennepin County residents, 6.9 % Anoka, Ramsey, Dakota, Washington counties, 6.75 % Most other Minnesota residents, 6.5%) Sales tax varies with specific location.

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: _____

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Change Service Requested

Do you want to make a difference? Change attitudes?

Order PACER's COUNT ME IN® puppets!

*"What a great way
to dispel myths and
raise awareness!"
Minnesota teacher*

Buy the set:

BASIC SET: Six puppets with scripts for preschool and elementary shows

STARTER SET: Three puppets with scripts on several disabilities for elementary students

All sets include puppet wheelchair, props, and a coordinator's handbook for creating a COUNT ME IN® project with volunteers. Training is also available.

Already own a set?

Expand your program by purchasing additional individual puppets. Puppets available represent children with autism, Tourette syndrome, ADHD, muscular dystrophy, and diabetes.

Visit these engaging puppets at PACER.org/puppets!

For more information e-mail puppets@PACER.org or call PACER at 952-838-9000.

