

PACESETTER

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

Federal resource released on restraint and seclusion

The U.S. Department of Education issued a 40-page resource document in May on the use of restraint and seclusion.

The publication outlines principles for educators, parents, and others to consider when developing or refining policies and procedures to support positive behavioral interventions and avoid the use of restraint and seclusion. The resource is applicable to all students, not just those with disabilities.

“As education leaders, our first responsibility must be to make sure that schools foster learning in a safe environment for all of our children and teachers,” U.S. Secretary of Education Arne Duncan said. “I believe this document is an important step toward this goal.”

The 15 principles that frame the document highlight how schoolwide behavioral interventions can significantly reduce or eliminate the use of restraint or seclusion. These guiding principles offer states, districts, and other education leaders a framework for developing appropriate policies related to restraint and seclusion.

(Continued on page 7)



Philip Bailey, Verdine White, and Ralph Johnson sang and danced on stage with two fans - Margaret Kelberer and George Leiter - who were lucky live auction winners.

PACER supporters groove and give at 30th Annual Benefit

It didn't take long for the crowd of 2,600 PACER supporters to use their dancing shoes at PACER Center's 30th Annual Benefit on May 5. Philip Bailey of Earth, Wind & Fire told the Minneapolis Convention Center audience that he was surprised by their energetic reception.

“We thought it might be a still crowd, but you came to party!” he said. “You've helped a lot of children, and we're very proud to be associated with this.”

Paula Goldberg, PACER's executive director, and Mary Schrock, PACER's chief operating and development officer, agree that many children will be helped thanks to the generous community of donors, corporate

sponsors, volunteers, and ticket buyers who made the fundraiser possible.

“We are amazed by the wonderful community of people who have come alongside PACER and children with disabilities during the last three decades,” says Paula Goldberg, PACER's executive director. “It's hard to believe this event started with 75 people attending!”

Over the years, PACER's Benefit has welcomed such stars as Bill Cosby, Bonnie Raitt, Aretha Franklin, and Jennifer Hudson. Many of PACER's supporters have been faithful attendees. Sherm Stanchfield, a PACER advisory board member, has

(Continued on page 8)

PACER Center staff appointed to state councils

Three PACER staff members were recently appointed to statewide policy councils in Minnesota.

Minnesota's Chicano Latino Affairs Council

Jesús Villaseñor, a multicultural parent advocate at PACER for 16 years, has been elected chair of Minnesota's Chicano Latino Affairs Council. The primary mission of this statewide council is to advise the governor and the state legislature on the issues of importance to Minnesota's Chicano Latino community.

Minnesota Special Education Advisory Panel

Barb Ziemke, a parent advocate



Jesús Villaseñor



Barb Ziemke

at PACER for 10 years, will begin a term this fall as chairperson of the Minnesota Special Education Advisory Panel. The panel provides policy guidance for the Minnesota Department of Education (MDE) concerning special education for children and youth with disabilities in Minnesota.

Interagency Coordinating Council on Early Intervention

Judy Swett, a PACER parent advocate for 16 years specializing in early childhood special education, has been elected as chair of the Governor's Interagency Coordinating Council on Early Intervention (ICC) and was appointed for a four-year term beginning January 2012. The council addresses methods of implementing a statewide system of interagency programs of early intervention services for young children with disabilities and their families.



Judy Swett

New PACER e-newsletters focus on bullying prevention, health

People wanting the latest information concerning health issues or bullying prevention can subscribe to PACER's newest electronic (and free) newsletters.

PACER's Health E-news

This e-news from PACER's Family-to-Family Health Information Center provides a new way for families and professionals to receive the latest updates on:

- Minnesota health care issues
- Announcements from the Minnesota state health care programs

- Information regarding PACER's Family-to-Family Health Information Center activities and resources

Text message updates

Families can also receive timely updates via text message from PACER's Family-to-Family Health Information Center. This new text message service provides specific information on PACER programs, including notice of upcoming workshops, helpful reminders, short tips and ideas, and new resources. Sign up by texting 'Health' to 27138. Standard text messaging rates will apply.

PACER's Health Information Center provides a central source for families of children and youth with special health care needs and/or disabilities and the professionals who serve them to find support, advocacy, and information about the health care system.

PACER's National Bullying Prevention Center E-News

This monthly e-news provides current information including:

- Practical prevention tools
- Inspiring stories
- Breaking news about events
- New resources
- Notice on updates to the

PACERTeensAgainstBullying.org and PACERKidsAgainstBullying.org websites

Visit PACER.org/bullying/newsletter/opt-in.asp to subscribe to the National Bullying Prevention Center E-news, and PACER.org/health/newsletter to sign up for the Health E-news.

PACER's gone digital!

Stay connected, anytime, anywhere with PACER's Facebook page, Twitter page, and YouTube channel! Look for the logos on PACER.org.



FBI Director honors PACER

PACER Center and Paula Goldberg, one of PACER's founders and its executive director, were honored by FBI Director Robert Mueller III in Washington, D.C., on March 16. Mueller presented Goldberg with the prestigious Director's Community Leadership Award in recognition of PACER's national bullying prevention efforts.

Julie Hertzog, director of PACER's National Bullying Prevention Center, also attended the ceremony. The award is presented to individuals and organizations whose achievements in crime prevention and educational programs have made a positive difference in their communities.



FBI Director Robert Mueller III and PACER's Executive Director, Paula Goldberg.

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PACER website: PACER.org

ALLIANCE National PTAC site:

ParentCenterNetwork.org/national

FAPE site: fape.org

C3 site: c3online.org

BULLYING: PACERKidsAgainstBullying.org

PACERTeensAgainstBullying.org

MN SEAC site: mnseacinfo.org

(Alternate format is available upon request.)

Parents take note: Minnesota health care changes coming for Medical Assistance

Parents of Minnesota children and young adults with disabilities receiving Medical Assistance (MA) fee-for-service coverage will soon have a new choice to make regarding their child's health care.

Due to state legislation passed in 2011, they will be asked to join a Special Needs Basic Care (SNBC) health plan, a managed care plan designed for people with disabilities in Minnesota. Parents should watch their mailboxes for letters and enrollment forms for SNBC.

Parents can "opt out" of the plan and can keep their regular MA fee-for-service coverage, but children will be automatically enrolled in a SNBC health plan through the county unless parents return the form notifying the state of their decision.

"The purpose of SNBC is to provide additional health care delivery options for people with disabilities," ex-

plains Wendy Ringer, Coordinator of PACER's Family-to-Family Health Information Center. "This is a voluntary option with an emphasis on preventive and primary care. Parents and guardians should look carefully at the options to make sure their current needs will be met under the plan they choose. If they don't want to choose a plan, they still have to return the form to the state indicating that they opt out, or they will be automatically enrolled in a plan."

Frequently asked questions about SNBC include:

What is a managed care plan? SNBC is a managed care plan, which means it offers a choice of health care plans and services.

How is SNBC different from MA now?

Parents will choose from the SNBC health plan's "network" providers (doctors, hospitals, pharmacies, therapists, dentists), so they will need

(Continued on page 15)

New IEP key to student's move from "defiant"

How did a student who was "off-task" in the classroom, falling behind on homework, and labeled as "defiant" at school become a happy honor student the very next year?

For Dylan, who has Tourette syndrome and generalized anxiety disorder, the key was a new evaluation and Individualized Education Program (IEP) for his sixth grade year, and school staff putting the IEP into practice.

"He has an excellent IEP now," says his mother Heather.

But during Dylan's fifth-grade year, his school experience was "a negative spiral" that resulted in Dylan having more Tourette tics and anxiety. He started feeling discouraged and disinterested in school, even though he has always tested in the top percentile of state academic tests.

Something was wrong

"If you asked Dylan about a school subject, he could tell you," Heather says, "but to put it on paper and show his work was very difficult for him." Her son had an IEP during his fifth-grade year, but he was not making progress. "I knew something was wrong, but I couldn't put my finger on it."

Heather credits a PACER workshop with helping her determine what to do. She began to realize that what a school staff person labeled as "defiant" behavior in her son was actually a symptom of his disabilities.

She also realized that Dylan was not receiving specific accommodations that had been included in his IEP, which caused him to have more anxiety and an increased number of

tics, something that contributed to his "downward spiral."

After a private evaluation showed that her son's executive functioning was at a significantly low level, Heather worked with PACER parent advocates and the school to write a new IEP. (Executive function is the process that regulates a person's ability to organize thoughts, manage time, and make decisions.)

With the new IEP in sixth grade, Dylan's improvement was immediately apparent. With appropriate supports and technology in place, "he did a one-eighty," Heather says. "Now he has the right accommodations and he's doing fabulous." Even though he had initially been placed in the lowest level math and reading classes for sixth grade, Dylan has now been placed in honor courses.

The new IEP details Dylan's goals and lists the specific modifications, supports, and adaptations to be used at school to reach those goals.

With voice-activated software, Dylan is able to do his written assignments in a different way, by dictating what the computer types. He also uses Inspiration, a mind-mapping software that helps him organize his thoughts visually. At the end of the day, Dylan uses a voice recorder to record his daily assignments.

Complaint filed

After the new IEP and its accommodations were successfully put in place during his sixth grade year, Heather and her husband decided to file a complaint to the Minnesota Department of Education (MDE) concerning Dylan's fifth grade year.

Because not all of their son's IEP accommodations were being implement-

Advice for parents

Heather says her journey during the last year, as she learned more about IEPs and special education law, has been an empowering one. Here she shares her advice:

- As the parent, you need to become the expert on your child. The more time I spent researching my son's disability and reading books, the more I understood. Trust your instincts.
- You are more effective when you are not reacting emotionally. Step back from your emotions. It's not personal against your child. You need to learn how to work with the system. Remember that you do not need to always agree with school staff.
- Parents need to understand that they have one child in a classroom, but teachers have 30. Be respectful of school staff members' time.
- If it is not in writing, it never happened. Clarify agreements with a follow-up e-mail. Tell them you will wait for their written response. Keep a phone log.
- If you decide to file a complaint, remember that it is a data-driven process. You have to provide the data, so be organized and prepared, and make use of resources.
- Call the PACER people. They are wonderful!

nt” to honors

ed during Dylan’s fifth grade year, the couple believed the school district had violated special education laws. MDE found that the school district had, in fact, denied Dylan a free appropriate public education (FAPE) on a procedural basis and needed to take corrective measures.

“We do encourage parents to call and talk to a PACER advocate before filing a complaint, just in case we can help them resolve the problem at the local level,” says Pat Anderson, PACER advocate. “Many times, the issues can be resolved to the satisfaction of both the parents and the school district.”

For more information on how to manage disputes in a positive, productive way, visit PACER.org/disputeresolution or call PACER at 952-838-9000 and ask to speak to a parent advocate.



PACER honors longtime friend and supporter

Dermot Rowland, center, was honored with the PACER Leadership Award on May 16 for his support of PACER over the last 30 years. The Minneapolis businessman made it possible for PACER to obtain its first office building and also to move to PACER’s new location when more space was needed. “He’s a terrific person,” says Paula Goldberg, PACER’s executive director. “And we’ve always appreciated his kindness and generosity.” Rowland’s family members attended the event at PACER. (L to R): Sheila Rowland Delaney, David Rowland, Sister Joyce Rowland, Dermot Rowland, Katie Rowland Moore and Steve Rowland Sr.

New PACER blog connects parents, ideas

One of the founding principles of PACER Center is that parents of children with disabilities can help other parents and families facing similar challenges. The newest method of “parents helping parents” is a new blog found at: PACERParentsTalk.blogspot.com.

This new feature on the website at PACER.org/parent enables parents and advocates to share information online that enhances the quality of life of children and young adults with disabilities and their families.

“Parents have said that the most helpful information often comes from other parents,” says Carolyn Anderson, PACER parent advo-

PACERParentsTalk. blogspot.com

cate. “Parents have many great ideas to share and we can learn from each other.”

On the new blog, PACER parent advocates post new topics of discussion every month. Parents can participate by contributing ideas and reading what other parents have to say. PACER staff members monitor the blog responses. Current and upcoming blog topics include:

- The positive impact on the family

of having a child with a disability

- The importance of having high expectations for children with disabilities
- Effective communication skills to use with your child’s IEP team
- The most important thing you did to prepare your child for adulthood

“We hope that parents will join the conversation and share their knowledge with others,” Anderson says. “And parents are also welcome to suggest future topics of discussion.”

For individual help, parents may talk to a PACER parent advocate by calling 952-838-9000 or 888-248-0822 (toll free).

Take AIM: Explore accessible instructional

By Julie Holmquist

Imagine it's the beginning of the school year and the teacher is handing out textbooks to her students. "If you need this same information presented in a different way, we have several options," she tells the class.

Then she points to hand-held electronic devices and computers that provide audio, digital text, and large print versions of the textbook, as well as the textbook in Braille. If a student with disabilities needs to scan a worksheet into the computer so the text can be read aloud, that technology is available, too, says the teacher.

Does this sound far-fetched? It shouldn't. Federal education law requires that schools provide these options to students with disabilities who are unable to access learning through traditional printed materials. Yet many parents do not know that these specialized formats called "accessible instructional materials" (AIM) are available and that their child may be eligible to receive them.

One of these families recently contacted PACER's Simon Technology Center (STC) to find help for their son who has dyslexia. The student didn't believe he was "college material," but that thought changed dramatically after he and his parents learned about AIM.

"His family really values education and college, but he was convinced he couldn't succeed," says Tara Bruss of the STC. "He just wasn't able to use the printed textbooks and school materials to learn." What he needed, Bruss noted, was a different way to take in the information. A traditional printed textbook was like a locked door for this student, but digital text

that reads aloud and provides the same information was his key to learning. Knowing that he could access the same material in a different format gave this student a new outlook on life.

"After training on a scan-and-read program, he now feels hopeful about pursuing college," Bruss says.

Like this boy, some students with disabilities have difficulty reading printed textbooks and other learning materials. A student with visual disabilities may need Braille or larger print to read, a student with a physical disability may not be able to hold a book, and students with learning or reading disabilities may need information in audio or electronic formats.

To succeed in school, these students and others like them need learning materials in the specialized formats called AIM. These formats present the exact same content as a printed textbook or other educational material; the only difference is the way the information is presented.

Does your child need AIM?

"One of the keys to knowing if a student may benefit from AIM is if a student can't read the material by himself, but understands it if someone else reads it to him," Bruss says. "Then parents should explore the options that AIM can provide."

Parents often visit PACER's STC saying their child has a reading difficulty, Bruss notes. A junior in high school may have a third-grade reading level, for example. If a parent asks, "What can we do so I don't have to read the



textbooks to my child anymore?" or "How do we get a textbook that is on audio," it may be a good idea to explore AIM. Parents might also consider the following questions:

- Can my child see the material well enough to read the information?
- Can my child hold a book and turn the pages independently?
- Can my child read a typical assignment in a textbook without getting tired?

Parents who answer "no" to any of these questions should meet with their child's Individualized Education Program (IEP) team to determine if the child needs exactly the same content in a specialized format (AIM), or modified content and alternative materials. Modified content or alternative materials are not AIM, since the content is changed or simplified in some way so the student can understand it.

The Law

Parents who believe their child needs accessible instructional materials should discuss it with their child's

materials to help your child in school

IEP team. Students on a 504 Plan may also be eligible to receive AIM.

When the Individuals with Disabilities Education Act (IDEA) was reauthorized in 2004, it included a requirement that schools provide AIM to elementary and secondary students with disabilities who need them, and that they do so in a timely manner.

The requirement to provide AIM is still a relatively new part of special education law, so it's important for parents to educate themselves about their child's rights.

Types of AIM

There are four types of specialized formats that make printed instructional materials accessible to students: Braille, large print, audio, and digital text. Audio formats provide information that a student can listen to and understand. The voice may be human, or it may be synthesized electronic speech spoken by a computer or other device.

If printed material is provided in a digital format, the student can read it, listen to it through the computer's voice, or both. It can be presented visually by displaying text on a computer or other electronic device. The size and color of the text can be changed, the speed of the audio can be changed, and some technology

provides note-taking tools as well as the ability to scan in text.

"One 20-year-old said he would have stayed in college if he had known about the Intel Reader," says Meghan Kunz of the Simon Technology Center. "Now he hopes to go back."

The Intel Reader is one example of the special equipment a student can use to access educational material. It's a small device with a camera that can take a photo of text and then provides audio so a student can hear and see the text at the same time.

Other digital text tools include Kurzweil, Read & Write Gold, and a KNFB Reader, which runs on a Nokia cell phone. Families interested in trying out some of these tools can schedule an individual consultation for their child with the Simon Tech-

nology Center by calling 952-838-9000.

Learn more

To learn more about AIM and how schools and families can find accessible instructional materials, order "Accessible Instructional Materials: Basics for Families," (STC-23), a new booklet published by PACER and the National Center on Accessible Instructional Materials. "Accessible Instructional Materials: A Technical Guide for Families and Advocates" (STC-22) is also available by calling PACER at 952-838-9000. Archived webinars on the subject include "Accessible Instructional Materials in School Settings" and "All About Digital Media," which can be viewed online at PACER.org/webinars/archive-listing.asp.

Bookshare offers an online digital library

Bookshare® is an online library of digital books for people with print disabilities.

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Through an award from the U.S. Department of Education Office of Special Education Programs (OSEP), Bookshare offers free memberships to U.S. schools and qualifying U.S. students. For more information, visit bookshare.org.

Federal resource released on restraint and seclusion

(Continued from page 1)

"Ultimately, the standard for educators should be the same standard that parents use for their own children," Duncan added. "There is a difference between a brief time out in the corner of a classroom to

help a child calm down and locking a child in an isolated room for hours. This really comes down to common sense."

The document also provides a synopsis of ongoing efforts by federal agencies to address national concerns

about using restraint and seclusion in schools, and includes links to state restraint and seclusion policies and procedures.

Read the document at: www2.ed.gov/policy/seclusion/index.html or on PACER's website, PACER.org.

PACER Center supporters groove and

(Continued from page 1)

only missed one or two PACER Benefits. “It’s my favorite cause,” he says. Stanchfield remembers when the Benefit took place at the Children’s Theatre and the silent auction consisted of three or four tables.

“It’s grown bigger and better every year,” he notes. “And it’s so organized. No one has a benefit that is more organized.”

For Goldberg, the Benefit now has the feel of a large family event. “It’s like a wedding, when you have a chance to talk to so many people.”

And everyone attending is appreciated, she says. “It’s amazing to think of what a difference Benefit supporters have made in the lives of children over the last 30 years.”

Stanchfield’s daughter, who has Down syndrome, represents one life affected by PACER services. She was just a toddler when Stanchfield attended his first Benefit, and she received help from PACER during her school years. Now she is happily married, employed, and living an independent life.

“No one else does what PACER does,” Stanchfield says.



Wayne Hanson and Patty Wilson.



Verdine White, Ralph Johnson and Philip Bailey enjoy A



(L to R): Silent auction chairs Jennifer Rowland, Teri Moore, Don and Julianne McNeil, and Silent Auction Coordinator Trish Lies. Not shown: Nancy Kaysen, silent auction co-chair.



Melanie and Chuck Barry.



Sheri Davis and Charles Crutchfield.



Standing (L to R): Carolyn Porter, Marc Gordon, Allen Lenzmeier, Jessica Broyles, R.J. Broyles, Pat Broyles. Seated (L to R): Xiaojiin Zou, Nick Lenzmeier, Kathy Lenzmeier, Maggie Broyles.

and give at 30th Annual Benefit



Anthony Whelihan's artwork.



Beverly Grossman and Paula Goldberg, PACER's executive director.



Standing (L to R): Mark McCary, Diane McCary, Jennifer Stoltenberg, John Stoltenberg. Seated (L to R): Jon Monson, Mary Monson, Christian Schrock, and Mary Schrock, PACER's chief operating and development officer.



(L to R): Elliot and Eloise Kaplan, Judy Schumeister, and Cindy Shapiro.



Standing (L to R): Patrick Gallagher, Beverly Grossman, Eliana Grossman, Lynne Singer Redleaf, Andy Redleaf, Nancy Anderson. Seated (L to R): Leon Steinberg, Sarah Kaplan, Bruce Nordin, Rhoda Nordin, Dan Borys.



Benefit co-chairs (L to R): Colleen McGough-Wood, Jessica Broyles, Mary Holmes, Judy Schumeister, and Lynne Singer Redleaf.



(L to R): Muffy MacMillan, Alexa Gray, Win Bennett, and Mara MacMillan.

Are students prepared for adult life? Post-school survey seeks the answer

How well are special education programs preparing students with disabilities for adult life? Every year, states are required to survey young people to find the answer to this question.

“Everyone wants to see students with disabilities become successful adults,” says Deborah Leuchovious, Coordinator of PACER’s TATRA Project (Technical Assistance on Transition and the Rehabilitation Act).

“This yearly survey helps educators learn how well young people are doing. Are they enrolled in college, pursuing some kind of job training, or have they found a competitive job?”

Information from this post-school outcome survey is used to improve how schools prepare youth with disabilities to make the leap from high school to the adult world.

“Research shows that when parents, teachers, and students work together to map out a realistic plan for the future, the transition to adulthood goes more smoothly,” Leuchovious says. “The survey helps us know if current programs and services are working,

“...we encourage families and young adults to take part if they are asked to do the survey.”

so the input from former students is invaluable.”

Post-school outcome surveys are conducted between April and September every year in every state. About a year after leaving school, young adults in selected school districts who had Individualized Education Programs (IEPs) are contacted for the survey. Participation is voluntary, Leuchovious notes, “but we encourage families and young adults to take part if they are asked to do the survey.”

Locating former students can be a challenge for schools, however, so it’s important that students and family members provide accurate telephone numbers and e-mail addresses to the IEP team before the student leaves school. The data is collected in different ways by different states, ac-

cording to the National Post-School Outcomes Center at the University of Oregon, which helps state education agencies establish data collection systems that will measure and profile the post-school experiences of youth with disabilities. In Minnesota, for example, a case manager or service person from the student’s former school conducts the phone interview.

States are required to collect this information under the Individuals with Disabilities Education Act (IDEA) in order to develop strategies to improve the number of former students with disabilities who are enrolled in higher education or are competitively employed.

All answers are confidential and the responses are anonymously compiled into a representative sample of former students. The results are included in the Annual Performance Report each state submits to the U.S. Department of Education every year in the section for “Indicator 14” (Post-school outcomes). Minnesota’s progress reports can be found on the Minnesota Department of Education website.

Give a car, help a child!

Selling your used vehicle is a hassle, but donating your car to PACER’s Give a Car, Help a Child program is easy.

By donating a vehicle to PACER, you can make a difference in the lives of children, including those with disabilities. You’ll also receive a tax deduction.

Just call PACER to arrange a time when you would like to deliver your vehicle or have it picked up.

Visit PACER.org for more information or call Jean Lipkin at 952-838-9000.

Advocate seeks PACER's expertise as she works for educational rights in China

By Grant McGinnis

A school building project benefiting children with disabilities is underway in Yangshuo, China, thanks to a Chinese woman named Zhao Chun Li and her chance encounter with former President Bill Clinton.

Chun Li shared her story while she visited PACER Center to learn about assistive technology, educational rights, and the power of self-advocacy.

Born on Christmas Day in 1982 in a tiny Chinese fishing village, Chun Li has osteogenesis imperfecta, a rare condition that causes extremely fragile bones. In China, babies with disabilities are often abandoned, children rarely attend school, and adults are frequently left out of mainstream society.

Chun Li has beaten the odds and is now on the forefront of improving educational opportunities for people with disabilities.

"There are a lot of things to learn here that I have never seen," she says about PACER. "You have a lot of different technology for people with disabilities. Yesterday it was all a secret to me. Today, it's not a secret."

Chun Li is on an Educational Leadership Internship arranged by Dr. Kathy Johnson of the Department of Special Education at St. Cloud State University, in conjunction with the Minnetonka School District in Minnesota.



Zhao Chun Li (center) and her husband Mo En Yao finally met former President Bill Clinton this spring in Washington, D.C.

"Our team is bringing the Chinese new ideas, new knowledge, and new assistive technology and we are very grateful for the opportunity to come to PACER Center," Johnson says. "The technology is often made in China but is not accessible to students there."

In 1998, Clinton visited Chun Li's village. The Chinese government had arranged for him to meet local families but, because of her disability, Chun Li was forbidden to see the president.

"The government asked my parents to lock me upstairs in a room, to not let me see Bill Clinton because I am disabled," she says. "My mom didn't agree but she had no choice."

One year later, Chun Li met an American named Chris Barclay, who was an interpreter during Clinton's

visit. Inspired by her courage and desire to learn, Barclay provided her with books and a tutor. When he built Yangshuo Mountain Retreat four years later, Barclay hired Chun Li as lead receptionist.

At work, she displays an autographed photo of Clinton, sent to her by the former president upon learning what had happened during his visit.

"When I met Chris, this was an opportunity for me to go outside of my village, to change my life," she says. "He asked me if I was concerned about how I would be treated by other people on the outside but I said it would be OK. All my life, people are looking

down on me because I am disabled. In my town, many people laugh at me but it doesn't bother me."

Today Johnson, Barclay, and others are working with Chun Li to build a school in Yangshuo that will serve as a demonstration program to illuminate the capabilities and potential of children with disabilities in China.

Paula Goldberg, executive director of PACER Center, expressed support for Chun Li's efforts. "We have had a wonderful opportunity to visit and to learn about their tremendous ideas," she says. "It gives me such pride to meet a wonderful advocate like Chun Li and to know that she is going to go back to China and help children be included in schools."

Discover technology at Sept. 29 open house

Parents, children, educators, and professionals who want to learn more about assistive technology (AT) or keep up with the latest AT tools can do so at the Simon Technology Center Open House on Sept. 29.

People new to AT can learn about the range of tools available that can help learners with disabilities improve their ability to read, write, learn, and interact. Attendees can also discover the latest in the world of technology, including information about how children with disabilities can use iPods, iPads, and apps.

The open house is 10 a.m. to 2 p.m. at PACER Center and features a variety of AT vendors. AT specialists will also be on hand to answer questions. Details about this event will be posted online and in PACER publications.



Run, Walk, Roll Against Bullying is Oct. 6

Communities across America will join with PACER's National Bullying Prevention Center on Saturday, Oct. 6 by hosting a Run, Walk, Roll Against Bullying. The event is part of PACER's Sixth Annual National Bullying Prevention Month in October.

In Minnesota, the third annual Run, Walk, Roll – presented by American Dairy Queen – will take place at Normandale Lake in Bloomington.

“There is widespread interest around the country and a variety of organizations and individuals are planning Run, Walk, Roll events in New York, Florida, Arizona, Mississippi, Kentucky and a number of other states this year,” says Julie Hertzog, director of PACER's National Bullying Prevention Center. “It demonstrates the passion of people in these communities who want to get behind the cause.”

Online registration for the Minnesota event begins in June. The cost is \$20 and includes a complimentary T-shirt. Participants can choose a four-mile run or a 1.5 mile fun walk/roll beginning at 10 a.m., with snacks and additional fun to follow at the Normandale Lake Bandshell. The person collecting the most pledge dollars will receive the coveted “Orange Shoe” award. Pledge forms are available at PACER.org/bullying.

PACER has made it simple for organizations around the country to organize their own event using a free toolkit that is available for download at PACER.org/bullying/nbpm/run-walkroll.

A Run, Walk, Roll is just one way people are supporting the cause. Students are holding fund-raising events for PACER's National Bullying Prevention Center, and children are encouraging their friends

to make donations instead of giving birthday gifts. Cool Beans Music from Philadelphia created a CD called “All About Bullies... Big and Small.” The all-volunteer project has been so successful that it won the Grammy Award for Best Children's Album. Proceeds from the CD benefit PACER, and CDs can be ordered on allaboutbulliesbigandsmall.com.

National TV star Ellen DeGeneres has also supported the cause by listing a link to PACER on her website. All proceeds from Run, Walk, Roll events – as well as these other creative fund-raising events – help support PACER's National Bullying Prevention Center, which educates students, schools, and communities nationwide to prevent bullying through the use of creative and interactive resources.

For more information, visit PACER.org/bullying.

Register now for Mann Symposium

Parents and professionals can register now for the Seventh Annual Ted and Roberta Mann Foundation National Symposium about Children's Mental Health and Learning Disabilities.

The symposium, co-sponsored by the Ted and Roberta Mann Foundation and PACER Center, is Monday, Aug. 6, from 8:30 a.m. to 4:30 p.m., at the Doubletree Hotel Bloomington-Minneapolis South (I-494 & Hwy. 100). To register, visit PACER.org or call 952-838-9000. Cost for the event is \$20 per person and includes lunch.

The symposium will provide high quality professional and parent information regarding children's mental health and learning disabilities, as well as proactive, positive teaching strategies and interventions.

Among the keynote speakers are two nationally recognized filmmakers and advocates who will use portions of their films as points of discussion.

Dan Habib

This Emmy-nominated filmmaker of "Including Samuel" is Filmmaker in Residence at the Institute on Disability, at the University of New Hampshire. His powerful new production "Who Cares About Kelsey?" explores how students with complex emotional or behavioral challenges are being successfully included in general education. The story follows Kelsey Carroll's transformation from a defiant and disruptive student to a motivated and self-confident young woman.

Bryce Mackie

Mackie is a 23-year-old mental health counselor working at an Adolescent Behavioral Health Hospital in Chicago. At age 17, he produced the award-winning film "Eternal High" about his experience with depression.

The film was selected for inclusion in more than 60 film festivals, won 25 awards, and has been distributed throughout the world. Mackie received the National 2009 Welcome

Back Award for his efforts in reducing the stigma of mental illness.

Michael Maddaus, M.D.

Maddaus chairs the Division of Thoracic and Foregut Surgery at the University of Minnesota and will share his story, "My Transformation from High School Drop Out to Surgeon," which has been featured on the PBS series "This Emotional Life." Maddaus will discuss how he found positive people and opportunities to turn his life around.

The symposium is made possible in part through the Ted and Roberta Mann Foundation. The late Roberta Mann Benson was a longtime PACER friend and supporter. Because of her passion for helping children with learning and mental health disabilities, this important symposium continues to inspire teachers, parents, and the community each year. PACER would like to offer a special thank you to Roberta's family.

Workshops

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

Parent Training

New to Special Education?

Get a head start on understanding the special education process from evaluation to eligibility to determination of services. This workshop is designed for parents of a child over the age of 3 who has been recently diagnosed with a disability or become eligible for special education services.

June 14, 6:30 to 8:30 p.m. (PACER)

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

Working for Change: How Parents Can Influence Systems that Impact their Families

Learn how to become agents of system change and work to improve access to services

and supports for children with disabilities and their families. Parents will explore what advocacy is, different ways to be a systems advocate, and how to be effective in systems change.

July 19, 6:30 to 8:30 p.m. (St. Cloud)

Sept. 25, 6:30 to 8:30 p.m. (PACER)

IDEA: Blueprint for Special Education

The special education process is like building a house. There is a logical order to both. This workshop will cover how to use the building blocks of the Individuals with Disabilities Education Act (IDEA) to develop and advocate for appropriate services for your child.

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

Special Education: What Parents Need to Know

This workshop helps parents understand special education, learn how to resolve disagreements, and discover the role of parents to advocate for their children in this process. Presented in Somali only.

Sept. 25, 6:30 to 8:30 p.m. (St. Cloud)

Transition

Social Security for Transition-age Youth

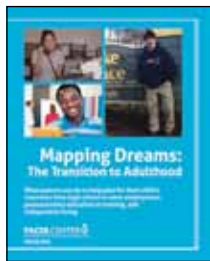
Topics in this workshop include the difference between Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI), application and appeal information, and "Work Incentives." (For age 17 and up)

Sept. 6, 1 to 3 p.m. (Alexandria)

Sept. 11, 1 to 3 p.m. (Brainerd)

New

Mapping Dreams: The Transition to Adulthood



What parents can do to help plan for their child's transition from high school to adult employment, postsecondary education or training, and independent living. Includes "Talk to Your Child" sections, checklists, and a resource list. 2012.

- \$8 10+ copies, \$6 each ST-40

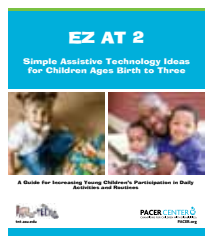
New

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



Newly updated for 2012. 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. 2012

- \$3 10+ copies, \$2 each PHP-a12



EZ AT 2

A guide for parents and professionals who want to help infants and toddlers with disabilities participate more fully in daily activities with the use of assistive technology. For ages birth to 3. 2011.

- \$5 10+ copies, \$4 each STC-24



Families Are Important!

An Early Childhood Guidebook for Families of Young Children

Helps families of children with disabilities or delayed development understand Minnesota's early intervention system and how to access services for their child. 2011.

- \$7 10+ copies, \$5 each PHP-a9



Transition Trek Game

Updated! An innovative and engaging board game that helps youth and young adults plan for life after high school. Players draw cards with questions related to careers, independent living, and self-determination. Six game pieces included. 2010.

\$25 each ST-23

New

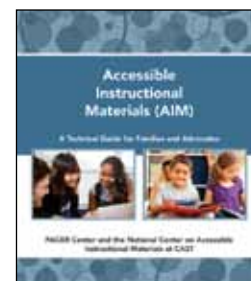
Housing: Where Will Our Children Live When They Grow Up?



Parents of youth with disabilities will find that this easy-to-use book answers many questions about future housing choices to make with their child. From housing options to funding to supports and services, there is a wealth of information. 2012.

- \$8 10+ copies, \$6 each PHP-a26

Accessible Instructional Materials: A Technical Guide for Families and Advocates



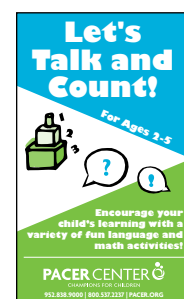
This guide describes what types of accessible instructional materials (AIM) are available, why a student may need AIM, the process for making decisions about AIM, and what supports are necessary to effectively utilize them. Also includes what types of specialized formats are available and how to promote their use. 2011.

- \$3, 10+ copies, \$2.50 each STC-22

Let's Talk and Count! Activity Cards

Let's Talk and Count! is an easy and fun way for parents to interact and help their child be ready for reading and counting. No special supplies are needed. 2011. (Translations available in Spanish and Hmong and Somali.)

- \$4 10+ copies, \$2.50 each,
100+ copies, \$2 each PHP-a41



Early Childhood Transition Guidebook

Helps parents understand the process that guides their child's transition from infant and toddler intervention services to other early childhood services at age 3, and includes strategies to use for a successful transition. 2010.

- \$3 10+ copies, \$2.50 each PHP-a40



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

You may also place orders on PACER's website at PACER.org/publications. 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.

Order number	Name of publication/video ordered	Quantity	Per item cost	Total item cost
Total cost of all items ordered				<input type="checkbox"/>

(Minneapolis residents, 7.75 % Hennepin County residents, 7.275 % Anoka, Ramsey, Dakota, Washington counties, 7.125 % Most other Minnesota residents, 6.875%)
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: _____

Parents take note: Minnesota health care changes coming

(Continued from page 3)

to make sure that their child's current providers are in the network or be willing to change if they are not. The plan will provide a phone number for a care coordinator who will help parents find providers in their plan's network. Families will continue to work with their county case manager if children receive services from personal care assistants or private duty nurses, or if they are on a waiver.

When do changes take effect?

The state is making these changes in phases, with adults with disabilities being enrolled in SNBC first. Parents of children with disabilities will receive their letters after the adults are enrolled. This was originally planned for summer of 2012, but has been delayed.

What is the process?

If a child or young adult is eligible for SNBC, parents may:

- Choose to enroll in an available SNBC plan(s) (the number of available plans vary by county), or
- Choose to opt out of an SNBC plan and remain on MA.

Parents who initially choose to enroll in a SNBC plan may opt out of that plan at any time. Also, people living in a county that provides more than one SNBC plan may choose to change to a different SNBC plan. Regardless of the change, the new plan will begin the first day of the following month.

What should I know before joining an SNBC plan?

Before deciding to enroll a child in a SNBC plan, Ringer suggests that parents consider the following questions to ensure appropriate services for their child or young adult.

- Are all of my child's current health care providers in the plan's network?
- Will the plan cover all of my child's current medications?
- What happens if my child needs to see a provider that is not in the plan's network?
- What specific mental health services are covered by the plan for my child (if receiving mental health services)?

For more information, contact PACER's Family-to-Family Health Information Center at 952-838-9000, or visit PACER.org/health.

Inside

Benefit a success	1
Restraint & Seclusion	1
E-newsletters debut	2
Health care change	3
New IEP helps student	4
New parent blog	5
Learn about AIM	6
Benefit memories	8
Chinese advocate visits	11
Mann Symposium	13
Workshops	13
Resources	14

Change Service Requested

Contest winner designs new PACER greeting cards

Move over “Happy Feet” penguins and “Mr. Popper’s Penguins”—make room for the PACER penguin!

Thanks to 13-year-old Juliana Collins’ colorful artwork, PACER Center’s 2012 greeting cards feature that flightless aquatic bird everyone loves.

Juliana’s design won first place in PACER’s Seventh Annual Creative Kids Contest in February. More than 40 paintings and drawings were submitted by young artists with disabilities during the contest, which is overseen by celebrated artist and longtime PACER supporter Anthony Whelihan.

Juliana is a creative, expressive girl who enjoys communicating to the world through dance and artwork. She has ADHD, Sensory Integration Disorder, and other disabilities, as well



Anthony Whelihan and Creative Kids Contest winner, Juliana Collins.

as a certain “joie de vivre” that is most evident when she is outdoors. She is also an accomplished dancer – specializing in hip hop – and has performed during halftime at Minnesota Timberwolves basketball games.

Proceeds from the sale of the cards support PACER programs. A set of eight greeting cards featuring Juliana’s design can be purchased for \$10 by ordering online at PACER.org/help/creative2011.asp or calling 952-838-9000.

Cards are also available for the holiday season in large quantities for businesses and individuals. PACER extends a special thanks to Whelihan.