

PACESETTER

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

New bullying prevention law put on hold

Proposed legislation designed to address bullying in Minnesota schools will not become law in 2013. Senate discussion of the Safe and Supportive Minnesota Schools Act was halted on the final day of the legislative session May 20. The bill had earlier passed in the Minnesota House of Representatives by a vote of 72-57.

Minnesota's current bullying statute is just 37 words long. The proposed law would have established definitions of bullying, cyberbullying, harassment, and intimidation. It required schools to develop reporting procedures, investigate all formal reports of incidents, and keep detailed records to help improve school safety. It also required ongoing professional development to train teachers in bullying prevention, and allocated funds for a school climate center run by the Minnesota Department of Education to help schools develop bullying prevention policies.

The bill is expected to be reintroduced in February 2014 at the start of the next legislative session.



Jay Leno with Sheila (L) and Tom Sigecan (R) and their son Cameron, the winning live auction bidder on the Indian Chief motorcycle generously donated by Polaris Industries.

Leno anything but ordinary at PACER's 31st Annual Benefit

Backstage he seemed like just another ordinary guy, but Jay Leno's headline performance was the highlight of an extraordinary evening at PACER's 31st Annual Benefit, presented by Whitebox Mutual Funds. The renowned comedian had his audience rolling in the aisles May 11 as more than 2,500 PACER supporters gathered at the Minneapolis Convention Center.

"Jay was just terrific. What a show!" said Paula Goldberg, PACER's executive director and co-founder. "He made everyone laugh for over an hour without so much as a cue card. He was amazing."

Leno, the Emmy Award-winning host of NBC's "Tonight Show with Jay Leno," entertained the crowd with his humor, quirky observations, and hilarious commentary. Leno did more than just entertain, however, as he made a \$10,000 donation to PACER while on stage. He also assisted auctioneer Karen Sorbo with the extraordinary PACER Live Auction, and mingled with supporters after the show.

"He was so humble, so accommodating. We couldn't be more pleased," Goldberg said of Leno, who followed legendary comics Bob Newhart and Bill Cosby as PACER headliners. "Jay is a wonderful performer, of course, but he is an even better person."

Continued on page 8

October is National Bullying Prevention Month

Run, Walk, Roll Against Bullying

Communities from coast to coast will join PACER's National Bullying Prevention Center by hosting a Run, Walk, Roll Against Bullying. The event is part of PACER's seventh annual National Bullying Prevention Month.

In Minnesota, the fourth annual Run, Walk, Roll presented by American Dairy Queen will be held at Normandale Lake Park in Bloomington on Saturday, Oct. 5. Organized by the Friends of PACER, this fun event includes a four-mile run and a 1.5 mile fun walk/roll followed by live music, guest speakers, and family activities.

Last year, the Run, Walk, Roll Against Bullying was held in more than 20 states to raise awareness for bullying prevention and generate financial support. Local organizers use a free PACER toolkit that outlines how to plan the event in five easy steps, and includes tips, ideas, and resources such as checklists and sample forms.

All funds raised in Minnesota help PACER provide resources to students, families, and schools. Online registration begins in June.



Runners in 2012's Run, Walk, Roll Against Bullying in Bloomington, Minn.

Unity Day – Wednesday, Oct. 9

On Wednesday, Oct. 9, 2013, thousands of people across the country will “Make it Orange and Make it End!” on Unity Day. Students, parents, educators, and celebrity supporters will wear orange and come together at school, in the community, and online to raise awareness and show support for their peers who have experienced bullying. “The support for Unity Day has been incredible,” says Julie Hertzog, director of PACER's National Bullying Prevention Center, “and we have some really exciting things in the works for 2013. It's going to be amazing!”



Students from Valley View Elementary School in Bloomington, Minn. wear orange for 2012's Unity Day.

To organize Unity Day events, students use the practical toolkit, “Unite Against Bullying: A Student Event Planning Guide,” which was developed by PACER with the support of Facebook. The guide helps teens utilize Facebook tools to plan, promote, and execute special events to raise awareness and generate support for the cause during October and throughout the year.

To learn more about National Bullying Prevention Month, including how your school or organization can become a ‘Champion Against Bullying,’ visit PACER.org/Bullying/nbpm.



Supporters add their signatures to a Unite Against Bullying banner at the 2012 Run, Walk, Roll Against Bullying.

Register now for PACER Symposium

Teachers, parents, and school administrators can now register for the Eighth Annual National PACER Symposium About Children & Young Adults with Mental Health & Learning Disabilities. The symposium is Tuesday, Aug. 6, from 8 a.m. to 4:30 p.m., at the Minneapolis Convention Center.

The symposium brings together 1,100 parents and professionals for a day-long event that provides high quality professional and parent information regarding children's mental health and learning disabilities, as well as proactive, positive teaching strategies and interventions. The program features outstanding national keynote speakers and breakout workshop presenters.

Mariel Hemingway

The Academy Award-nominated actress and granddaughter of author Ernest Hemingway will explore her family's history of mental illness as portrayed in the documentary, "Running from Crazy." With the history of suicide and mental illness in her family, Hemingway has always felt as if she was 'running from crazy,' and would one day be in the same position as her relatives. Her hope is that others will learn from her family history, and will realize they are not alone in the world.

Dr. John Ratey

Ratey is an associate clinical professor of psychiatry at Harvard Medical School and is in private practice in Cambridge, Mass. He began studying ADHD in the 1980s, founding the Boston Center for the Study of Autism in 1986, and has co-authored a series of books about the disability. His most recent book, "Spark," is a groundbreaking exploration of the



(L to R) Keynote speakers Mariel Hemingway, Dr. John Ratey, and Dr. John Maag

connection between exercise and the brain's performance.

Dr. John Maag

A professor at the University of Nebraska-Lincoln, Maag specializes in the education and treatment of children and adolescents with emotional and behavioral disorders. As a nationally recognized behavioral consultant on managing resistance and improving relationships with others, he believes the solution for students who have behavior issues is to change our responses to students' resistance rather than trying to force students to comply.

PACER Center is grateful to the Ted and Dr. Roberta Mann Foundation for providing funding for the symposium for six years, with the Blythe Brenden-Mann Foundation furnishing financial support last year. The symposium name has changed for 2013, and PACER is currently seeking additional financial support to continue to provide this unique learning opportunity to educators and parents in the community.

To register, or for more information, visit PACER.org/symposium or call (952) 838-9000. Cost for the event is \$20 per person and includes lunch.

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PACER website: PACER.org
ALLIANCE National PTAC site:
ParentCenterNetwork.org/national
FAPE site: fape.org
MN SEAC site: mnseacinfo.org

BULLYING: PACER.org/Bullying
PACERKidsAgainstBullying.org
PACERTeensAgainstBullying.org

(Alternate format is available upon request.)

Federal law helps children stay healthy with physical activities in school

Schools do much more than teach students to read, write, and compute. Physical education (PE) classes and extracurricular or nonacademic activities are also an important part of school life. Two federal laws affect how children with disabilities receive physical education, and support the equal opportunity for students to take part in extracurricular activities.

- IDEA 2004, the federal Individuals with Disabilities Education Act, provides the right for eligible children with disabilities to participate and make progress in the PE curriculum at public schools. It also states that public schools must ensure that a child with a disability “participates with nondisabled children in those extracurricular services and activities to the maximum extent appropriate to the needs of that child.”
- Section 504 of the Rehabilitation Act of 1973 (commonly referred to as “Section 504”) protects the rights of eligible individuals with disabilities to participate in activities and programs that receive federal financial assistance, including public schools. These activities and programs may not discriminate against people with eligible disabilities.

Physical education

Jason loves softball but wasn't able to take part in learning all of the required skills because his disability didn't allow him to lift a regular bat. Jason's parents discussed this with his Individualized Education Program (IEP) team, which determined that Jason needed an accommodation so he could learn to bat like other students. The school agreed to provide a light-weight bat,

and this accommodation was written into his IEP.

Physical education is about more than just watching from the sidelines or keeping score. The health and social benefits all children receive from physical activity may be even more important for students with disabilities. Research shows that physical activities can control or slow progression of a chronic disease, improve muscular strength, control body weight, and enhance the psychological well-being of students with disabilities.

Many children with disabilities can fully participate in regular PE. Some may need accommodations, such as a sign language interpreter, adapted equipment, or handouts printed in large type. For a child who is eligible for special education, such accommodations are included in the child's IEP. “If a child has a Section 504 Accommodation Plan instead of an IEP, we suggest that physical education accommodations be written into it,” says PACER senior advocate Carolyn Anderson.

Even with accommodations, some children with disabilities cannot participate fully in regular PE. Children who have difficulties should be evaluated to see if they need developmental adapted physical education (DAPE), which offers specially designed PE instruction and services for pupils ages 3 to 21 with disabilities who have a substantial delay or disorder in physical development. DAPE does not cover recess, free play, and other non-instructional physical activities.

Extracurricular activities

Sally is in the ninth grade and is deaf. She likes to write and wanted to join the school newspaper staff. Sally and her parents shared this with her IEP team, which decided that participation on the newspaper was appropriate for Sally's needs. The team wrote accommodations in the IEP — an interpreter to help her communicate with other students, for example — that help Sally be part of the newspaper staff.

Students with disabilities must have an equal opportunity to take part in

Federal government reminds schools to offer equal athletic activities

The U.S. Department of Education's Office for Civil Rights has clarified school districts' existing legal obligations to provide equal access to extracurricular athletic activities for students with disabilities. These include club, intramural, or interscholastic (i.e., freshman, junior varsity, varsity) athletics at all education levels. The guidance also urges school districts to work with community organizations to increase athletic opportunities for students with disabilities, including those outside of the existing extracurricular athletic program.

The guidance follows a 2010 report by the U.S. Government Accountability Office that found students with disabilities do not have an equal opportunity to participate in extracurricular athletics in public elementary and secondary schools. Learn more by reading the guidance letter and a 2011 resource document on improving athletic opportunities for children and youth with disabilities at PACER.org (see PACER E-news, Feb. 2013 edition).

extracurricular and nonacademic activities, such as field trips, school clubs, sports and recreational activities, pep rallies, lunch, recess, and assemblies. For children with disabilities who qualify for special education, the child's IEP team (including the parent), determines the appropriate extracurricular and nonacademic activities. Students may need accommodations or supplemental aids or services (e.g.,

assistive technology or an aide) so they can take part in an activity, and these need to be written in the IEP.

If a child is not qualified for special education but is eligible for a Section 504 Accommodation Plan, accommodations to participate in extracurricular and nonacademic activities should be written into the 504 plan.

Children with disabilities have the

right to an equal opportunity to take part in activities sponsored by a public school. To learn more, refer to PACER's handouts: "Extracurricular Activities and Students with Disabilities" (PHP-c195) and "Physical Education and Children with Disabilities and Developmental Adaptive Physical Education" (PHP-c182). These can be downloaded at PACER.org/publications/specedrights.asp or ordered by calling (952) 838-9000.

PACER workshop inspires unique fitness class

Jill Moe is always looking for opportunities for her 10-year-old daughter Kate, who has Achondroplasia (a form of dwarfism), to participate in activities with her peers. After attending a PACER workshop about healthy habits for children with disabilities, Jill was inspired to act.

"There is a high rate of obesity in the dwarfism community so it's important to develop good habits early, and there aren't a lot of opportunities for these kids to exercise," Jill says. "I would go to my local recreation center and see all of these other kids playing basketball and volleyball and taking classes. I thought to myself, 'Wouldn't it be great for Kate to be able to do that?'"

Jill researched numerous resources but did not find an appropriate program. Then she approached Ev Senty, Adaptive Recreation Director for the City of St. Paul, Minn., to explore the possibility of developing a class specifically for children with dwarfism. Jill used her connections with the group Little People of America to reach out to families who might want to participate. "It took a while to pull it all together but finally

this past March we were able to do a four-week program," says Senty.

She turned to her colleague Colleen Tusa to organize and lead 'Fun Fitness and Sports for Little People.' "We had never done anything with this specific community," she says. "I did some research and put some activities together. We took the same approach we always take: Everybody has similarities, everybody has abilities, and we adapt all of our programs to that philosophy."

Ten children between the ages of 6 and 12 participated in the 90-minute sessions. The children played soccer and floor hockey, rode bicycles, danced, and traversed obstacle courses — the sorts of activities that most elementary school children enjoy. "We did adapt some of the activities a little bit to their abilities," Tusa says, "and then we just went out and had fun."

Meanwhile, the parents got to know each other in the bleachers and exchanged experiences and resources. "This type of networking for both the parents and the kids doesn't happen often when your child has a disability," Jill says. "By having the workshop,



Kate Moe, age 10

PACER was the spark to make this class happen."

St. Paul's adaptive recreation program has more than 1,000 participants whose combined activities totaled more than 42,000 hours last year. Senty said the plan is to repeat the Little People program this fall, and she is open to suggestions for other activities for children with disabilities.

"Kate had a great time," Jill says. "It was exactly what I wanted it to be — a normal activity for a kid her age."

Two essential skills can help students with disabilities thrive in college

Editor's note: The first part of this series on preparing for college was published in the Winter 2013 PACESETTER, which is available for download at PACER.org.

By Sean Roy

To be successful in college, it is essential for students with disabilities to have self-determination and self-advocacy skills. Parents can help their youth prepare for the college environment by reviewing the following categories and questions with their child.

Self-determination

When students have self-determination, they believe they can control their own destiny. Self-determination is a combination of attitudes and abilities that lead people to set goals for themselves and take initiative to reach these goals. It means making choices, learning to effectively solve problems, and taking control and responsibility for one's life.

Colleges expect students to take responsibility for choosing their own programs and for completing the course work. Some supports might be available through college disability services programs, and families can continue to provide guidance. However, the responsibility mainly rests with the student. Parents should recognize the importance of self-determination and work to instill these skills in their youth at an early age. Self-determined youth should have the ability to:

Create a vision for the future

What do I want to be when I grow up? What skills and interests do I have that can lead to a career? What kind



of postsecondary education program can help me prepare for that type of career?

Set goals to meet that vision

What type of skills do I need to find the kind of job I want? How can my disability affect being successful in college? What type of accommodations will I need to be successful in college? What do I need to do to make my goals a reality?

Make important decisions

Am I ready to make my own educational decisions? Do I know how to gather information so I can make an informed decision? Do I have people around me who can give support and lend advice if needed?

Solve problems when they arise

Do I understand that things do not always turn out as planned? Do I become frustrated when problems

arise, or can I view them as setbacks that can be overcome? Do I know who to turn to for help should something come up?

Self-advocacy

Self-advocacy is closely related to self-determination. It simply refers to the ability of a person to understand what he or she needs and be able to take steps to meet those needs. This is especially important in college since students must seek accommodations and supports by themselves. Self-advocacy is the ability to:

Identify as a student with a disability

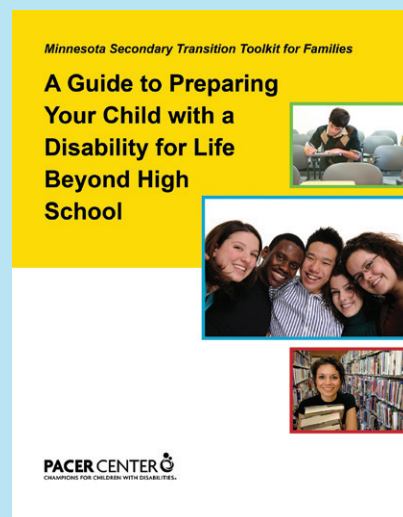
Youth are not always excited about identifying themselves as a person with a disability. It means admitting that there is something different about them. Legally, students don't have to disclose their disability in

PACER offers helpful new transition toolkit

A new PACER toolkit makes transition planning easier for Minnesota families. “Minnesota Secondary Transition Toolkit for Families: A Guide to Preparing Your Child with a Disability for Life Beyond High School” offers easy-to-understand information about the purpose of transition planning, the goal and importance of age-appropriate assessments, and the required rules that are used by schools.

It also includes information on the community partners that can provide youth with supports as adults. Topics include healthcare and health maintenance, benefits planning, postsecondary education and accommodations, recreation, social resources, transportation, and housing.

The toolkit is available for purchase at PACER.org/publications/transition.asp or by calling (952) 838-9000. Copies are \$9 each with discounts for larger quantities. One electronic copy may be downloaded at no cost.



a postsecondary setting unless they want academic accommodations and other disability-related supports. Families and high school staff can help the student decide if disability disclosure is necessary.

Describe disability and its impact

Having a disability does not define who a person is, but it often impacts how a person learns, moves, or interacts with others. Having a disability does not mean a student cannot be successful in college. There are accommodations available that can help ease the impact of the disability on learning. The catch is that students must understand the impact of their disability and be able to communicate the impact to others to gain the accommodations. A self-advocate must be able to do this.

Understand which accommodations work

A person with a vision disability might benefit more from using screen reading software than from having an extended test time. Not every student will benefit from every available accommodation. Students who understand their disability can work in high school to identify the academic accommodations that

work best for them. Self-advocacy skills then allow the student to work with college staff to gain needed accommodations.

Seek assistance when needed

It's not always easy to ask for help or to admit that you may need it. However, it would be difficult to find any college student who did not need some form of assistance at one time or another. Available accommodations and supports are only useful if a student asks for them. Students should be encouraged to understand that they are using the tools that will make them successful in college.

Understand applicable laws and rights

People with disabilities are afforded legal protections against discrimination in a variety of areas, including employment and access to postsecondary education. A high school student with a disability may have been covered by the Individuals with Disabilities Education Act (IDEA) or by Section 504 of the Rehabilitation Act. Students should know that the protections found under IDEA no longer apply in college. College students with disabilities are protected by the

Americans with Disabilities Act (ADA) and a different part of Section 504 of the Rehabilitation Act. Students who know their legal protections may be better able to advocate for their needs while in college.

For more information about the transition from high school to postsecondary training, see PACER.org/tatra/resources/postsecondary.asp.

SurveyMonkey helps PACER help children

Helping PACER is now as easy as taking simple online surveys. PACER supporters can sign up on SurveyMonkey Contribute to receive short surveys from SurveyMonkey customers who are seeking opinions on a variety of topics. For every survey completed, SurveyMonkey makes a donation to PACER, and all participants have the opportunity to win \$100 in an instant win game. Participants' identities remain confidential. Sign up today at contribute.surveymonkey.com/charity/PACER.

PACER supporters enjoy extrao



Left: Emcees Frank Vascellaro (L) and Amelia Santaniello (R) with PACER's Executive Director Paula Goldberg and U.S. Senator Amy Klobuchar. Right: Muffy MacMillan (L) with her mother Marnie Hartfiel and daughter Mara MacMillan.



Jay Leno, Eliana Grossman, Lynne Singer Redleaf, and Andy Redleaf



Dale Lindquist and Marge Pihl



Jay Leno, Alex Barry, and Chuck Barry

Continued from page 1

Leno had a tough act to follow on the heels of United States Senator Amy Klobuchar, who is known for her quick wit as well as her compassion for others. Klobuchar, who delivered welcoming remarks, first became involved with PACER as a parent seeking assistance. Her daughter Abigail — now 18 and about to graduate from high school — had health issues as a young child. The Senator later served 11 years as a member of PACER's Advisory Board.

"It was fantastic to have Senator Klobuchar with us. She has done so much for children and families," Goldberg said. "She was a PACER volunteer for many, many years. Without committed individuals like her, and the hundreds of volunteers who made this Benefit possible, we would not be able to deliver services to families free of charge."

Proceeds from the Benefit support the work of PACER's Simon Technology Center, Parent information, the COUNT ME IN® puppet program,

PACER's National Bullying Prevention Center, and many other important programs for children, with and without disabilities.

"We couldn't do this without the incredible support of our corporate sponsors and nearly 400 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. "PACER is so grateful for the continued support. We are already looking forward to next year."

Ordinary evening at Annual Benefit



Left: (L to R) Anton and Lindy Vincent, Jay Leno, Monique and Steve Mayle.
Right: Jim Oricchio, PACER's Chief Operating and Development Officer Mary Schrock, and Richard Perkins.



Silent Auction co-chairs (L to R) Jennifer Rowland, Jean Lipkin, Don McNeil, Nancy Kaysen, and Cindy Armstrong.



Benefit co-chairs (L to R) Jessica Broyles, Kristin Geer, Mary Holmes, Lynne Singer Redleaf, and Colleen McGough Wood



Left: Don and Joanne Davidson with Jay Leno and celebrity portrait artist Anthony Whelihan. Right: PACER volunteer holds Extravaganza bags from Continental Diamond.



Conciliation offers families a practical way to resolve special education disputes

Jennifer was convinced that her 10-year-old son Brian needed the services of a one-to-one paraprofessional at school. Even though the requirement had been written into his Individualized Education Program (IEP), the school was not in compliance.

When the situation went unresolved for months, Jennifer requested a conciliation conference as a means to resolve the issue.

Brian has severe autism and other disabilities. He is non-verbal, has self-injurious behaviors, and wears a helmet for his own safety. “My son has very few life skills,” says Jennifer, who was grieving the recent death of her husband while trying to secure accommodations for her son. “He needs the support of a one-to-one paraprofessional and the school kept trying to remove that from his IEP.”

Although Jennifer and Brian are pseudonyms used to protect the family’s privacy, their situation is very real. When parents of a child with a disability are unable to resolve a dispute with the school district over identification, evaluation, educational placement, or the provision of a free appropriate public education (FAPE), one available option under Minnesota



Jennifer admits she was anxious about the prospect of sitting across the table from school district personnel, but she worked closely with Anderson to prepare. “Pat was amazing,” says Jennifer, who also has an 8-year-old daughter with autism. “She helped me organize my information to present at the conference.”

law is a conciliation conference. At least one parent and a district staff person with authority to resolve the dispute (usually the special education director) must attend the conference. Other IEP team members may also be included. There is no cost to parents.

“PACER encourages families to try to resolve their differences by first sharing their concerns with their IEP case manager or the school district’s director of special education,” says PACER parent advocate Pat Anderson. “But if differences are not resolved at that level, the parent has several options including a conciliation conference.”

Once the school district receives notice of parental objection to its proposal or refusal of the district’s prior written notice, it has 10 calendar days to arrange a conciliation conference.

The meeting went well. Once the conference is complete, the district has five business days to provide the parents with a Conciliation Conference Memorandum describing its proposed actions. In Jennifer’s case, the school district agreed to provide paraprofessional support for Brian and a new IEP was developed.

“I was just trying to get my son what he needs for a free appropriate public education,” Jennifer says. “If it wasn’t for PACER, I would not have known my rights. I was so frustrated at times but Pat was my voice when I couldn’t speak.”

For more information on dispute resolution, visit PACER.org/disputeresolution or call (952) 838-9000 and ask to speak with a parent advocate.

Grandparents share joys, challenges of having a grandchild with a disability

Raising a child with a disability can be challenging, not only for the child's parents but for extended family, as well. PACER's Grandparent to Grandparent group offers grandparents an opportunity to gather once a month to share the joys and challenges of having a grandchild with a disability.

The group meets at PACER Center on the third Tuesday of each month from September through April. Grandchildren range in age from preschoolers to young adults, with many different disabilities. Some grandparents in the group have daily contact with their grandchildren while others have grandchildren who live out of state.

Meetings begin with introductions and updates that often include

the sharing of new family photos. Members support one another, share ideas, and talk about how to support their adult children who are parenting the child with a disability. Each meeting also includes a speaker presentation and topics are chosen with group input. Over the past year, topics have included county waivers and services, challenging behaviors, inclusion, bullying, and learning about special education services in school.

The group meets again in September and new members are welcome. For more information, e-mail debbie.andrews@PACER.org or call (952) 838-9000 and ask for the Grandparent to Grandparent project.



Grandparent to Grandparent group members Amy and Fred Houts with their grandsons Nathaniel and Andrew

Parents offer wisdom and advice in new PACER booklet



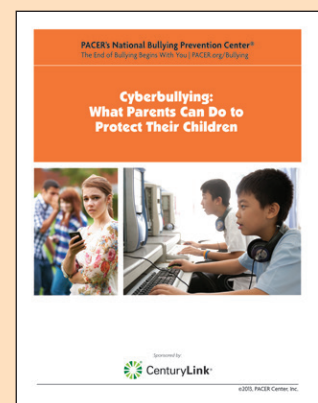
A new PACER booklet offers insight from more than 20 parents of children with disabilities about their experiences raising their children. In "I Wish I Knew Then What I Know Now," parents from across the country, and of various cultures, offer advice and guidance on navigating health care, education, and social support systems to parents currently raising young children with disabilities.

Each parent reflects on what they wished they had known earlier by providing tips such as, "I wish I had laughed more," or "I wish I had understood that eventually my daughter will learn everything she needs to learn."

The booklet can be purchased for \$8. For more information and to order "I Wish I Knew Then What I Know Now," call PACER Center at (952) 838-9000 or visit PACER.org/publications/specedrights.asp

New PACER booklet helps parents address cyberbullying

The Internet has become a place for children to post mean and inappropriate comments about their peers. PACER's new eight-page booklet, "Cyberbullying: What Parents



Can Do to Protect Their Children," offers information for parents on how to address cyberbullying with their child. It also outlines steps to take if a child is being bullied online. The booklet is available to download free at PACER.org/bullying/resources/publications. Print copies can be ordered for \$2 each with discounts for larger quantities.

PACER's National Advisory Board meets at Facebook



Members of PACER's National Advisory Board met April 11, 2013, in Menlo Park, Calif., at the headquarters of Facebook. Members attending the meeting included: Back row (L to R) – David Fischer, James Pitaro, Paul Luehr (President of PACER's Board of Directors), Matt Lenoci, and Ted Ullyot. Middle row – Jennifer Schulz, Lynn Redleaf, Andy Redleaf, David Eun, and Susan Hyatt. Front row – Marc Gordon (Chair of PACER's National Advisory Board), Mary Schrock (PACER's Chief Operating & Development Officer), Paula Goldberg (PACER's Executive Director), and Paul Ollinger. Also in attendance but not pictured is Chamath Palihapitija.

Explore latest assistive technology Sept. 21

Parents, children, educators, and professionals will have the opportunity to discover the latest in assistive technology (AT) at the Simon Technology Center Open House. It is on Saturday, Sept. 21, 2013, from 10 a.m. to 2 p.m., at PACER Center. Participants will learn how assistive

technology can help individuals with disabilities — from early childhood to adult — to reach their true potential.

From a better grip on a pencil to the latest educational app on a tablet, assistive technology can help individuals with disabilities improve their ability to read, write, learn, and

interact. Attendees can take a hands-on approach by testing a variety of devices and software that can be used for education and recreation.

There is no cost to attend the event. For more information, visit PACER.org/stc or call (952) 838-9000.



Far left: A parent tries out an assistive technology program with her child. Left: A family participates in games during 2012's STC Open House.

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

Considering a Charter School for Your Child with a Disability?

Minnesota has more than 145 public charter schools with over 39,000 enrolled students. If you are considering enrolling your child with a disability in a charter school, this workshop will help you understand how charter schools differ from other public schools and suggest questions you may want to ask the school before enrolling.

- **June 20, 6:30 to 8:30 p.m. (PACER)**

Siblings Panel

Having a sibling with a disability presents a unique set of challenges and opportunities for brothers and sisters. In this workshop, a panel of siblings will share their thoughts and experiences.

- **July 25, 6:30 to 8:30 p.m. (PACER)**

IDEA: Understanding the Special Education Process

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

- **Sept. 12, 6:30 to 9 p.m. (PACER)**
- **Sept. 30, 6:30 to 9 p.m. (Duluth)**

Use the IEP to Help Your Child: A Guide for Minnesota Parents to the IEP

This workshop will help parents understand how to use the IEP to benefit their child. PACER staff will use the PACER booklet, "Guide for Minnesota Parents to the IEP," to

understand how each required part of the IEP can be developed to meet the child's needs.

- **September 26, 6:30 to 9 p.m. (Mound Westonka)**

IDEA: Understanding the IEP

This Individualized Education Program (IEP) workshop explores IEP requirements and components of IEP development, including evaluation, resolving disagreements, and an expanded segment on writing IEP goals and objectives.

- **Oct. 1, 6:30 to 9 p.m. (Virginia, Minn.)**

SIMON TECHNOLOGY CENTER

Do-It-Yourself Assistive Technology for Early Childhood and Elementary Age Children

This workshop showcases simple do-it-yourself assistive technology that parents and professionals can easily create for a wide range of skills and needs. Low tech solutions for communication, behavior, writing, literacy, and community involvement will all be covered including make-and-take activities and additional resources for participants who are ready to start making their own low tech AT.

- **June 17, 6:30 to 8:30 p.m. (PACER)**

Ready, AIM, Go: A Hands-on Experience Learning About Reading Accessibility

Improve the reading experience; discover the power of Accessible Instructional Materials! Join PACER staff in the Simon Technology Center computer lab for a fun hands-on learning experience exploring AIM.

- **June 20, 6:30 to 8:30 p.m. (PACER)**

Cool Tools for Back to School: Mobile Technology and More

Come ready to be impressed by sleek and slick tools for back to school. It's all about smaller, lighter, faster, easier, cooler, newer, and more fun!

- **July 30, 6:30 to 8:30 p.m. (PACER)**
Streaming option also available

Assistive Technology for Social Skills and Behavioral Support for Early Learners

In this workshop, PACER staff will explore how assistive technology (AT) can teach children to focus, become calm, and redirect themselves for positive peer interaction and behavior management. Parents and professionals alike will enjoy exploring no tech, low tech, and high tech solutions as we discuss how to effectively integrate social and behavioral supports for young children into daily routines.

- **July 31, 6:30 to 8:30 p.m. (PACER)**
Streaming option also available

Assistive Technology for Beginners: Matching Technology with Need

Technology can have a powerful impact in helping children reach their full potential. This workshop will introduce participants to the continuum of assistive technology options available, and will explore how to think about matching need with the appropriate technology.

- **Sept. 25, 6 to 8 p.m. (PACER)**
Streaming option also available

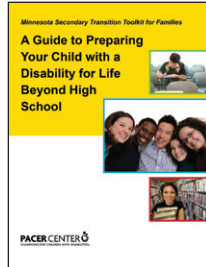
Resources

New

Minnesota Secondary Transition Toolkit for Families: A Guide to Preparing Your Child with a Disability for Life Beyond High School

This toolkit was created to make transition planning easier and offers easy-to-understand information about the purpose of transition planning, the goal and importance of age-appropriate assessments, and the required rules that are used by schools. 2013.

• \$9 | 10+ copies, \$7 each | ST-41

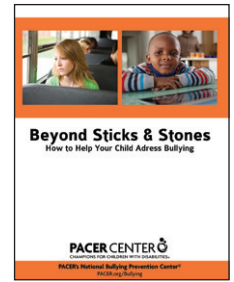


New

Beyond Sticks & Stones: How to Help Your Child Address Bullying

This book offers bullying prevention strategies for children at home, in school, and online. It is filled with information and practical tools that can help parents and others take action against bullying. A special section of the book provides specific tips for parents of children with disabilities. 2013.

• \$10 | 10+ copies, \$8 each | BP-7

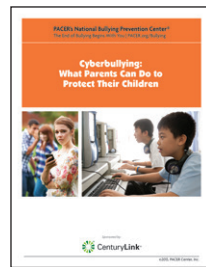


New

Cyberbullying: What Parents Can Do to Protect Their Children

The internet has become a place for children to post mean and inappropriate comments about their peers. This 8-page booklet has information for parents on how to address cyberbullying with your child and what steps to take if your child is being bullied online.

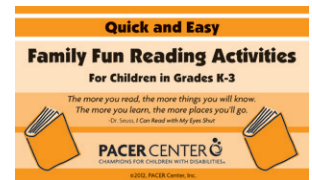
• \$2 | 10+ copies, \$1.50 each | BP-23



Family Fun Reading Activity Cards

These activity cards help your child develop literacy skills that are important for reading and learning success. You can do these fun skill-builders at home, in your neighborhood, and on the go! For children in grades K-3. *Now available in Spanish, Somali, and Hmong!* 2012.

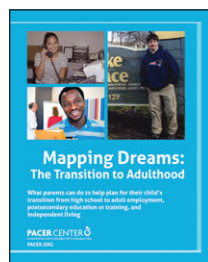
• \$4 | 10+ copies, \$2.50 each. 100+ copies, \$2 each | PHP-a43



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.

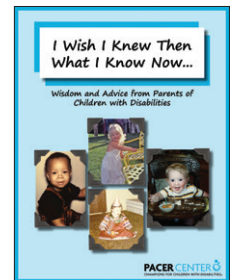
• \$8 | 10+ copies, \$6 each | ST-40



I Wish I Knew Then What I Know Now

Advice from more than 20 parents of children with disabilities, sharing what they have learned while navigating health care, education, and social support systems, and what they would do differently if they did it all again. 2012.

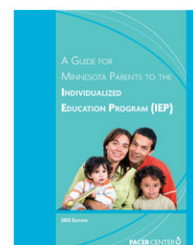
• \$8 | 10+ copies, \$6 each | PHP-a42



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

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.

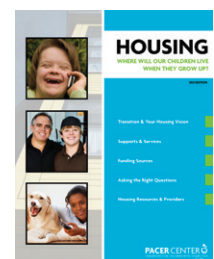
• \$3 | 10+ copies, \$2 each | PHP-a12



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



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 ordered | Quantity | Per item cost | Total item cost |
|--------------|-----------------------------|----------|---------------|-----------------|
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Total cost of all items ordered _____

(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 with your order:

I am a: 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: _____

Are you ready for some Fun Times?

Summer is here and teenagers are looking for fun events and activities to make the most of the season. For nearly 10 years, PACER Center has been connecting teens with and without disabilities through the Fun Times social program, and activities are being planned for this summer. PACER is seeking volunteers (ages 16 to 25) with and without disabilities to attend an activity. In the past, activities have included Minnesota Twins baseball games, picnics, movies, visits to the Mall of America, and more. Events typically last a few hours.

Fun Times was developed by PACER volunteer Win Bennett, the sibling of a teen with a disability, and other high school students so that teens with disabilities could hang out and have fun on the weekends just like other teens. It was launched in 2004 and is a great way to make

new friends. For more information, contact PACER Fun Times coordinator Andrea Moore at andrea.moore@pacer.org or call (952) 838-9000.



Fun Times participants pose at a Minnesota Timberwolves game.

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Change Service Requested

New PACER greeting cards sparkle with winning design

A backyard full of pine trees sparkling with snow was the inspiration for PACER Center’s 2013 greeting cards. This “Winter Wonderland” design was created by 10-year-old Lauryn Bambenek, who won first place in PACER’s Eighth Annual Creative Kids Contest in February.



Winning artwork “Winter Wonderland”

Many creative 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.

This year’s energetic artist enjoys numerous activities, including drawing, painting, gymnastics, reading, ice skating, snowboarding, and dance. Lauryn, who has epilepsy, also has a passion for children and dreams of being an elementary teacher or a special needs teacher. Her favorite season is winter, when her backyard is transformed into her “Winter Wonderland.”

Proceeds from the sale of the cards support PACER programs. A set of eight greeting cards featuring Lauryn’s



Lauryn Bambenek

design can be purchased for \$10 by ordering online at PACER.org/help/creative2013.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 Anthony Whelihan.