

PACER CENTER

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

You are invited!

Join PACER's Simon Technology Center at Family Fun Day

Join the Simon Technology Center as it celebrates 25 years of making a difference with assistive technology at a free, family fun day on Sept. 29, from 10 a.m. to 2 p.m. at PACER.

Children can enjoy a bounce house, face painting, kite making, playing with a parachute, foam art, and more. Everyone can enter raffle prizes, and one lucky child with a disability attending the event will also win an iPad.

In addition to the fun, families can also explore the technology of today, including the iPad and iTouch; tour the STC; talk to technology vendors; and learn about STC's past, present, and future.

"This is a great way to learn more about assistive technology and the possibilities it offers people with disabilities," says STC Director Bridget Gilormini. "Kids and adults can try out a variety of different devices and software that can be used for education and recreation."

Registration is preferred and can be completed online at PACER.org/workshops or by contacting the Simon Technology Center at 952-838-9000.



A family explores some new technology at a Simon Technology Center open house.

Simon Technology Center celebrates 25 years of service

By Julie Holmquist

In 1987 there was no World Wide Web, a mobile phone was as big as a brick, the personal computer was new on the scene, and PACER Center celebrated the opening of its Computer Resource Center, now the Simon Technology Center (STC).

The past 25 years has brought mind-boggling advancements in technology, and the STC has been there every step of the way, making the benefits of technology more accessible to children and adults with disabilities.

"It's really amazing to think of what's available now that just didn't exist in 1987," says Bridget Gilormini, STC director.

"Back then, children with disabilities used a special headmouse and a tracking dot to operate a computer without hands, and now they can use eye recognition technology that controls the computer with the movement of their eyes. It's fast and accurate, and easy to use."

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October is National Bullying Prevention Month! See page 16.

Simon Technology Center celebrates 25 years

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Today's multiple technology options make STC's free expertise and lending library an extremely valuable service, parents say.

"PACER allows you to test drive all sorts of software or adaptive equipment to see if it would help your child before you go through the trouble of procuring and paying for what typically is an expensive purchase," says parent Lisa Adzick.

Over the years, the STC has helped thousands of people find the best technology for their needs with its free, individual consultations. Since 1994 alone, its technology specialists have provided consults for 2,490 people from ages 1 to 92. It also provides numerous workshops and special events each year, along with a lending library stocked with more than 2,500 devices and software.

Tamera Belle-Isle has been using STC's services since 2005 for her son, Jarek, who is 17 and has cerebral palsy. Jarek recently received a grant to purchase an iPad and turned to the STC for help.

An STC technology specialist helped set up Jarek's iPad, and showed him how to use various software and apps, including Photoshop and a reading app. He even showed Jarek an app that allows him to roll dice, so now he can play board games on his iPad.

"The iPad has been a great help to Jarek," Tamara says. "He can com-



Back in the day: In the late 1980s, a visitor to PACER's Simon Technology Center (formerly the Computer Resource Center) gave a test run to a headmouse and tracking dot.

municate with his friends better than on the phone. He's learning to type better on it, and he uses a big button calculator that's easier for him. Right now he's using it to plan a trip with his friends to the State Fair."

This type of individual assistance was made possible after PACER was selected by Apple Computer in 1987 as one of 11 sites nationwide to serve as a computer resource center for children and youth with disabilities.

"It has been amazing to see the evolution of the technology center and its growth in services over the years," says Paula Goldberg, the executive director of PACER who played a major role in the STC's formation. "It was a parent, Judy Norback, who brought this wonderful idea to PACER, and we have tried to stay on the cutting edge of technology since that time."

In 2001, the Steven C. and Mary Sue Simon Family Foundation committed its support to the resource center, and members of the Simon family were honored during the dedication of the

Simon Technology Center. Since then, the STC's expertise has traveled throughout the country and across the globe, with staff providing training not only for parents, but also for preschool teachers and the founders of an assistive technology center in India.

But perhaps its influence is best reflected in the lives it has touched and the hope it gives to

families. For Tammy Bryand of Albert Lea, Minn., the STC's assistance meant that her daughter, Paris, was able to say "I love you, Mom" for the first time using the appropriate communication device. For a 7-year-old child with ADHD, learning about a simple device through PACER Center allowed her to sit still long enough so she could concentrate on learning to read. Others have even found careers through the STC's programs (See the article about Ann Motl on page 6.)

Adzick has turned to PACER several times since 1994 for assistance for her son Christian, who has cerebral palsy. When he was 4, Christian tried out a track ball at the STC to access a computer. Later on, STC staff introduced him to a software program that helped him learn his letters.

This summer, the Adzicks visited the STC again. Since Christian has difficulty with fine motor skills in his hands and has visual processing issues, the family has struggled with how to provide him with some independence on the computer and

switching the TV channel, Lisa says. While she discovered that voice recognition software is not an option for her son now, Lisa says PACER's staff members have given her hope by explaining some new, emerging technologies that might be the right solution for Christian.

For more information about the STC, visit PACER.org/STC or call 952-838-9000. To donate to PACER and help the STC continue to provide free services, please visit PACER.org or call 952-838-9000.

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PACERKidsAgainstBullying.org

PACERTeensAgainstBullying.org

MN SEAC site: mnseacinfo.org

(Alternate format is available upon request.)



Task Force on the Prevention of School Bullying

Julie Hertzog, director of PACER's National Bullying Prevention Center, co-chaired Minnesota's Task Force on the Prevention of School Bullying, shown here with Minnesota Governor Mark Dayton. The task force completed its recommendations in August. It was created to examine the state of bullying, harassment, and intimidation in Minnesota schools, including existing laws and regulations. Among other suggestions, it recommended that Minnesota lawmakers pass a strong bullying prevention law. Read the Task Force report at PACER.org/newsandevents.

Help set the pace for the future

Young and old alike can help make a lasting impact on the lives of children with disabilities by planning a gift to PACER after their lifetime.

“By including PACER in your will or trust today, you’ll make sure PACER’s valuable work will continue far into the future,” says Marcia Yanz, PACER’s major gifts coordinator.

Making a bequest can be as simple as including a line in your will, Yanz says. “You can choose what to give and decide how PACER should use your gift. Bequests of every size build PACER’s future financial strength.”

People interested in making a planned gift may contact Yanz at 952-838-9000 or e-mail her at marcia.yanz@PACER.org. She can provide PACER’s correct legal name and suggested wording for various methods of giving. “If you do



Marcia Yanz, PACER's major gifts coordinator

decide to make this type of gift, please give us the opportunity to thank you,” Yanz notes.

How to support your child's positive behavior and encourage school success

Helping your child learn positive behaviors at home can encourage success at school. One proven strategy for teaching positive behaviors is called Positive Behavior Supports (PBS), a method families can put into practice at home.

Some Minnesota schools are using Positive Behavior Interventions and Supports at school, since research shows that it supports all students and creates a positive environment at school that makes it easier for students to learn. Families can also make a Positive Behavior Supports plan at home for their child.

Before you begin

Before you make a PBS plan at home, it's important to understand the meaning of your child's behavior. Behavior is a way people communicate what they need.

At each stage of development, children use the language they know to get what they need. Infants may cry when hungry, toddlers might throw a toy to gain attention, and elementary-age children may scream to express their anger. In middle school, children often argue when they disagree. High school students may refuse to follow rules when denied a privilege.

If children get what they need because of their behavior, that behavior will continue. You can help your child meet his or her needs by using appropriate behavior.

What are Positive Behavior Supports?

Managing and improving your child's behavior isn't about punishment or consequences. Although punishment might temporarily stop negative behavior, it doesn't teach your child the



behavior you would like to see. PBS is a process that teaches children how to behave appropriately by focusing on teaching, practicing, and rewarding good behavior.

How parents can use Positive Behavior Supports

This strategy works well at school, but it can work just as well at home. Teach the behavior you want to see. Then support and reinforce that positive behavior. Helping your child use appropriate behavior also means changing the environment so that it reinforces the new behavior. To make this work, your family will need to decide what behavior you expect, how you are going to teach the new behavior, and how you will reinforce it.

When your child is doing the positive behavior, it's important that you notice. A good rule to remember is to recognize the positive behaviors five times more frequently than you recognize the inappropriate behaviors.

For example, you could put a golf tee in a jar every time you "catch" the child doing the right thing, and

then create a reward system so that the golf tees can be used to gain a reward. Most families find that it works well for children to be rewarded with "alone time" with a parent for a special activity. Would your child like to fish, hike, go to a movie, or play a game with you? Remember, effective rewards don't have to cost money.

Putting it all together

Parenting isn't always easy, especially if your child has challenging behaviors. It will take effort to help your child develop positive behavior: you will need to teach the expectations, reward positive behaviors, and model and practice them yourself. Yet research shows that PBS is effective.

Using PBS can refocus your family on the concept of working together, will help you create a more enjoyable and harmonious home life, and will support your child's progress at school.

For more information on PBS and understanding challenging behavior, contact Renelle Nelson at PACER Center at 952-838-9000 or rnelson@PACER.org.

Surrogate Parent Project offers online resources

When parents cannot fill the role of educational advocate for their child with a disability, who steps in? Surrogate parents do. Most often, a surrogate is either a foster parent or a volunteer from the local community.

PACER's Surrogate Parent Project provides information to those who have chosen, or are thinking of choosing, to act as a surrogate parent to a

child with a disability. PACER offers several online resources about this topic.

"Surrogate parents play an important role in a child's education," explains Carolyn Anderson, Senior Advocate at PACER. "The surrogate parent is an advocate for the student. The more surrogate parents know, and the more comfortable they are with the special

education process and procedures, the more effective they will be in the role of surrogate parent."

Find PACER's online resources at PACER.org/surrogate. They include online surrogate training, several publications, and a short video called "The Parent Role in Special Education: Who Takes this Role for Foster Children?"

EX.I.T.E. Camp marks 10 years of fun and science

Science, fun, and middle school girls with disabilities have been the main ingredients of the Exploring Interests in Technology and Engineering (EX.I.T.E.) camp for the last 10 years.

IBM Corporation and PACER Center first collaborated in 2003 to conduct the free camp, an IBM initiative to bring science, technology, engineering, and math (STEM) to middle school girls with disabilities.

The 2012 camp welcomed 29 campers with disabilities and more than 50 volunteers. It included hands-on activities that taught scientific principles in areas of engineering, physics, chemistry, and more.

The camp demonstrated the possibilities that exist in STEM, encouraged the girls to explore the possibilities, and provided hands-on experiences.

PACER thanks Accenture, IBM, Medtronic, Target, and 3M Company for their leadership, volunteers, and for each providing a day of camp experiences. PACER Center also thanks the IBM Corporation, 3M Company, the Medtronic Foundation, and the Donaldson Company, Inc. for their financial support.

Middle school girls with disabilities enjoyed learning about bees, thanks to the Bell Museum. A girl takes a close look at a bee through the microscope (right) while others try on "bee suits."



EX.I.T.E Camp inspires student to earn engineering degree and attend law school

By Grant McGinnis

When Ann Motl signed up in 2003 for PACER Center's first EX.I.T.E (Exploring Interests in Technology and Engineering) Camp for middle school girls with disabilities, she had no idea that a few days of fun would change her life forever. Now 22 years old, Ann recently graduated from college with a Bachelor of Science degree in Mechanical Engineering.

"Before I went to EX.I.T.E Camp I knew that I really liked computers, and I didn't mind my math and science classes, but the camp taught me what an engineer actually does," she says. "Seeing other people who were engineers – especially people with disabilities – really helped me decide that it was a great career path."

The daughter of dairy farmers Mike Motl and Kim Harff, Ann graduated from Staples-Motley (Minn.) High School in 2008. She compiled a long list of honors and achievements along the way, and was awarded the Board of Governors Engineering Scholarship at the University of St. Thomas in St. Paul.

Following her college graduation this past spring, Ann completed a public policy and engineering internship in Washington, D.C., sponsored by the American Society of Mechanical Engineers. This fall she enrolled at the University of Minnesota Law School.

"I really like engineering, but I want to be a patent attorney so I can help



Ann Motl (center) with her parents Kim Harff and Mike Motl.

engineers file their patent applications," she says. "I want to be able to use my people skills, too, not just sit in front of a computer working with modeling software all day. I think it will be a really good fit for me."

Success hasn't come easy for Ann. She has Charcot-Marie-Tooth disease (CMT), a neuromuscular disorder. She has very limited use of her limbs and requires a power wheelchair for mobility. Like all good engineers, however, Ann is a great problem solver and she has overcome numerous obstacles that stood between her and her rather lofty goals.

At St. Thomas, Ann lived in an accessible dorm room, utilized classroom note takers, hired personal care assistants, and employed various forms of assistive technology, including voice recognition software. She praises the university's disability services staff for working diligently to understand her requirements and meet her needs.

They even helped Ann educate professors about her unique learning style so that she could have extra time to complete exams and assignments.

Of course there are difficult adjustments every college freshman must make – particularly when moving from a small high school to an urban campus – not to mention the academic challenges involved. During her first year in St. Paul, Ann often went home from physics class crying.

"It was a pretty steep learning curve," she says.

"I am from a really rural area and everything was new to me. It's crazy to think back about how much I had never experienced or didn't know. I guess I just waded through somehow."

Over the next four years, no matter how high the barriers were, Ann never gave up, and she learned how to effectively advocate for herself. She credits PACER Center for providing the knowledge and resources that helped her secure the accommodations she needed to be successful. The results speak for themselves.

"I decided at the end of EX.I.T.E Camp that being an engineer would be great," she says. "Now I have my engineering degree, but I can do much more than that. My goals just keep growing. Who knows where I'll end up?"

Reports show that more students need appropriate secondary transition services

Minnesota's public schools reflect a high level of performance in several areas of service to students with disabilities but still need improvement in secondary transition services, according to the annual special education progress report issued by the U.S. Office of Special Education Programs (OSEP) in June. In addition, a recent government report found coordination at the federal level could improve how transition services are provided throughout the U.S.

The Individuals with Disabilities Education Act (IDEA) governs how special education and related services are provided to school-aged children with disabilities. IDEA requires states to show that they are meeting the education needs of children with disabilities. To do that, each state develops a state performance plan and then submits an Annual Performance Report (APR) to the federal government. Data from Minnesota's latest APR (2010) shows that 57.3 percent

of its students age 16 and above have appropriate transition services and goals included in their Individualized Education Program (IEP).

Federal report on U.S. services

A July 2012 report from the U.S. Government Accountability Office (GAO) says that better federal coordination could lessen challenges in the transition from high school. To improve how transition services are provided, GAO recommends that the four government agencies involved develop a strategy that addresses common outcome goals for transitioning youth, increasing awareness of available transition services, and measuring the effectiveness of coordination efforts. Read the GAO report at <http://gao.gov/products/GAO-12-594>.

What parents can do

"Transition planning in the IEP is an important step for preparing students for life after high school and helping them reach their goals," says Carolyn

Anderson, senior advocate at PACER. "Parents can help their child have appropriate transition services and goals by learning as much as they can about the services and the IEP."

To do that, parents can order PACER's new book: "Mapping Dreams: The Transition to Adulthood," which helps parents plan for their child's transition from high school to adult employment, post-secondary education or training, and independent living. It's free to Minnesota parents of children and young adults with disabilities; cost for all others is \$8. Order it online at PACER.org/publications/transition.asp. Other resources include the archived PACER webinar, "Transition: Pathway to the Future," PACER.org/webinars/archive-listing.asp. PACER is also working in partnership with the Minnesota Department of Education on a new guidebook for parents concerning transition services. Watch PACER's website and E-news for more information.

Celebrate your child on PACER's Wall of Champions

Celebrate your young champions (birth to age 5) by submitting their photos to PACER's "Wall of Champions" on PACER's Facebook page. The photos will be posted with first names only. E-mail photos to Judy Swett, Early Childhood Coordinator, at jswett@PACER.org.



Start early to explore individualized li

By Julie Holmquist

Katie Haberman throws a celebration party each year on the anniversary of the day she moved into her own apartment. Katie, who has Down syndrome, moved at age 26 from her parents' home into her own apartment complex filled mostly with people without disabilities, as well as 11 other people who have special needs. All 12 live near each other, and Katie receives support through the Developmental Disabilities waiver at an on-site program offered by a housing service provider.

“Katie has blossomed since moving to the apartment,” says her mother Heidi, who has found support from PACER’s Housing Project and other PACER programs over the years. “She is more independent and happier, has friends, and her speech and decision-making have improved.”

Katie receives help with her morning routine from the fulltime, on-site staff before Metro Mobility takes her to work. She fixes her own breakfast and lunch, checks in with program staff after work, and then shares the evening meal with the 11 other renters. Program staff may take Katie to activities she enjoys or the grocery store.

Katie’s style of living is just one of the individualized housing and service options that families can consider as their son or daughter moves into adulthood. Changes in funding and the expansion of Home- and Community-Based Services have made these newer, person-centered options possible, explains Susan Shimota, coordinator of PACER’s Housing Project.

The federal law (Olmstead) states that qualified individuals with disabilities must have opportunities to live in the



David Bender, center, shares a duplex with his parents, Paul and Jean. It allows for independence and oversight, Jean says.

most integrated setting possible in a community, and still receive the same supportive services they would if they were in a more restrictive (institutional) setting. In other words, housing and services should provide person-centered, consumer-driven choices in a community-based system.

“It’s important for families to understand what type of housing services, supports, and options exist and to start thinking about their son’s or daughter’s vision for independent living,” Shimota says.

PACER’s Housing Project can help parents understand why it’s important to consider housing options during their son’s or daughter’s high school and transition-age years, what supports and services exist, and what information and referral resources are available to meet their needs.

“It’s never too early to start thinking about this,” says Jean Bender, a former PACER board member. Her son David

lives below his parents in a duplex purchased by the couple and receives support through the Consumer Directed Community Supports Waiver.

Individualized Options

Along with the familiar group home model – in which a person with a disability lives in a corporate or family foster care setting that is owned and operated by a service provider – there are new ways to access housing and services. For example, a person with a disability and/or their parents or guardians may rent or purchase an apartment, condo, townhome, or home. They can then hire their own staff through various funding sources: Home- and Community-Based Waivers, Homecare, Consumer Directed Services, Personal Care Attendants, paid or unpaid natural supports, or by contracting with a housing provider for services.

New individualized housing options may include:

iving options for your son or daughter

“Scattered” Apartments or Condos

within a market-rate property: housing that includes people with and without disabilities in an apartment or condo complex, where a provider has separate apartments or condos for on-site service staff as specified by a person’s Individual Service Plan. Katie’s housing option – which makes use of a housing service provider’s program – falls in this category, although an individual could also coordinate with an individual service provider to live on site.

Consumer- or Parent-owned

Housing where live-in staff or shift staff is hired by the person with a disability and/or their parent or guardian. Unique arrangements may be used to augment staffing using natural supports, which may involve parents, siblings, community members, or volunteers. Individuals relocating to the community from an institution or receiving State Plan Services, Home and Community-Based Waivers, or Self-Directed Supports can make use of the MSA Shelter Needy Supplement for room and board.

Hunter and Holly Sargent, who both have disabilities, chose this option after they married. They purchased their own townhome through the Hennepin County Housing Project.

Monitoring “Smart Home”

Technology to augment staff: this allows for increased privacy and monitors the safety of a person with a disability.

The Benders chose the parent-owned housing route with monitoring for David, 25, who requires round-the-clock care because of his multiple disabilities. Purchasing the duplex has allowed them to make a step-by-

Learn more more about independent living

To learn more about independent living options and how to begin preparing for future housing and services, contact Susan Shimota at 952-838-9000, plan to attend PACER’s Housing Fair on Saturday, Oct. 13 from 9 a.m. to noon (See

page 13), and order PACER’s publication, “Housing: Where Will Our Children Live When They Grow Up?” A three-part workshop series on housing is also scheduled for 2013. For more information, visit PACER.org/workshops.

Challenge grant supports PACER’s Housing Project

Thanks to a new challenge grant from the Beverly Foundation, PACER supporters can double their donation to support PACER’s Housing Project, which helps young adults with disabilities find the resources and options they need to achieve maximum independence

in the community of their choice. The Foundation will match tax-deductible gifts up to \$20,000.

Donations may be sent to PACER Center, 8161 Normandale Blvd., Minneapolis, MN 55437 or given online at PACER.org.

step transition to independent living for David, which is crucial for some people with disabilities, Shimota says.

The Benders arranged for services during the day and plan to eventually have overnight staff as well. Motion sensors, cameras that can be viewed through the Internet, and an intercom system allow the Benders to see staff and their son, to know if David has left his room, and to communicate easily. The arrangement allows for an important separation, Jean says, while providing oversight.

“It’s been a gradual, step-by-step transition,” Jean says, with the Benders at first living in David’s part of the duplex before furnishing their own portion. Jean reminds parents that the

first attempt at a housing arrangement doesn’t have to be perfect. “If something doesn’t work, you tweak it. If you think of it that way, it takes the pressure off.”

As families begin to explore future housing, Shimota notes that it’s beneficial to begin the application process for social services during the high school years. “It’s also important to talk to your son or daughter about housing options and visit service providers,” she says. “Start networking early. Families should keep in mind that there is limited funding and availability of supports and services, as well as affordable housing, so they will also need to consider personal financial planning as an important component of their overall plan.”

October is National Bullying Prevention Month

(Continued from page 16)

October is a great time to do that.”

PACER provides a variety of resources that parents, educators, students, and others can use to prevent bullying where they live. Visit PACER.org/bullying/nbpm to learn more.

Run, Walk, Roll Against Bullying

Make plans to participate in the third annual Run, Walk, Roll Against Bullying Saturday, Oct. 6 in Bloomington, Minn., presented by American Dairy Queen. This outdoor event offers an opportunity for adults and students to help raise funds to support bullying prevention. Schools, organizations, and businesses around the country are using PACER's free toolkit to plan Run, Walk, Roll Against Bullying events in their communities.

Come Together on Unity Day

Wednesday, Oct. 10 is Unity Day, the day when scores of individuals across the country will “Make it Orange and Make it End!” Students 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. They'll also distribute orange “Unity” ribbons and write “Unity” on their hands or binders. Adults can also join in this campaign: In 2011, television personality Ellen DeGeneres furthered the cause on Unity Day by wearing orange and telling millions of viewers about PACER's bullying prevention work.

Make it Orange and Make it End

Orange is the official color of bullying prevention, and anyone can join the cause during October by wearing PACER's official National Bullying Prevention Month T-shirt. The T-shirts can be ordered online. Options including making large orders for an



Participants prepare for the race at the 2011 Run, Walk, Roll Against Bullying in Minnesota.

entire school, creating a custom design, or ordering a shirt designed by a favorite celebrity.

All proceeds from this partnership with CustomInk.com support the work of PACER's National Bullying Prevention Center. Look for details and ordering information at PACER.org/bullying/nbpm.



Kylie Morgan

Covergirl donation stems from teen's support of PACER

Kylie Morgan has worked tirelessly as a spokesperson for PACER's National Bullying Prevention Center. Those efforts paid off handsomely for the 17-year-old singer from Oklahoma July 23 when she appeared on the reality show “Opening Act” with country music superstar Jason Aldean. On the program, Covergirl cosmetics presented a \$10,000 check to PACER on Kylie's behalf. “I'm just so happy I could help,” says Kylie, whose story and music are featured on PACER's Teens Against Bullying website. “It's something that can make a difference for so many kids. I really appreciate it, and I know PACER does, too.”

Run, Walk, Roll Against Bullying is Oct. 6

Join PACER's National Bullying Prevention Center in Bloomington, Minn., on Saturday, Oct. 6 for the third annual Run, Walk, Roll Against Bullying.

Presented by American Dairy Queen, the 4-mile run or 1.5-mile walk or roll will take place at Mt. Normandale Lake, Normandale Blvd. and 84th St. Registration is at 9 a.m., with the race starting at 10 a.m. Participants and

spectators will gather after the race at the Normandale Lake Bandshell for entertainment, speakers, snacks, and family fun.

The entry fee is \$20 per person for adults, \$10 for ages 7 to 16, and includes a complimentary event T-shirt. Children ages 6 and under are free. Participants are encouraged to gather pledges from family, friends, co-work-



ers, and local businesses. Download pledge forms, sponsor a participant, or register online at PACER.org/bullying/nbpm/RunWalkRoll.

New PACER resources help parents coordinate planning services with multiple agencies

Coordinating with several agencies to gain services for a child with disabilities can be challenging, but PACER has created several new resources to guide parents in this area.

The new resources provide information to parents and family members to help them participate more effectively in Individualized Education Program (IEP) team planning regarding adult services and interagency coordination. The new handouts and webinar help

parents understand how to request and participate in coordinated interagency planning processes and other interagency meetings for their child.

Parents in Minnesota can order the free handouts by calling PACER at 952-838-9000 and providing the order number, or they can download them online at PACER.org/publications/transition.asp. The handouts are: "Transition: Charting a Course for the Future" (order number PHP-c157)

and "Day Training and Supported Employment Programs: Information for Parents of Students with Developmental Disabilities" (Order number PHP-c199).

The archived webinar, "Making a Smooth Transition from High School to Adult Living: Successful Collaboration," is available at PACER.org/webinars/archive-listing.asp.

Choose PACER for United Way and CFC donations

Choose PACER this fall when making donations through United Way campaigns and the Combined Federal Campaign (CFC), the workplace charity campaign for federal civilian, military, and postal employees.

United Way Donor Choice Program

As a tax-exempt 501(c)(3) nonprofit organization, PACER can receive donations through United Way campaigns. United Way pledge cards have

a Donor Choice designation where donors can write in PACER Center, 8161 Normandale Blvd., Minneapolis, MN 55437-1044.

Combined Federal Campaign

Look for PACER in your local campaign booklet under the Children's Charities of America heading or alphabetically. To designate your gift to PACER, use code 12272. This code is unique to PACER and should be used

under any heading where PACER's name is listed.

For information on how to support PACER through the United Way, Combined Federal Campaign, or other workplace charity campaigns, call PACER's development office at 952-838-9000 or visit PACER.org and click on Get Involved, Make a Donation.

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.

Early Childhood

Everything You Need to Learn Before Your Child Turns Three

Families will learn about the transition process from Part C Early Intervention services to Part B preschool services. Topics include transition requirements, Least Restrictive Environment (LRE), inclusion, and Individualized Education Program (IEP) goals and objectives.

Sept. 18, 6:30 to 8:30 p.m. (PACER)

Families Are Important

An overview of families' rights, roles, and responsibilities within the early intervention system is featured in this workshop. It also addresses services in the natural environment, the Individualized Family Service Plan (IFSP), and child and family outcomes.

Oct. 20, 9 to 11 a.m. (PACER)

Understanding and Addressing Challenging Behaviors

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

Nov. 17, 9 to 11 a.m. (PACER)

Making the Move from Early Childhood Special Education to Kindergarten

For a child with disabilities, being ready for kindergarten often requires some intentional preparation. This workshop will help parents plan for this transition and learn strategies to help their child be successful.

Nov. 27, 6:30 to 8:30 p.m. (PACER)

Emotional Behavioral

Understanding Challenging Behaviors

Parents of young children with developmental delays and/or disabilities will learn about brain development and behavior, different temperament types, stages of development, and strategies to provide children with acceptable ways to have their needs met. Call 952-707-4150 to register.

Sept. 24, 6 to 8 p.m. (Willmar)

Oct. 25, 6:30 to 8:30 p.m. (Ortonville)

Finding Hope, Getting Help

Find support for your child with mental

health needs. This workshop will familiarize parents and others with the Minnesota Comprehensive Children's Mental Health Act, which was designed to provide children and youth with mental health needs an integrated system of care so that they can develop and function as fully as possible in all areas of their lives.

Nov. 12, 6:30 to 8:30 p.m. (PACER)

Health Information, Advocacy

Getting the Help You Need

Families will learn about public programs such as Medical Assistance, TEFRA, home and community based waivers, consumer directed community supports, county services, and county grants.

Oct. 16, 6:30 to 9 p.m. (PACER)

Health Prevention and Wellness

This workshop offers information that parents of children with disabilities and special health care needs can use to help the whole family live a healthier lifestyle. Information on nutrition, exercise, and well child visits will be presented by staff from the I. Em. Phit clinic.

Oct. 9, 7 to 8:30 p.m. (PACER)

IDEA: Understanding the IEP with a Focus on Children with Other Health Disorders

For parents of children who have special health care needs such as ADHD, epilepsy and sickle-cell anemia and are served under special education. Co-presented by a PACER Center Advocate and PACER Health Information Center Coordinator.

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

Housing

Create Your Independent Living Plan

Come hear about the person-centered planning process and start on your son's or daughter's vision for independent living, housing, and services.

Jan. 28, 2013, 7 to 9 p.m. (PACER)

Housing Eligibility and Funding

Parents will gain a "big picture" view of how housing is funded through federal, state, and county resources, and learn how their son or daughter can become eligible for and access the funding. Topics include income

supplements and budgets.

Feb. 11, 2013, 7 to 9 p.m. (PACER)

Creative Housing and Services Options

Explore creative housing options and services. This interactive workshop will provide an opportunity for parents, young adults, and providers to share their journeys through the housing process.

Feb. 25, 2013, 7 to 9 p.m. (PACER)

Juvenile Justice

Juvenile Justice and Youth with Disabilities: What Professionals Need to Know

This session for education, social work, law enforcement, and other professionals will offer new research, strategies, and resources to help participants work more effectively across systems for youth with disabilities and their families.

Nov. 1, 6:30 to 8:30 p.m. (PACER)

Parent Training

Working for Change: How parents can influence systems that impact their families

Systems change is about improving services and supports for children with disabilities and their families. This training will help parents become agents of system change to achieve this goal. Participants will explore what advocacy is, different ways to be a systems advocate, and how to be effective in working to change systems to improve the lives of children with disabilities and their families.

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

IDEA: Understanding the IEP

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

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

Oct. 10, 6:30 to 9:30 p.m. (International Falls)

IDEA: Understanding the IEP with a Focus on Children with Other Health Disorders

Workshops

For parents of children who have special health care needs such as ADHD, epilepsy, and sickle-cell anemia, and are served under special education. Co-presented by a PACER Advocate and PACER Health Information Center Coordinator.

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

IFSPs/IEPS: The Building Blocks of Early Childhood Special Education

The Individuals with Disabilities Education Act (IDEA) requires states to provide certain services to eligible children with developmental delays or disabilities. This workshop will help parents of young children understand the essential components of the Individualized Family Service Plan (IFSP) and the Individualized Education Program (IEP).

Oct. 15, 6:30 to 8:30 p.m. (PACER)

IDEA: Understanding the Special Education Process

This workshop outlines the basic principles of special education. Topics include free appropriate public education, evaluation, and the Individualized Education Program (IEP).

Oct. 8, 6:30 to 9:30 p.m. (Fergus Falls)

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

Skills for Effective Parent Advocacy

This workshop explores six skills parents can use to become a more effective advocate for their child with a disability.

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

Oct. 9, 6:30 to 8:30 p.m. (Pine City)

Oct. 23, 7 to 9 p.m. (Woodbury)

Bullying Prevention: Everyone's Responsibility: What Parents Can Do

This presentation is designed for parents and professionals to explore the dynamics of bullying and learn what they can do to help children address this issue. Topics include: how to recognize bullying, how to talk to children of all abilities, and ideas for helping children address bullying.

Oct. 4, 6:30 to 8:30 p.m. (PACER)

Planning for Educational Inclusion

Parents of children with disabilities will learn more about educational inclusion. Topics include least restrictive environment, access to the general curriculum, and participation in state and district-wide assessments.

Oct. 22, 6:30 to 8:30 p.m. (PACER)

Special Education: What Do Parents Need to Know

This workshop will help parents understand special education, learn how to resolve disagreements, and discover the role of

parents to advocate for their children in this process.

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

(Presented in Somali only)

Nov. 13, 6:30 to 8:30 p.m. (PACER)

Transition: Pathway to the Future

Parents of children with disabilities will learn how to use the special education transition process to help plan for life after high school. Parents of students in the ninth grade and beyond are encouraged to attend.

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

Guide for Minnesota Parents to the IEP

This new workshop will use the PACER booklet, "Guide for Minnesota Parents to the IEP," to lead parents through the development of each required part of the Individualized Education Program. Parents will gain knowledge about how to effectively participate at the annual IEP meeting.

Nov. 12, 6:30 to 9 p.m. (Buffalo)

What I Could Have Said: Parents Share Tips for Talking with School Personnel

A panel of parents of children with disabilities will share communication insights gained through years of experience at Individualized Education Program (IEP) meetings. Participants will hear the top 10 tips for parent/professional planning.

Dec. 10, 6:30 to 8:30 p.m. (PACER)

Simon Technology Center

Literacy for ALL: Your Child Can Learn To Read

If you have a struggling literacy learner or think your child is too involved to address

literacy skills, then this workshop is for you. Participants will learn information to help their learners reach their literacy goals.

Nov. 15, 6:30 to 8:30 p.m. (PACER)

Every Learner Needs a Pencil: How Students with Significant Disabilities Find Their Inner Writer

All children need a "pencil" to be able to write. Participants in this workshop will learn about alternative pencils and providing authentic writing opportunities for their budding writers.

Jan. 7, 6:30 to 8:30 p.m. (PACER)

Developing Language and Vocabulary Skills

The development of language and vocabulary skills is an important part of developing literacy skills. Participants in this workshop will learn about how to help learners acquire background knowledge and build their language and vocabulary skills.

March 5, 2013, 6:30 to 8:30 p.m.

(PACER)

Transition

Social Security for Transition-age Youth

Topics 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 over).

Sept. 18, 1 to 3 p.m. (Brainerd)

Housing Resource Fair is Oct. 13

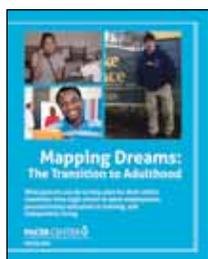
PACER's ninth annual Housing Resource and Information Fair is an opportunity for families of children and young adults to meet with service providers and discuss housing options, services, supports, and related issues for children and young adults with disabilities. State and county

representatives, and resource and referral organizations will be available to answer questions.

The Fair will be Saturday, Oct. 13, 9 a.m. to noon, at PACER Center. To register, call 952-838-9000 or visit PACER.org/workshops.

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

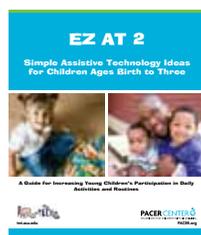
New

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

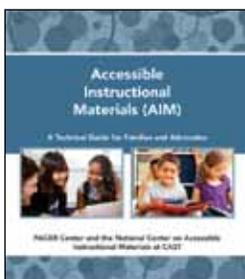
- \$3 10+ copies, \$2 each PHP-a12



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



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.

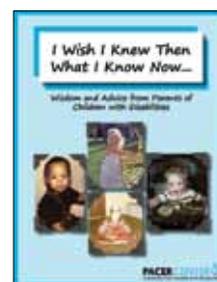
- \$3, 10+ copies, \$2.50 each STC-22

New

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.

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



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.

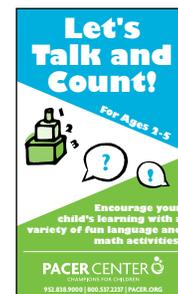
- \$8 10+ copies, \$6 each PHP-a26



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



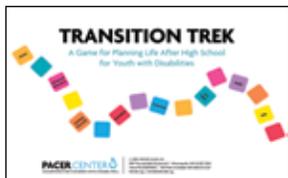
Early Childhood Transition Guidebook

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

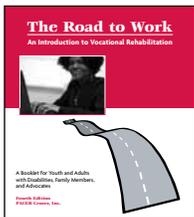


Resources



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



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

\$8 10+ copies, \$6.50 each VO-1

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.

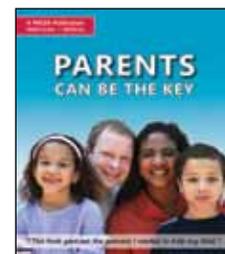
■ \$7 10+ copies, \$5 each PHP-a9



Parents Can Be The Key

This handbook describes basic special education laws and procedures. 2011.

■ \$3 10+ copies, \$2 each PHP-a1



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.

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

If a parent:

Birth date of child with disability: _____ Disability: _____

Change Service Requested

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October is National Bullying Prevention Month

The End of Bullying Begins with Me: that’s the message during PACER’s National Bullying Prevention Month in October. It’s a time when communities can unite nationwide to raise awareness of bullying prevention through events, activities, outreach, and education. Resources from PACER’s National Bullying Prevention Center make it easy to take action.

PACER’s first awareness campaign in 2006 has now evolved into a far-reaching, month-long effort that receives significant national media coverage. The campaign has spawned an international bullying prevention movement that is promoted through partnerships with Facebook and Yahoo!Kids, and the enthusiasm of thousands of students.

“The growth of National Bullying Prevention Month has been amazing, and we have a number of great activities planned for 2012,” says Julie Hertzog, director of PACER’s National Bullying Prevention Center. “The culture of bullying won’t end until people across the country take action and show children and teens that they care.

(Continued on page 10)



These elementary school students were just a few of the children, teens, and adults who joined the cause and took part in National Bullying Prevention Month activities last October.