

PACESETTER

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



Family Fun Day welcomes 300

More than 300 people attended PACER's Simon Technology Center Family Fun Day in October and helped celebrate the Center's 25th anniversary. The event offered fun activities for families and children with disabilities, as well as a chance to try assistive technology devices and software that allow people with disabilities to be more independent.



Children enjoyed the bounce house (top) and families sampled all types of assistive technology at Family Fun Day.

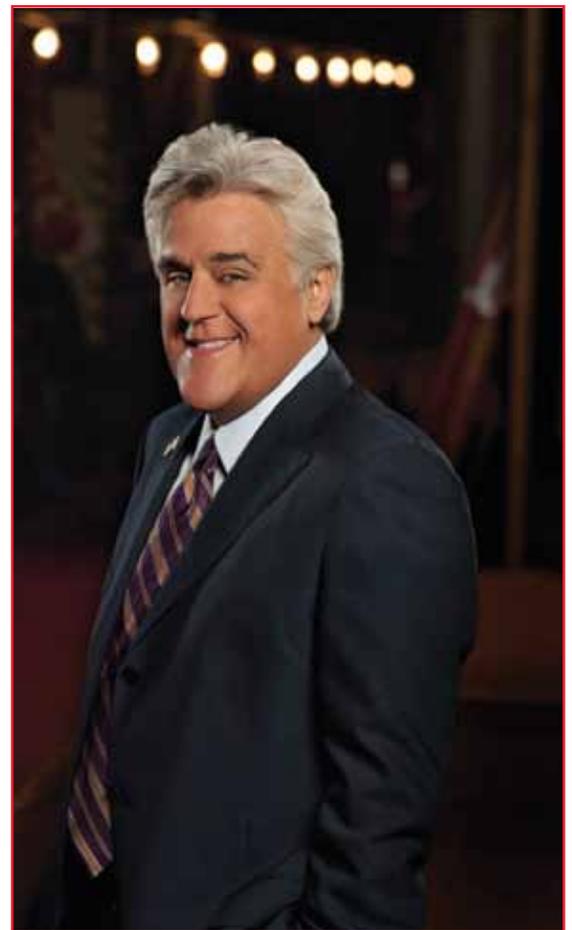
Jay Leno to headline PACER's May 11 Benefit

One of the country's premier comedians is bringing his popular brand of humor to PACER's 31st Annual Benefit on Saturday, May 11, at the Minneapolis Convention Center. Jay Leno, the Emmy Award-winning host of the NBC "Tonight Show with Jay Leno" since 1992, is headlining this year's event.

Named America's Favorite TV Personality in the 2009 Harris Poll, Leno's "everyman" style and personality have made him a late-night talk show leader for decades and have helped him earn millions of fans worldwide.

Leno has performed hundreds of comedy shows around the U.S. for more than 20 years, including shows for troops associated with the war in Afghanistan. He remains passionate about performing in front of live audiences.

Benefit tickets include Leno's performance as well as silent and live auctions. A pre-Benefit gourmet dinner is available by separate ticket, and a post-concert patron party is available for people purchasing Benefit tick-



Jay Leno

ets of \$140 or more. Proceeds from the Benefit support PACER Center programs for children with disabilities and their families.

To reserve tickets for the Benefit, see page 2, visit PACER.org, or call 952-838-9000.

Join the conversation on PACER Center's new ParentsTalk blog

Parents willing to share advice as well as learn from other parents of children with disabilities are encouraged to check out PACER's new ParentsTalk blog at PACERparentstalk.blogspot.com.

PACER's advocates post weekly topics that allow parents to share their knowledge and join a conversation

with others. They also monitor the blog and post responses.

Past topics have included ideas for helping a child to communicate, handling the holidays, how to handle comments that degrade persons with disabilities, and more. Parents are encouraged to suggest ideas for future blog topics.

New e-mail address?

Please let us know! Don't miss PACER's monthly e-news with breaking news affecting children with disabilities or the latest updates on PACER events.

Send your new e-mail address to: PACER@PACER.org.

RESERVATIONS FOR PACER'S MAY 11 BENEFIT FEATURING JAY LENO

To reserve your tickets for the 2013 PACER Benefit on May 11 featuring Jay Leno, please complete the form below and fax or mail it to PACER Center. Reservations can also be made at PACER.org or by calling 952-838-9000.

Benefit Tickets:

Please send me:

- (# of) _____ \$65¹ Friend
- (# of) _____ \$90¹ Supporter
- (# of) _____ \$140² Patron*
- (# of) _____ \$200² Benefactor*
- (# of) _____ \$275³ Sponsor*
- (# of) _____ \$550³ Champion*

Total amount: \$ _____

Dinner Tickets (\$95 per person)

Number of tickets: _____

Total amount: \$ _____

Other Contribution/

Volunteer Opportunities

Please contact me about:

donating

_____ (item)

to the Silent Auction

being a Corporate Sponsor (including ticket package and ad)

advertising in the Benefit payroll

volunteering on a Benefit committee

Tax values are listed in the following categories: 1 = \$40 value; 2 = \$50 value; 3 = \$60 value. The ticket price in excess of the value is tax deductible.

* Includes post-performance patron champagne and dessert party

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: (H) _____ (W) _____

E-mail: _____

If you wish to sit with friends, the reservations must arrive before April 19.

I need: Wheelchair seating (number of spaces) Sign language interpretation

Assistive listening device Other _____

My checks, separate for the Benefit and dinner, are made payable to PACER Center and are enclosed. *(Tickets will be mailed May 3.)*

Total charge \$ _____ to VISA Mastercard AmEx Discover

_____ Exp. _____

I am unable to attend the Benefit. Please accept my gift: check charge

\$550 \$275 \$200 \$140 \$90 \$65 Other: _____

Many companies match gifts. Please ask your employer for a matching gift form and enclose it with your contribution or ticket order.

Names of persons for whom you are purchasing tickets (including yourself):

Please mail or fax to: PACER Center, 8161 Normandale Blvd., Minneapolis, MN 55437-1044 Fax: (952) 838-0199

PACER hosts Institutes for Parent Centers

“Wonderful, informative, inspirational!” Those were a few of the adjectives used to describe three topical institutes conducted in 2012 by PACER’s ALLIANCE National Parent Technical Assistance Center in Minneapolis for the more than 100 Parent Centers across the country.

Sixty people attended the Technology Institute in July and learned about ways to more effectively use technology to serve families. A highlight of the institute was a “training-of-trainers” on using iPads with children with disabilities. The participants received

donated iPads so they can conduct their own workshops with families about this technology.

In September, 65 Parent Center directors attended the Management & Leadership Institute and learned about financial management, fundraising, and managing staff. Also in September, 50 people attended the Juvenile Justice: Meeting the Needs of Youth with Disabilities Institute, which highlighted how the education, mental health, and corrections systems intersect. It also gave participants a chance to brainstorm ways to enhance coordination of those systems



At PACER’s Technology Institute, participants received donated iPads.

for the benefit of youth and families. To find a local Parent Center serving children with disabilities, visit ParentCenterNetwork.org.

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

BULLYING:

PACER.org/Bullying
PACERKidsAgainstBullying.org
PACERTeensAgainstBullying.org

(Alternate format is available upon request.)



Parent advocates from across the U.S. took part in PACER’s Institutes.

Taking simple surveys supports PACER

Helping PACER is now as easy as taking a simple survey. Sign up on SurveyMonkey Contribute to receive surveys from SurveyMonkey customers who need opinions on a variety of topics. You will also have a chance to

receive \$100 in an instant win game. For every survey taken, SurveyMonkey is donating 50 cents to PACER. Participants’ identities are confidential. Sign up at contribute.surveymonkey.com/charity/pacer.

Need a fresh outlook for the New Year?

Sometimes a good quote can offer hope or a fresh perspective, something any parent can use from time to time. At the start of this new year, PACER's parent advocates are passing along a few favorite sayings that have been helpful to them.

As parents of children with disabilities themselves, these quotes have provided words of wisdom and practical help for the advocates. So say a toast to new beginnings, and find your own fresh perspective for 2013.

“Shoot for the moon. Even if you miss, you'll land among the stars.”

While having high expectations for my son and advocating for them in his Individualized Education Program (IEP) did not always ensure that we would “get what we were asking for,” it did greatly increase the chances that we would be closer to the target than we would have been had we not aimed high. - *Barb Ziemke*

“A boat doesn't go forward if each one is rowing their own way.”

I came across this quote when my daughter was having a really difficult year at school. She was failing and didn't have any friends. I had voiced my concerns to her IEP team many times, but didn't feel like I was being heard.

I finally requested a team meeting, brought this quote, and included a picture to remind us all of the importance of teamwork. As a result, we were able to work through our differences and come up with workable solutions to help my daughter move forward academically and feel more socially connected. - *Lynn Miland*

“You cannot hurry the river. ”

This reminds me that I need to enjoy my child and know that everything is not about a projected outcome that is totally dependent on how hard I work at it. - *Virginia Richardson*

“If all you have is a hammer, everything looks like a nail.”

We need to have a “toolbox” full of strategies to use when problem-solving, particularly as it relates to children with challenging behaviors. - *Judy Swett*



“Say what you mean, mean what you say, but don't say it mean.”

This reminds me that we can have conviction about something, but we don't have to be hurtful to others when sharing it. - *Shannon D'Arpino*

“He who thinks he knows, doesn't know. He who knows he doesn't know, knows.” - Dalai Lama

Having a child with an emotional or behavioral disorder is challenging because the behavior is not telling us what the child needs. When parents and schools struggle with a child's negative behaviors, it is important to discover WHY the behavior is happening and teach to that need. The behavior is almost always a manifestation of an unmet need.

I often remind parents and schools to ask the question, “Why *can't* the child do the preferred behavior, not why *won't* the child do the preferred behavior?” We need to assume first that we do not know, and then, by not knowing, we will know. - *Renelle Nelson*

“Say what you mean, mean what you say, and say it as seldom as possible.” - Foster Cline

As a parent of children with disabilities, I had to learn to parent my children in a much different way than I had expected or planned. This quote helped me remember to limit my number of words but maximize the impact of those (few) words. - *Carolyn Anderson*

New videos make technology easy to understand

“Simply Said” videos

A new video – featuring simple drawings – makes it quick and easy to learn more about Accessible Instructional Materials (AIM) and how they can benefit children with disabilities.

The video, “Accessible Instructional Materials (AIM): Simply Said,” was recently released by the National Center on Accessible Instructional Materials and produced by PACER Center. Accessible Instructional Materials provide the same information found in textbooks or handouts in a format that students with disabilities can use more easily.

Simply Said is an ongoing video series designed by PACER’s Simon

Technology Center to explain complex topics in easy-to-understand language. Other videos in the series include: “Simply Said: Understanding Assistive Technology Loan Libraries,” and “Simply Said: Understanding Assistive Technology.” Watch all three videos at PACER.org/stc/videos.

“AT in Action” videos

Assistive Technology (AT) devices can be highly effective tools to help individuals with disabilities participate fully in school, at home, and in the community. PACER’s Simon Technology Center and the Family Center on Technology and Disability (FCTD) have released the new video series “AT in Action” to raise

awareness of available devices. The videos offer real-world examples of how AT is making a difference in the lives of individuals with disabilities.

In the first two videos, viewers will meet Sam Graves, a young man with cerebral palsy who is a successful college student, blogger, and sportsman; and Elle O’Gorman, a young woman with cerebral palsy who uses AT to communicate with family, friends, and teachers.

The fully captioned video series, funded by the U.S. Department of Education’s Office of Special Education Programs (OSEP), can be viewed at PACER.org/stc/videos.

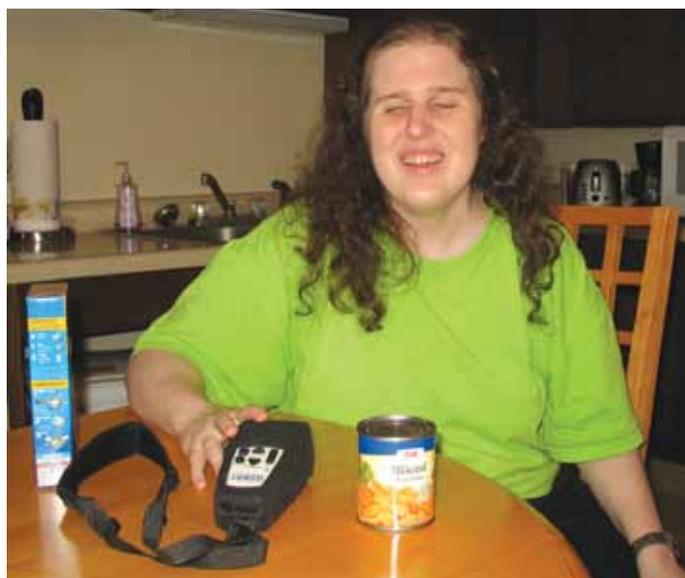
Lending library offers chance to try out devices

For Tara Anderson, choosing a yogurt from her refrigerator was always an adventure. Anderson is blind and never knew the yogurt’s flavor until she tasted it.

These days, Anderson knows exactly what she’s eating, thanks to help from the Simon Technology Center lending library. Anderson borrowed a device from the library that she “absolutely fell in love with.”

With the ID Mate Summit device, she is able to scan the yogurt containers – along with many other food items, medications, and anything else with a barcode – and it reads label information aloud.

The device not only allows Anderson to know what type of yogurt or TV



Tara Anderson uses the ID Mate Summit device to identify food items.

dinner she is choosing, it also reads the cooking directions and nutritional information. Making the decision to buy the device would have been more difficult without the Simon Technol-

ogy Lending Library, Anderson says.

“I was able to check it out for two weeks, and after trying it out, I knew it was what I wanted. It was the best investment.”

The STC library offers Minnesota families and professionals the opportunity to preview educational and disability-specific software and assistive technology devices for children and young adults.

Library hours are Tuesdays from noon to 7 p.m., selected Saturdays from 10 a.m. to 4 p.m., and Monday through Friday, 8 a.m. to 5 p.m. by appointment. Search an online catalog of library items at PACER.org/stc/library.

Innovative PACER project led families

By Julie Holmquist

The promise of a job for a young person with developmental disabilities, the opening of a dream family business, and continued personal care assistance for a 5-year-old with autism were just a few positive changes families experienced as they worked with PACER parent advocates during an innovative two-year project.

Through the Families Accessing Communities Together (FACT) project, PACER's multi-cultural advocates provided comprehensive support services and leadership training to 50 racially and culturally diverse families of children with developmental disabilities in the Minneapolis-St. Paul area, as well as support to 150 additional families.

Funded by the Federal Administration of Developmental Disabilities, the project allowed PACER advo-



advocates to work with 50 families on an individual basis. The families learned about the family-centered planning process as well as various community services and supports that would meet their specific needs in a comprehensive way.

“Everything I learned about this process – my rights as a parent, my child’s disability, the resources avail-

able, and how to write my family history – was all unknown to me,” says one participant. “I have learned a lot about things that I can do with your help, and now I hope I can do it by myself.”

As advocates worked with families to build on their strengths and navigate various public and private systems that offer services, they were encouraged by the positive changes that could happen when families and people

from community services connect and communicate. They were also inspired by the families, noted the project’s co-chairs Virginia Richardson and Shauna McDonald.

“What this family has is resiliency and hope,” says PACER advocate Bonnie Jean Smith of a family that experienced the death of a loved one during the year, but still took hold of

PACER gathers support for family of child with autism

A family of seven children (two with disabilities) was at a crisis point when a PACER advocate first met with them for the FACT Project.

The father had recently lost his job, the landlord was threatening the family with eviction, the neighbors were constantly complaining about the law enforcement presence in their neighborhood, county child protection workers were regularly visiting the house, and the Personal Care Assistance (PCA) hours for their 5-year-old son with autism were being reduced.

Most of the family’s troubles stemmed from their son’s uncanny

ability to escape from their home. The boy, who is severely autistic and nonverbal, is also extremely smart and managed to find a way to escape from the house six times in the span of two months.

“He is quick and fast, and once outside of the house, he sprints like an Olympian and darts in and out of traffic in the streets,” says his father.

Regardless of how many locks and deadbolts the family installed on their doors or windows, the young child would find a way out. The family was struggling to keep the child safe, but the boy’s actions triggered a suspicion of child negligence in the

minds of county child services and the police. The family was attempting to build a fence in their back yard, but they weren’t sure how they could afford the cost, and the landlord needed to approve their request.

After assessing the family’s situation, the PACER advocate and the family decided to invite several representatives to the home for a meeting.

They included: the landlord; the child protection social worker in charge of the case; the county social worker supervisor; two of the family’s neighbors; and representatives from the county social services/development

(Continued on page 9)

to connect to community services

new opportunities presented through the FACT Project. Here are a few of the families' achievements:

- A 5-year-old boy with autism is now safe at home with his family instead of escaping the house constantly, and the family no longer fears losing their son to foster care because of the boy's ability to break through locks. (See story on page 6).
- A mother and her son with develop-

mental disabilities are both going into business. The son is waiting for the approval of a Social Security PASS, which will allow him to be paid for doing yard work and save the funds to open his own business. After using the person-centered planning process, the mother is also making her dreams of opening a small business come true. She accessed organizations that supported small businesses, and now her sandwich shop called

"Gramsky's" will open in the spring.

- The best way to aid a child's development was agreed upon after a family met with the child's pediatrician and the staff of Early Childhood Special Education (ECSE) services. Once the pediatrician validated the mother's information, a strategy was developed so all parties would be working from the same plan in the future.

New PACER project will help young children access technology earlier at school, home

By Grant McGinnis

Early access to assistive technology (AT) can have a profound impact on the lives of young children with disabilities, but families and professionals may not know what tools are available and how they can help.

PACER's innovative new model demonstration project Technology to Improve Kids' Educational Success (TIKES) will train educators to help young children use assistive technology in the most effective ways possible.

TIKES is supported by a five-year grant from the federal Office of Special Education Programs (OSEP), one of only three such projects in the country. It encompasses early childhood special education services provided under both Part C (ages birth to 3) and Part B (ages 3 to 5) of the Individuals with Disabilities Education Act (IDEA).



"This is an exciting opportunity to develop a training model that will make assistive technology available to more children at an earlier age," says Bridget Gilormini, director of PACER's Simon Technology Center (STC). "The ultimate goal is to improve educational outcomes."

To remove barriers to effective AT use, PACER will strategically collaborate with three Minnesota school districts (Anoka-Hennepin, Bloomington, and Rosemount/Apple Valley/

Eagan) over the next five years to build a sustainable model that can be replicated nationwide. The first step is to develop a curriculum that will be used to teach special education professionals about assistive technology, and how to craft effective child-centered AT plans based on goals and outcomes of the Individualized Family Service Plan (IFSP) and the Individualized Education Program (IEP). These educators will then train their peers to do the same.

Educators will also learn how to cost-effectively acquire, maintain, and reuse AT devices and software in their schools.

"As a result of this project," says Gilormini, "many more parents of children with disabilities will be able to use practical, cost-effective AT solutions to support their young child's daily routines and activities."

College is possible when parents, st

Forty-six percent of students with disabilities graduating from high school pursue some type of formal postsecondary education. Due to families' rising expectations for their youth, the availability of accommodations, and colleges embracing the idea, more and more students with disabilities are exploring postsecondary education. Needless to say, additional education can lead to positive benefits such as higher incomes and fulfilling careers.

With this good news in mind, it's important for parents to understand how the college and high school environments differ for students with disabilities. When parents are aware of these differences, they can work with their student's Individualized Education Program (IEP) team in high school to help their son or daughter build the skills needed to succeed in the college environment.

So what are the differences? A college's academic expectations of students with disabilities may differ greatly from a high school's expectations, and the law concerning students with disabilities also changes.

"It's important for families to understand that college is academically rigorous, and that doesn't change when you are a student with a disability," says Sean Roy, PACER's Projects Director, Transition and Workforce Partnerships.

All college students are expected to complete the same course work, regardless of disability. The way information is taught, and the setting it is taught in, may pose a new challenge to students. Differences in college include:



Less contact with instructors

Instructors in a college setting generally do not expect to have much contact with students outside of class time. Students should seek study groups or learn study strategies that work for them.

Expectations to achieve independently

Students must take full responsibility for attending classes, taking notes, completing all assignments, studying during non-class hours, and demonstrating their knowledge during tests.

A higher academic rigor

Generally, college students are expected to possess a level of academic competence that allows them to complete the assigned coursework. Students are expected to be able to read college-level text books, express thoughts through writing, and have a certain amount of mathematical proficiency. Parents and students should understand the role of accommodations and assistive technology that can help remove barriers a disability may cause.

Fewer tests cover more information

As a general rule, college students don't have as many opportunities to

demonstrate the knowledge they have acquired in class. A student's grade for the college semester may be based on three papers and two tests, or even three large tests alone. Students are responsible for learning a great deal of information and applying that information in a test or essay format. This may be a significant change from high school.

No resource rooms

Some students who receive special education services may have access to a resource room while in high school. These rooms might offer intensive academic or behavioral support. Parents and students need to understand that resource rooms do not exist in colleges. There may be academic supports available, but generally not on the same level as in high school. Students who utilized resource rooms in high school will need to find other ways to access supports in college.

No IEP or IDEA in college

Does the IEP play any role in what services or accommodations a student will receive in college? The answer is not exactly.

The IEP is a document that governs special education services in elementary through high school under the Individuals with Disabilities Education Act (IDEA). When a student moves on to college, IDEA no longer applies. A college or university is under no obligation to "follow the IEP" since technically the student no longer has an IEP.

However, the IEP might be used as part of the disability documentation process or in helping to identify academic accommodations that work

Students are prepared for changes

for an individual student. Students are encouraged to identify needed accommodations while in high school and think about how those same accommodations might be used in college.

Students who receive special education services in high school often have many services available to them that assist in achieving educational success. Students may have a classroom aid, access to a resource room, and curriculum modified to meet their needs. Parents and students may grow accustomed to having these services.

Those same levels of services do not exist in a college setting. Colleges need only provide academic accommodations so the student with disabilities has the same access to coursework as other students, and curriculum will not be modified.

“This is a big change for students and parents,” Roy says. “This is why it is so crucial that students prepare for the unique environment and expectations of college.”

That preparation includes researching

how Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) provide for accommodations at the college level.

The main source of assistance for students with disabilities is the college’s Disability Student Services (DSS) office. These offices may go by other, similar names, but their purpose is the same: to assist students with disabilities in gaining accommodations and other supports so they can access the same course work as all students. DSS offices may also be able to provide

other supports such as help with study skills, organizing workloads, and identifying other supports. Services can vary greatly from school to school.

In PACESETTER’s next issue, parents can learn about self-determination and self-advocacy skills that can help students succeed at a postsecondary level.

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

Opportunities for students with intellectual disabilities

There’s a growing trend of students with intellectual disabilities attending postsecondary education programs on college campuses. Parents’ high expectations for their children and the Higher Education Opportunity Act of 2008 make these opportunities more of a possibility than ever before. One national effort that focuses on

identifying postsecondary opportunities for youth with intellectual disabilities is the federally funded Think College, which provides training, conducts research, and provides resources on this subject. Podcasts that answer questions families might have about postsecondary opportunities are available at www.thinkcollege.net.

PACER gathers support for family of child with autism

(Continued from page 6)

disabilities, the county public health department, and the city’s police department.

After presenting the struggles and the needs of the family, as well as demonstrating all of the safety precautions the family had put in place to prevent their son from running away, the people attending were asked for their input and how they could help.

The result was the end of the crisis:

- The landlord understood the severity

of the situation and was empathetic to the family’s needs. He willingly agreed to allow the family to build the fence in their back yard.

- The county case manager promised to look into a consumer support grant fund to help pay for the fence and additional locks. Now the family has a fence in their back yard and their son enjoys outdoor activity.

- Child protection services decided to reverse its consideration of negligence and promised to write a letter of

recommendation for the family. The family is no longer fearful of losing their son to a foster home.

- The neighbors promised to keep an eye out for the family’s son.
- The public health department assessment kept the child’s PCA hours from being reduced.

Today, the 5-year-old is on a waiting list for therapy for behavioral support, and the family has been able to keep him safe at home.

Bullying Prevention Month promotes unity

More than 300 orange-clad students walked through the streets of Gainesville, Fla., Oct. 10 in a mass show of support for those who have been bullied. It was one of hundreds of events and activities across the country during PACER's seventh annual National Bullying Prevention Month.

From national celebrities to elementary school children and teens, people came together in October to say, "The End of Bullying Begins With Me!"

"The support has been amazing," says Julie Hertzog, director of PACER's National Bullying Prevention Center. "People all over the world are showing that they care and are doing what they can to change the culture."

Supporters unite nationwide

More than 200 PACER supporters took part Oct. 6 in the Run, Walk, Roll Against Bullying in Bloomington, Minn. Presented by American Dairy Queen, the event featured live music, guest speakers, and fun family activities. Run, Walk, Roll Against Bullying events were held in more than 20 states in October.

Oct. 10 was Unity Day as students came together for events and initiatives at school and in the community. Ellen DeGeneres, Rebecca Black, and other celebrities generated significant buzz online through Facebook and Twitter. TV talk show host Anderson Cooper gave each member of his studio audience a PACER Unite Against Bullying T-shirt, and reminded millions of viewers to "Make it Orange, Make it End!"

Parent Centers in Guam, New York, Kentucky, Arkansas, Iowa, Washington, D.C., Nevada, and other states also organized bullying prevention events during the month.

Hundreds of children gathered at Mall of America in Bloomington, Minn., on Oct. 27 for a bullying prevention event hosted by Disney's Friends for Change and PACER. The event included live performances by the teen stars of Radio Disney's "N.B.T." (Next BIG Thing), and before the it concluded, Disney presented a check to PACER for bullying prevention.



Clockwise from top: PACER's National Bullying Prevention Director Julie Hertzog (L) and Executive Director Paula Goldberg (R) pose with the stars of Radio Disney's "N.B.T." (Next BIG Thing); Fans react to the performances at the Mall of America, which were part of a national tour.

"We are thrilled to have Disney's support," says Paula Goldberg, PACER's executive director. "Disney's Friends for Change inspires children and families to take action, which makes them a wonderful partner on this important issue."

Tools to take action year-round

As October's flurry of activity illustrates, bullying prevention has become a powerful grassroots movement. To help committed students take action year-round, PACER has created a practical new toolkit. "Unite Against Bullying: A Student Event Planning Guide" is a step-by-step guide

(Continued on page 11)

Kids Against Bullying website gets a fresh look

Bullying is never cool, but PACER's newly redesigned KidsAgainstBullying.org website certainly is.

This creative, innovative educational resource was designed by and for children to learn about bullying prevention, engage in activities, and be inspired to take action.

The imaginative site has a fresh new look with brighter colors, more videos, and multiple ways for kids to interact. It still features the popular Club Crew, a cast of 12 original animated characters that help children in elementary school learn what they can do if they are bullied and how they can help if they see someone else being bullied.



Unity Day: Make it Orange, Make it End!

Students hug Spookley the Square Pumpkin, the main character of a book about bullying. All-school assemblies, orange T-shirts, and Kids Against Bullying puppet shows were part of this Minnesota school's Unity Day program.

Bullying Prevention Month promotes unity

(Continued from page 10)

that was developed with the support of Facebook. It helps teens utilize Facebook tools to plan, promote, and execute a variety of events designed to raise awareness of bullying prevention and generate support for the cause. The free guide is available at PACER.org/bullying. A new curriculum titled "Bullying Prevention - Everyone's Responsibility: What Parents Can Do," will also debut this year.

Plans are in place for this year's National Bullying Prevention Month, with Unity Day scheduled for Wednesday, Oct. 9, 2013. Remember to share with PACER any locally planned activities by entering them online at PACER.org/bullying/nbpm/communityevents.asp.

Archived webinars offer quick information

Parents who are unable to attend a PACER Center parent training workshop can still find helpful information in an easy-to-access online format.

PACER's website includes many archived webinars to help parents understand the special education process and how to communicate effectively with schools. Several of the webinars are less than 15 minutes each, but provide essential informa-

tion for parents of children with disabilities. They include: IDEA: Understanding Measurable Goals in the IEP; Prior Written Notice; Special Education Communication: Three Quick Skills.

Listen to the webinars by visiting PACER.org and clicking on "programs and resources," and then "archived webinars."

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.

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

If I Knew Then What I Know Now

A panel of experienced parents of children with disabilities will share insights gained while raising and educating their children. Participants will be encouraged to ask questions and share their own insights and experiences.

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

Making the Move from Early Childhood Special Education to Kindergarten

This workshop will help parents plan for the transition to kindergarten. Parents will learn strategies to help their child be successful and make that first school experience a good one.

March 16, 9 to 11 a.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).

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

Video Modeling: The Use of Video to Teach Young Children New Skills

The authors of "Video Modeling for Young Children with Autism Spectrum Disorders: A practical guide for parents and professionals" will discuss using innovative video modeling techniques to support the development of young children in school, home, and community settings.

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

Family Leadership Summit

This one-day training is a free event for

parents of young children ages birth to seven with developmental delays or disabilities. It offers parents a chance to enhance their communication and leadership skills, and includes interactive skill-building sessions and networking opportunities. Contact Judy Swett for more information and to register.

April 27, 8:30 a.m. to 3:30 p.m. (PACER)

Early Childhood and Assistive Technology (AT)

Parents and professionals will learn about the evaluation process used to determine if early intervention (birth to age 3) or early childhood special education (ages 3 to 5) services are appropriate. Topics include how assistive technology may benefit young children and support participation in daily routines and activities.

April 30, 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.

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

Emotional Behavioral

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.

Feb. 5, 6:30 to 8:30 p.m. (Eagan)

March 21, 6:30 to 8:30 p.m. (Winona)

Understanding Challenging Behaviors

Challenging behaviors in children and youth are often misunderstood. This workshop will help participants think about behavior as a form of communication, and will identify strategies and supports to help manage and eliminate negative behaviors. Topics include behaviors that may indicate mental health concerns.

Feb. 12, 6:30 to 8:30 p.m. (Princeton)

April 9, 6:30 to 8:30 p.m. (International Falls)

April 10, 6:30 to 8:30 p.m. (Virginia)

Housing

Please register to attend all workshops in this three-part series.

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

Parent Training

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 section on writing measurable goals.

Jan. 29, 6:30 to 9 p.m. (Austin)

Jan. 30, 6:30 to 9 p.m. (Jackson)

Jan. 31, 6:30 to 9 p.m. (Mankato)

March 21, 6:30 to 9 p.m. (St. Paul)

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

Discover the dynamics of bullying: the types of bullying, who is bullied, and why children are bullied. Learn how to intervene when bullying happens and how to encourage students who witness bullying to take action. Topics include the roles schools play, laws and policies, and bullying prevention strategies.

Jan. 24, 6:30 to 8:30 p.m. (PACER)

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

Workshops

IDEA: Understanding the Special Education Process

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

Feb. 7, 6:30 to 9 p.m. (Owatonna)
March 4, 6:30 to 9 p.m. (St. Cloud)
April 8, 6:30 to 9 p.m. (PACER)

Use the IEP to Help Your Child: The IEP with an Emphasis on Making Educational Progress

This workshop explores IEP requirements including writing measurable goals. The focus will be on understanding how to use the IEP to make sure that your child is making meaningful educational progress.

Feb 21, 6:30 to 9 p.m. (PACER)

The Art and Science of Self-control

Does your child struggle with anxiety, sleep problems, poor self-concept, tics, or emotional outbursts? One way to address these struggles is through self-control. Strategies for teaching self-control skills such as breathing, relaxation, aromatherapy, exercise, and nutrition to children and youth will be discussed.

Feb. 26, 6:30 to 8:30 p.m. (PACER)

From Washington, D.C. to Minnesota: How Federal Decisions May Affect Your Child with a Disability

Education decisions made at the federal level do affect children with disabilities here in Minnesota. Alex Nock, a national expert in federal legislation, will discuss the latest laws, regulations, and actions by the U.S. Department of Education at this workshop.

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

Use the IEP to Help Your Child: A 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.

April 11, 6:30 to 9 p.m. (Mound-West Tonka)

Transition: Pathway to the Future

This workshop will help parents of children with disabilities understand 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.

April 23, 6:30 to 8:30 p.m. (Faribault)

Success in Postsecondary Education

If your son or daughter with disabilities is planning to attend college or continue with other postsecondary education after high school, or is currently in postsecondary education, this workshop is for you. You will learn how to help your youth meet the demands of postsecondary programs.

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

National Speaker Jonathan Mooney to Speak on LD/ADHD

Jonathan Mooney has dyslexia and didn't learn to read until he was 12, yet he went on to become an Ivy League scholar, author, and national speaker. As the founder of a national mentoring organization for students with learning disabilities, Mooney will share his mission of empowering students and celebrating their differences.

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

Six Skills for Effective Parent Advocacy

Parents will explore six skills they can use to become more effective advocates for their child with a disability. They are: understanding your child's disability, knowing the key players, knowing your rights and responsibilities, using clear and effective communication, becoming well-organized, and knowing how to resolve disagreements.

April 29, 6:30 to 8:30 p.m. (Grand Rapids)

Planning Ahead for Graduation and Life

This workshop is for families of youth with disabilities who are planning for life beyond high school. Information and strategies will be offered on completing high school and moving towards postsecondary education, work, and adult services.

May 7, 6:30 to 9 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 their role as parents in the process.

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

Tips for Talking with School Staff

Parents of special education students will learn effective skills to communicate with

school staff about their child. This workshop will provide practical tips for working in partnership with the school.

TBD (Rush City)

High Expectations: A Panel of Experienced Parents

Having high expectations requires challenging yourself, your child, and others to do more than simply assume that a disability limits a child. A panel of parents who have older children with disabilities will share their experiences and lead a discussion about these challenges.

April 16, 7 to 8:30 p.m. (PACER)

Planning for the Future: Helping Ensure Quality of Life for Loved Ones with Disabilities

Emmy Mastel from Prudential Special Needs Solutions (who is also a parent of a youth with disabilities) will detail what families should consider when planning for the future financial and care needs of their loved one with a disability.

May 14, 6:30 to 8:30 pm (PACER)

Simon Technology Center

Early Literacy SOS: Reading

This two-part workshop series offers parents and professionals tools for supporting literacy skills in young learners with disabilities. Come learn about The Four-Blocks® Framework and how this research-based literacy model, along with assistive technology, can help students.

The first workshop focuses on two of the Four Blocks – Guided Reading and Self-Selected Reading – and offers a variety of assistive technology tools that can help children (K-3) enhance their reading.

Jan. 31, 6 to 8 p.m. (PACER)

Early Literacy SOS: Writing

The second workshop in this Early Literacy SOS series focuses on the remaining of the Four Blocks® – Working with Words and Writing – and offers a variety of assistive technology tools that can help children (K-3) enhance their vocabulary and writing skills.

March 21, 6 to 8 p.m. (PACER)

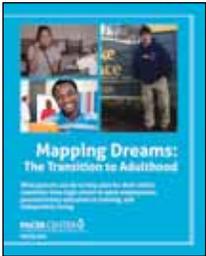
Technology for Girls: Dough Creatures Hosted by SciGirls®

Light up a room with electrifying, battery-powered play dough creations while learning about insulators, conductors, and circuitry. For middle school girls with disabilities (ages

(Continued on page 15)

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

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

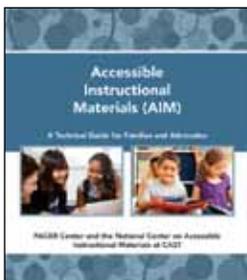
- \$3 10+ copies, \$2 each PHP-a12



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

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. 2012.

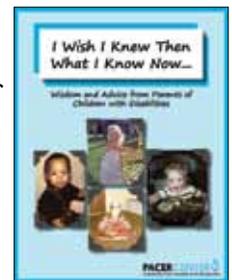
- \$4 10+ copies, \$2.50 each. 100+ copies, \$2 each. PHP-a43



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.

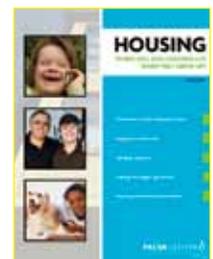
- \$8 10+ copies, \$6 each PHP-a42



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.

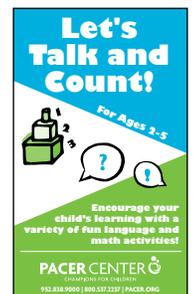
- \$8 10+ copies, \$6 each PHP-a26



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, Hmong and Somali.)

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



Resources

To order the listed materials...

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

You may also place orders on PACER's website at PACER.org/publications. Prices include postage and handling. A discount may be available if 10 or more of the same item number are ordered.

■ Indicates one item is free to Minnesota parents or guardians of children with disabilities and to Minnesota young adults (age 14 and older) with disabilities. For foreign orders, please telephone or e-mail PACER (see page 3). Payment must be in U.S. dollars drawn on a U.S. bank.

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

(Minneapolis residents, 7.75% Hennepin County residents, 7.275% Anoka, Ramsey, Dakota, Washington counties, 7.125% Most other Minnesota residents, 6.875%)
Sales tax varies with specific location.

Please complete the following:

Parent Professional Other _____

Name: _____

Organization (if applicable): _____

Address: _____

City, State, Zip: _____

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

If a parent:

Birth date of child with disability: _____ Disability: _____

Workshops

(Continued from page 13)

11 to 17). Parents are encouraged to register for "The SciGirls Seven: Strategies to Engage Girls in STEM," which takes place at the same time. Hosted by the PBS Kids television series SciGirls.

Feb. 16, 10 a.m. to noon (PACER)

The SciGirls Seven: Strategies for Adults to Engage Girls in STEM

Parents and educators will practice proven strategies for engaging girls in STEM (science, technology, engineering and math), while taking part in their own hands-on activities. Hosted by PACER and the Science Museum of Minnesota, this professional development training is based on SciGirls, an Emmy-award winning PBS KIDS television series and website.

Feb. 16, 10 a.m. to noon (PACER)

(SciGirls is produced for PBS by *tpi* National Productions and is made possible by the National

Science Foundation. Additional support by L'Oreal USA's For Girls in Science program and PPG Industries Foundation. SciGirls ©/© 2012 Twin Cities Public Television, Inc. pbskidsgo.org/scigirls)

Literacy for ALL Workshop Series - Developing Language and Vocabulary Skills

Participants will discover a variety of strategies and assistive technologies for helping learners with significant disabilities improve their language and vocabulary skills. Participants may attend at PACER or off-site via a video-streaming service that will broadcast the workshop live over the Internet.

March 5, 6:30 to 8:30 p.m. (PACER)

Technology for Girls: Control Your Online Identity

Middle school girls (ages 11 to 17) with disabilities will learn how to keep their identity and information safe online. IBM volunteers will show how personal data is

collected on the Internet and what can happen if it's not protected.

April 13, 10 to 11:30 a.m. (PACER)

Transition

Transitioning to Employment

This new workshop for families of transition-age youth will provide information on career exploration and planning, along with strategies for finding and keeping a job. Parents will gain knowledge about how to help prepare their youth for employment and hear from agencies that provide independent living, financial, and employment services and supports. Presented in collaboration with Minnesota's Vocational Rehabilitation Services program.

March 19, 6:30 to 8:30 p.m. (Mankato)

April 2, 6:30 to 8:30 p.m. (Willmar)

April 16, 6:30 to 8:30 p.m. (Moorhead)

May 7, 6:30 to 8:30 p.m. (Bemidji)

Change Service Requested

Inside

Jay Leno to headline Benefit	1
Family Fun Day a Success	1
Fresh perspectives for 2013	4
New videos from PACER	5
Project aids 50 families	6
New technology project	7
Preparing for college	8
Bullying Prevention	10
Kids' website updated	11
Workshops	12
Resources	14

Rock the '80s with PACER on Feb. 2!

Dust off the spandex and squeeze into your best acid washed jeans for PACER Rocks, an evening of '80s music, dancing, and fun Saturday, Feb. 2 at the Fine Line Music Café in downtown Minneapolis.

The band Brat Pack Radio will once again provide the entertainment for this Friends of PACER event which supports two important PACER programs: the National Bullying Prevention Center and the Simon Technology Center.

Co-chairs of the event are Zach Robins, Win Bennett, Jori Miller, and Ben Schleuss.

Tickets are \$35 in advance, \$40 at the door, and everyone must be 21 to attend. Valet parking is available at the front entrance for \$10.

For more information and to purchase tickets, visit PACER.org and click on "Events" or call 952-838-9000.



Brat Pack Radio entertained 300 people at last year's party.