



# PLUK News

*Our 16th Year*

*United as parents, all our children succeed*

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*PLUK inaugurates new era in long-distance interactive video training using the Visionnet Network. Check the list of sites and dates on page 2-3.*

Parents, Let's Unite for Kids  
516 N 32nd Street  
Billings MT 59101-6003  
406.255.0540 (voice/TT)  
800.222.7585 (toll free in Montana)  
plukinfo@pluk.org  
<http://www.pluk.org>

## Letter From Pluk Executive Director

Dear Friends of PLUK:

Even though I've been at the helm of Parents Let's Unite for Kids for only 2 months, I've quickly recognized a number of strengths of the organization. First of all the very concept at the root of our agency is powerful. PLUK formed in a grassroots effort to share information and help parents of children with disabilities. Too many charities have started simply because "money is available to start a program," but PLUK's origin has been noble and sound.

Secondly, the commitment of the Board of Directors, volunteers and staff is remarkably strong. The level of expertise and knowledge is amazing. The compassion and empathy is without question. The general reputation of PLUK within the professional community is solid.

On the flip side, the areas needing attention are clear. Simple, but clear and in some ways related to the strengths. PLUK's past focus has always been on services and education, and that's good. However, this same single-minded direction has resulted with weaknesses with the public's awareness of what PLUK does, with PLUK's lack of diversified funding, and with a relatively small number of volunteers statewide.

It's my strong belief that we who recognize the strength of the organization must work hard to increase awareness, to diversify funding, and to recruit volunteers. These steps

are imperative if we not only want to increase the level of services state-wide, but if we merely want to survive in today's world. Do you feel strong enough about PLUK's message and services that you are willing to help? Are you willing to help in just a small way? If so, what can you do to be a part of the solution?

The answer is simple. If everyone who receives this newsletter were to take the enclosed brochure and give it to one friend who is not familiar with PLUK, and say, "please read this and consider helping," then the result would be staggering. It would increase awareness. It would increase volunteerism. It would increase support.

Please help PLUK in whatever way you can. The program has always existed because people care about kids. People who care need to now step forward and help in other ways.

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There are so many children and families out there who need help. They need someone to listen and to give direction. They need advice on resources. They need training. Without growth, it will be difficult for PLUK to provide the help that is needed. We want to grow. We need to grow and we need help to do so. As Christmas approaches, we all think about those warm and family activities of our past. We think about decorating the tree and hanging the wreath, about wrapping presents in bright colored paper, our mother baking cookies and candies, and the

## VisionNet Interactive Video Studios

### Public Schools

- Arlee Public Schools
- Bainville High School
- Belt Public Schools
- Blue Sky High School,
- Box Elder Public Schools
- Brockton Public Schools
- Browning High School
- Centerville Public Schools
- Chester High School
- Chinook High School
- Cut Bank High School
- Dodson Public Schools,
- Ennis Public Schools
- Fairfield Public Schools
- Flaxville High School,
- Fort Benton High School
- Frazer High School
- Froid High School
- Glasgow High School
- Hardin Public Schools,
- Havre High School
- Hays-Lodgepole High School
- Heart Butte High School
- Hinsdale High School
- Joplin-Inverness High School
- Kremlin-Gildford Pub. Schools
- Lincoln Public Schools

- Lodge Grass Public Schools,
- Malta Public Schools
- Medicine Lake High School
- Opheim High School
- Outlook High School
- Philipsburg Public Schools
- Power Public School
- Pryor Public Schools
- Rapelje Public School
- Saco High School
- Scobey High School
- Sunburst High School
- Thompson Falls Public Schools
- Westby High School
- Whitewater Public Schools
- Winifred High School

### College Campus and Others

- Blackfeet Community Col., Browning
- Dull Knife Memorial College, Lame Deer
- Fort Belknap College, Fort Belknap
- Fort Peck Community College,
- Poplar and Wolf Point
- Little Big Horn College, Crow Agency
- Montana State Univ.—Bozeman
- Montana State University—Billings
- Montana State University—College of Technology, Great Falls

*Continued on next page*

flickering of the wood fire as our stocking hangs from the mantel. We also think about helping others and the charity of the season. I know of no better gift to give your family than to know that you have made a contribution to help the children and families of Parents Let's Unite for Kids. Please help in whatever way you can. Thank you and from all of us at PLUK, we hope you and your family has a wonderful and safe holiday season.

Dennis Moore  
Executive Director  
Parents Let's Unite for Kids

P. S. Just a word about PLUK's ever changing newsletter. In an effort to keep everyone informed of developments with PLUK's growth, we are now inserting a "We Care About PLUK" Newsletter (from the Friends group) with each information based newsletter. This will save us postage by mailing them together, and help get the word out to interested people on what they can do to help. Please read both and share with others. Thanks. ♦

*Interactive Video Studios, continued*

- Montana State University—Northern, Great Falls
- Montana State University—Northern, Havre (3 Studios on Campus)
- Montana State University—Northern, Lewistown (Central Montana Medical Center)
- Rocky Mountain College, Billings
- Salish-Kootenai Community College, Pablo
- Stone Child College, Rocky Boy
- Nemont Telephone Conference Room., Scobey & Glasgow
- Project Telephone Conf. Rm., Worden
- 3 Rivers Telephone Conf. Rm., Fairfield
- VISION NET, Inc., Billings & Great Falls

*Hospital Sites*

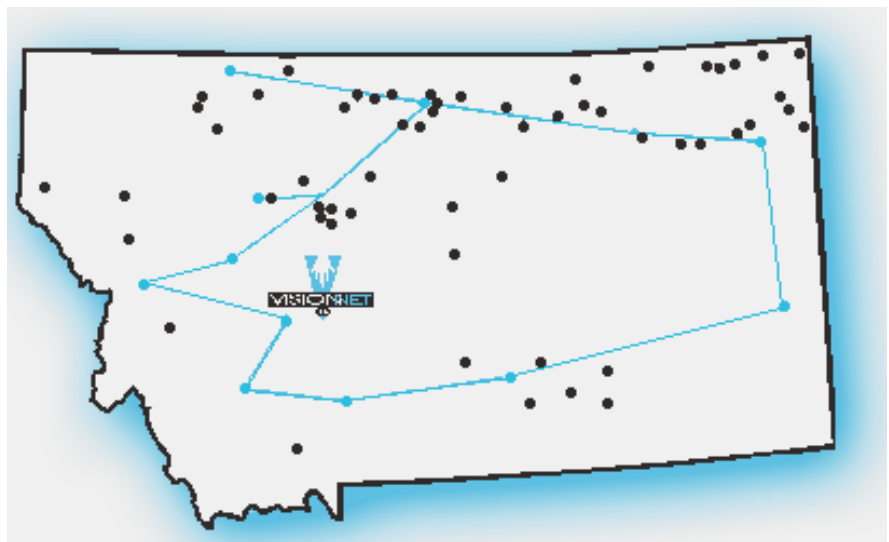
- Scobey Hospital
- Plentywood Hospital
- Poplar Hospital
- Malta Hospital
- Glasgow Hospital

*Coming Soon!!!*

Helena & Eureka ◊

# PLUK Inaugurates New Era in Training with VisionNet Network

Beginning in January, PLUK will offer it's first monthly training workshop utilizing interactive TV to reach out to families in all regions of the state. Anyone that has access to an available studio may be able to participate at no cost. Our first training will be January 9th, 6:30-7:30Pm on Special Education and IEP basics. Others will follow on February 13th and March 13th on subjects by popular demand. If you are interested in participating in this and future trainings, please fill out and mail in the survey below. ◊



*VisionNet Interactive Studios are located all across Montana*

YES! I gladly will attend one of PLUK's training workshops

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, ZIP Code: \_\_\_\_\_

Telephone: \_\_\_\_\_ E-mail: \_\_\_\_\_

I would like to participate in the training(s) on:

- January 9
- February 13
- March 13

Visionnet site I plan to attend \_\_\_\_\_

I am a (check all that apply)

- Parent
- Educator
- Professional

I would like see future training in the following area(s) \_\_\_\_\_

I would be willing to be a site facilitator (setting up the room, handing out information, gathering information from participants, etc.)

**Please return** this form to the PLUK office at 516 N 32nd St., Billings MT 59101, fax to 406/255-0523, or e-mail to [plukinfo@pluk.org](mailto:plukinfo@pluk.org).

# True Collaboration Makes Better IEPs

by Kathy Kelker

Parents are often frustrated by “stilted” process at some IEPs. The conversation goes from person to person, with each making a report, but there doesn’t seem to be any give and take, real discussion, and a sense of collaboration in solving problems and coming up with the best suggestions for IEP language.

Pam Stenhjem, Coordinator for the Transition Assistance Project at the University of Minnesota, suggests the following guidelines for developing a true collaboration that makes parents feel they are contributing and part of a team effort.

★ *Keep your eyes on the prize.*

Keep in mind what your ultimate goals are for the child and be open to the fact that there may be a number of avenues for achieving those goals.

★ *Refuse to be cynical.*

Bring with you to every IEP meeting a sense of optimism that the members of the group will work together and develop great ideas for educating your child. Let go of past bad experiences and be open to new possibilities. Bring energy, not negative vibes, to the group process.

★ *Encourage “parking lot” conversations.*

Some of the best ideas are born in the parking lot after the IEP meeting, and that is okay. Just make sure that these good ideas make it back to the IEP process and get incorporated into your child’s program.

★ *Be willing to give in.*

Don’t give up on your most important goals, but be willing to yield when a proposal does not interfere



Kathy Kelker

with what you most value. Small concessions may lead to greater consensus on the team and may build your credibility as a cooperative member of the group.

★ *Take turns, share, and be respectful.*

The manner in which you participate on the team makes a huge difference. If you are truly listening to

others and giving everyone a chance to speak (and finish their thoughts), you will be helping to establish a positive tone in the group and gaining respect for your presence and participation.

★ *Make a pothole, not just a little dent.*

Be willing to put in the extra time to make your efforts really count. Collaboration with others can take up a lot of time. Act like a stakeholder and give the IEP process the time and effort it deserves. Prepare in advance of the meeting and bring with you the documentation you have about your child’s needs.

★ *Expect the best.*

It may take time, but expecting the best can be a powerful motivator. Hold the same expectations of yourself that you do for the other members of the team--never expect them to do what you wouldn’t be willing to do yourself.

★ *Never conclude that you’re finished.*

Accept the fact that writing a good IEP is not the end of your efforts of collaboration. Instead it is just the beginning. After the IEP is written and signed, it must be implemented. At this point, you will need to continue collaborating with the team members to “tweak” the IEP if there is a need for changes.

★ *Become an instrument of change.*

If you don’t like the atmosphere at IEP meetings now, be the one to provide leadership for change. Make an appointment to discuss collaborative IEPs with your child’s principal. The principal may be very open to building better collaborative relationships on the IEP Team. ◇

PLUK Photograph by Roger Holt

Parents often anticipate the holidays with mixed feelings—delight in looking forward to the family's celebration and anxiety about meeting the demands for food preparation, decorations, gift giving, and entertaining. Families that include children with special needs have additional concerns about getting through the holiday rush while maintaining the routine for their special child. Here are some suggestions for holiday survival.

### *Keep It Simple*

The "picture perfect" Christmases, complete with elaborate home decorations and homemade presents for everyone on the giving list, are just not likely to occur in a home with a special needs child. For parents and children to have fun and enjoy each other at Christmas, expectations must be realistic. If parents are busy with daily therapies for the child, plus the care of other children as well, holiday activities will have to fit into that necessary family routine. If everyone agrees in advance (relatives included) that Christmas is not going to be "perfect," but it is going to be fun, then family members are less likely to be disappointed with the holiday.

### *Focus on What Makes You Happy*

As the holiday season begins, gather the family together and make a list of the things that make them happy at Christmas. From this list agree on those things that the family can manage this year. Set up a calendar of family events and divide up responsibilities, especially if there are children who are old enough to help. Try to include everyone in the planning and in some of the preparations.

### *Keep to Routines*

Many special-needs children do not adjust well to changes in routine. During the holiday season it is

particularly important for everyone's sanity to stick to those routines that help the family function. Simplify meals and try to have them on time. If you are traveling to relatives during the holidays, try to set up your usual routines in the new environment. Explain to relatives why your family routines are so important. Be sensible about scheduling doctor appointments and diagnostic clinics during the holiday season. Postpone these types of activities until after the holidays if at all possible.

### *Guard Against Over-Stimulation*

A child with special needs is often more subject than other children to being overstimulated or easily overtired. During the holidays, be wise about scheduling rest periods and

about allowing the child some quiet recovery time.

### *Get Some Respite*

More than any other time of the year, parents need respite time for themselves. Arrange now for a babysitter so that you can do holiday shopping without children along. Plan for a break well in advance so that you can look forward to it when things get hectic.

### *Count Your Blessings*

The holiday season is a good time to take stock and think of the good things that having a child with special needs has done for your family. Sure, there have been--and still are--stresses, but there are also enriching experiences, too. ♦



# Ask Kathy • Ask Kathy • Ask Kathy • Ask Kathy • Ask

**Q** Our son receives Part C services and we have had to be very persistent to get our son the therapy he was entitled to per his IFSP when our insurance benefits had been exhausted. We are being told that Part C funding available for each child is less due to the influx of children with needs in this region and the money has to be spread around among all the children. It seems like the funding would depend on the number of children much like the school system. Can you shed some light, or let me know how and where to express our concerns?

**A** Part C is a mandated program under both state and federal law. Whatever is written into a child's IFSP must be provided by our lead agency, the Developmental Disabilities Program. If you do not think your child's IFSP contains the services he and your family need, then you can go through the appeals process.

Montana provides Part C services through nonprofit child and family services agencies around the state. Each of these agencies signs a contract with the state to serve a certain number of children. The state funds the contract based on that number of children. If the agency can serve more children with the money allot-

ted, the agency is free to do so.

The child and family service agencies have all become multimillion dollar corporations with a broad array of services. More and more children with special needs continue to be identified, but funding streams at the federal and state level have not necessarily kept pace.

If you have concerns or complaints about the Part C program in your area, you should contact Vicki LaFond Smith who is the State Director of Part C.

She is a Partner and the parent of a set of twin boys who both have severe disabilities. Her number is (406)444-2995. ♦

**Q** In listening to what the school psychologist had to say about my daughter's ADD, I am beginning to think that I might have ADD, too. Do adults have ADD? What are the symptoms? What can you do about it?

**A** All adults have some symptoms of attention deficit disorder. Some of these are: distractibility, impulsivity, inattention, difficulty staying on task, failing to complete projects, irritability, difficulty falling asleep and difficulty waking up. Occasional experiences with one or two of these symptoms are not a problem, but if you as an adult experience a number of these symptoms and experience them often and if these symptoms interfere with your ability to function, then you may have a problem and it may be attention deficit disorder.

If you think you have a problematic set of symptoms, read about attention deficit disorder in adults. ADD can mimic other disorders like depression, anxiety, and some physical illnesses like hypothyroidism.

And ADD can coexist with other disorders. If you read about ADD and still think that what you have is not some other condition and more like ADD, you may want to consider going for an evaluation.

First, check with your medical doctor to make sure you aren't having ADD symptoms due to a physical problem. Talk to your physician about the possibility of your having ADD. Ask him or her to give you a referral to a physician or a mental health professional who could diagnosis your symptoms.

**For more information** about attention deficit disorder in adults, contact: National Attention Deficit Disorder Association, 1788 Second Street, Suite 200, Highland Park IL 60035, (847)432-ADDA mail@add.org, http://www.add.org ♦

Ask questions online of our great friend and advisor, Kathy Kelker, on special education issues for review by a public audience. Please make questions general rather than pertaining to a specific person or school. Post message:  
 ASK\_Kathy@egroups.com  
 Subscribe:  
 ASK\_Kathy-subscribe@egroups.com  
 URL:  
 http://www.egroups.com/group/ASK\_Kathy

## Kathy • Ask Kathy • Ask Kathy • Ask Kathy • Ask Kathy

**A** Many parents are concerned that they do not want to make a complaint and make school staff angry with them. But it is, of course, your right to complain when your child's IEP is not being followed. Making such a complaint is an activity that is "protected" under the Americans with Disabilities Act (and Section 504 and the IDEA). Congress recognized in passing the ADA that people exercising their civil rights may suffer retaliation from those in power. Consequently, Congress ensured in ADA that when you are engaged in the "protected activity" of advocacy for your child, you have a right to expect that there will be no retaliation, threats, coercion, intimidation or interference.

Ask your school district in writing for their written policies on the exercise of civil rights and the prohibition against retaliation. Also inquire when the staff, particularly administrators and teachers, received inservice training concern-

ing parents' rights to advocate without facing retaliation.

In your current situation in which your child's teacher is not following the IEP, go ahead and make your complaint again, but this time be sure to put it in writing. Send a letter to the Superintendent and the School Trustees. You may also want to contact the Early Resolution person from the Office of Public Instruction, Tim Harris (444-4402). Tell Tim about the fact that your daughter is not receiving the accommodations to which she is entitled. Ask him to follow up and negotiate with the school district to get the problems resolved.

If at any point, you feel that you or your child has been retaliated against, immediately address this with a formal complaint in writing to OPI (copies to Superintendent and School Board). Be sure to include all the facts concerning the retaliatory activities so that the situation can be properly investigated. ♦

**Q** Until this school year, we have had an excellent relationship with our school district, and we have felt that as parents we were part of the decision-making team for our child's IEP. This year, however, our daughter has a very strict teacher who is refusing to implement the accommodations in the IEP. We have talked with the teacher and complained to the principal, but the situation is not getting better. We are afraid to go higher (e.g., superintendent, school board) because we frankly fear retaliation. We do not trust this teacher and are afraid that she may take it out on our daughter if we are too vocal in our complaints. Any suggestions?

**A** Of course, you can use the report from UCLA. Any independent evaluation done by qualified personnel can be used by the Child Study Team to determine eligibility. The school psychologist will look at the definition of autism in IDEA and decide whether or not your son meets the criteria. If for some reason, the

school psychologist has an opinion contrary to your medical diagnosis, you can certainly disagree and ask for due process. In my experience, the district usually accepts medical reports. Does the school psychologist have a copy of the UCLA report? If not, you might give her one so she could get started on the review. ♦

**Q** Last year our son was diagnosed with autism by two specialists. I asked that it be put on his IEP and they told me they can't do that. I asked who could. They then told me that the school psychologist must evaluate him to see if he meets the autism criteria. What is that all about?

# Ask Kathy • Ask Kathy • Ask Kathy • Ask Kathy • Ask

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**Q** Our son who has significant learning disabilities in math has entered high school this fall. During the weeks just prior to school starting, he was very anxious and unable to sleep. On the first day of school, he seems to have had some kind of "panic attack." He left school right after lunch and does not want to go back. What can we do?

**A** The transition to high school can be traumatic for any student and may be even more difficult for a student who has learning disabilities. Often older students are very reluctant to ask for help, and they do not want to be associated with the resource room and special education.

Your son may have a number of anxieties related to his previous experiences in school and his fears about the educational and social demands of high school.

As a start, see if you can get him to talk about his feelings. Just listen to his comments. Don't make any judgments or give any advice. Reflect back to him your understanding of what he is saying. Having such a conversation with your son may give you some indication of what is bothering him.

If your son is not willing to talk about his fears, perhaps he needs to spend some time with a sympathetic

counselor who can listen as a neutral third party.

The likelihood is that some of your son's fears may be justifiable. Academic subjects can be formidable for learning disabled high school students. Once you have an idea of your son's fears, the following may be some avenues to pursue:

- Counseling concerning his learning disability and how to compensate for it.
- A reduced academic load at school.
- A reduced homework load.
- The ability to go to the guidance counselor's office during the school day if he is feeling panicky.
- A medical examination to determine if he has a more serious emotional or mental disorder.

It is very important that your son get back into school as quickly as possible so don't lose time in trying to get him some help. ◇

**Q** Our son is almost four years-old but he still does not talk. He makes sounds and uses a combination of sounds and gestures to get what he wants. He attends Sunday School and a Mothers' Day Out Program once a week. In these two settings with other children, he seems to get along fine and play with other children. He just doesn't talk. Should we be alarmed? Is there some specialist we should see?

**A** If your son were developing language abilities normally, by age four he should be speaking in complete sentences and conversing with others. The fact that he is not talking yet is worrisome. Between 5% and 8% of preschoolers have language disorders so it is not an uncommon phenomenon. In other words, many preschoolers need help in learning language and making correct speech sounds. The sooner that a child receives help the better, and fortunately there are lots of good sources for assistance.

To find out more about your son's language development, you could try any of the following:

- Contact the local public school district and ask to have your son screened. This is a free service

designed to find children who may be in need of special education.

- Contact a private speech therapist and ask to have your son evaluated for speech/language disorders. Some health insurance plans cover speech evaluations. Find out if yours does.

You may also want to have your son's hearing evaluated. Sometimes when preschoolers are not talking, it is because they have a hearing loss or they have intermittent problems with hearing caused by repeated ear infections.

Once you have good diagnostic information, professionals can help you to decide if your son needs speech therapy or some other kind of intervention to assist him with learning to talk. ◇

# Beyond "Catching Children Being Good"

[www.difficultchild.com](http://www.difficultchild.com)

By Howard Glasser

If I have an impact in my lifetime, I hope it is in helping the world to make a quantum leap to the next step of parenting and teaching. Almost every book in both domains inevitably discusses and suggests the prospect of "catching your child being good." It's a wonderful thought that certainly has an impact when working with the average child. However, when the parent or teacher of a difficult child looks into the net to inspect the "catch" at the end of a day, they far too frequently find very little to report.

"Catching your child being good" in relation to a difficult child is like trying to catch a dinosaur in a butterfly net... it's far too disempowering... the net is too small.

The only way to have a powerful effect on the difficult child is to somehow find a way to have a net bigger than the room itself. It's about creating a new scenario where one has the outlook and strategies to support going beyond "catching" to a new scenario of creating successes. By going beyond catching to creating one is able to take advantage of a far greater array of opportunities to see and confront successfulness... being able to go beyond encouraging successes to a far more advantageous and powerful vantage point of creating "experiences" of success that allow children to both begin trusting that they can live their life through success and that they no longer need to go to the trouble of

acting out to have adults involved, animated and excited about their lives.

Fortunately, we have much more opportunity than we'd ever believe. Our lives are composed of moments... 10, 20, 30 thousand moments a day or more. And the good news is that we needn't be anywhere near perfect. Even the most conscious adults are only "in the moment" a portion of the day. However, if we can be conscious enough to create a frame of "successfulness" for our child 20-30 times a day, we can have an enormous effect on their desire to think and act from the mindset of being successful.

All it takes is jumping into that window of opportunity... that moment, so to speak... and having a way or two of essentially reflecting back "here you are being successful... and here's what I mean by that." "Here's what you are doing that's successful... and here's what your not doing that's successful." Successfulness has more than one dimension and children need to hear all sides.

As much as they need to hear "I appreciate that you are showing respect to your brother", they also need to hear "and I truly appreciate that the two of you haven't been arguing and fighting... I really love the successful choices you've been making to get along."

How else are they going to know that they are being successful in re-

lation to the rules and how else are they going to know the "truth"... for without a doubt, if your children have had an issue of arguing and fighting, then the truth is that you appreciate when they are not fighting. And the truth is that you are appreciative when they aren't arguing. Telling them that truth will set you free. It's a great way to create successes and a great way to have a net "bigger



than the room." And all of a sudden ordinary moments become windows of opportunity to generate all kinds of successes. Refuse to be disempowered... go way beyond "catching your child being good" and you'll never go back. Enjoy being powerful. ♦

# New at Library • New at Library • New at Library • New

The TRIC/PLUK Library has added new materials. Contact the librarian at jsand@pluk.org, or call 800.222.7585 or 406.255.0540 for more information or to check out these items. Materials will be mailed out to anywhere in Montana at no charge.

*99 ways to get your kids to do their homework (and not hate it);* Leonhardt, Mary; Three Rivers Press New York, NY; LEARNING DISABILITIES; LEA305

*ADD/ADHD/LD: understanding the connection Learning Disabilities/ Learning Abilities series #5;* Birsh, Judith, Ed.D. Lyons, G. Reid, Ph.D. Denckla, Martha Bridge, M.D. Adams, Marilyn Jager, Ph.D.; Vineyard Video Productions PO Box 370, West Tisbury, MA 02575; VIDEO; V-LD52

*ADHD attention deficit hyperactivity disorder in children and adults;* Wender, Paul H., M.D.; Oxford University Press 198 Madison Ave., NY, NY 10016; ADD/ADHD; ADD247

*Asperger syndrome: A practical guide for teachers;* Cumine, Val Leach, Julia; Stevenson, Gill; David Fulton Publishers, Ormond House 26-27 Boswell St., London WC1N3JD; AUTISM; AUT265

*Baby power a guide for families for using assistive technology with their infants and toddlers;* Pierce, P.; The Center for Literacy and Disabilities Studies, University of North Carolina at Chapel Hill; TECHNOLOGY; TEC67

*Bipolar disorders a guide to helping children and adolescents;* Waltz, Mitzi; O'Reilly 101 Morris St.,

Sebastopol, CA 95472; EMOTIONAL DISORDERS; EMOMOO20 *Blending perspectives and building common ground: A report to congress on substance abuse and child protection;* Dept. of Health and Human Services US Government Printing Office, PO Box 1182, Washington, D.C. 20013; DRUG AND OTHER SUBSTANCE ABUSE; DRU72

*Brain lock free yourself from obsessive-compulsive behavior: A four step self-treatment method to change your brain chemistry;* Schwartz, Jeffrey M., M.D.; Harper Collins 10 East 53rd Street, NY, NY 10022; EMOTIONAL DISORDERS; emoanx24

*Child who never grew 2nd edition;* Buck, Pearl; Woodbine House 6510 Bells Mill Rd., Bethesda, MD 20817; MENTAL RETARDATION; MEN238

*Children and parents and schools and strengths Learning Disabilities/ Learning Abilities series #4;* Birsh, Judith, Ed.D. Lyons, G. Reid, Ph.D. Denckla, Martha Bridge, M.D. Adams, Marilyn Jager, Ph.D.; Vineyard Video Productions PO Box 370, West Tisbury, MA 02575; VIDEO; V-LD51

*Children with autism 2nd edition, a parents' guide;* Powers, Michael D., Psy.D.; Woodbine House 6510 Bells Mill Rd., Bethesda, MD 20817; AU-

TISM; AUT264

*Children with Fragile X syndrome a parents' guide;* Weber, Jayne Dixon, editor; Woodbine House, Inc. 6510 Bells Mill Rd., Bethesda, MD 20817; MENTAL RETARDATION; MEN237 *Choosing options and accommodations for children a guide to planning inclusive education;* Gisngreco, Michael Cloninger, Chigee Iverson, Virginia Salce; Paul H Brookes P O Box 10624, Baltimore M D 21285-0624; INCLUSION; INC163

*Christmas in purgatory photographic essay on mental retardation;* Blatt, Burton Kaplan, Fred; MENTAL RETARDATION; MEN239

*Doing whatever it takes all means all school-to-work awards;* College of Educ. & Human Development; University of Minnesota 109 Pattee Hall, Mpls., MN 55455; TRANSITION; TRA156

*End of homework how homework disrupts families, overburdens children, and limits learning;* Kralovec, Etta Buell, John; Beacon Press Books 25 Beacon St, Boston, MA 02108; EDUCATION; EDU296

*Expecting Adam a true story of birth, rebirth, and everyday magic;* Beck, Martha; Berkley Book/Random House 275 Hudson St., NY, NY 10014; DOWN SYNDROME; DOW79

*Facilitating workplace support natural supports for employees with dis-*



# at Library • New at Library • New at Library • New at

abilities; Institute for Community Inclusion / UAP Children's Hospital Boston, MA. Purchased from TRN, Inc. PO Box 439, St. Augustine, FL 32084; VIDEO; V-VOC121

*Fragile handle with care: More about Fragile X Syndrome adolescents and adults;* Braden, Marcia L., Ph.D. Cole, Judy; Spectra Publishing Co., Inc. 100 E St. Vrain, Ste 200, Colorado Springs, CO 80903; MEDICAL; MD264

*Fragile X syndrome diagnosis, treatment, and research 2nd edition;* Hagerman, Randi Jenssen, M.D. Cronister, Amy, M.S.; Johns Hopkins University Press 2715 North Charles St., Baltimore, MD 21218; MEDICAL; MD265

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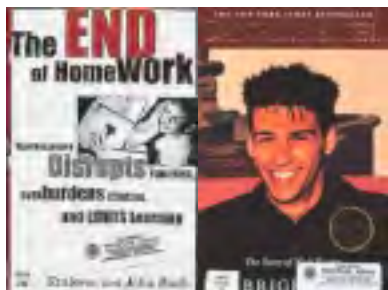
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# New at Library • New at Library • New at Library • New

*Continued from page 11*

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CASSP Technical Assistance Center; Georgetown University Child Development Ctr. Washington, DC 20007; EMOTIONAL DISORDERS; EMO146

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## Neurofeedback

Neurofeedback is a simple and powerful tool that is being used to treat many neurological conditions such as epilepsy, autism, Tourette's syndrome, ADD and ADHD. This procedure has been described as exercise for the brain. It is a process that reformats brainwave patterns in order to gain control over the impulses and behaviors that are associated with these conditions.

Some of the best results have been achieved with individuals who have an attention deficit diagnosis. The

brain sends out signals (brainwaves) by way of electrical impulses to the body and mind. If those impulses are not in the right proportion, the brain will interpret the message incorrectly and generate an inappropriate response.

Neurofeedback treatment has been very successful in reducing and even eliminating the symptoms of ADD/ADHD. It is used with traditional behavior modification and pharmacological methods. It is non-invasive, and in some cases, has

even replaced medication.

Neurofeedback is a learning process for the brain. Results are achieved gradually over several 30 minute sessions. Although progress is usually observed by the tenth session, the recommended treatment is for between 20 and 40 sessions.

This treatment for ADD/ADHD is now available in Billings. For additional information call Brainwaves, Inc. at 406.245.1770. ♦

# School-Based Accommodations and Interventions

**For a 504 Plan  
or for Adaptations and  
Modifications Section  
of an IEP**



<http://www.add.org/content/school/list.htm>

Choose only those accommodations and interventions that are the most needed. Attempt to select low-level accommodations and interventions before moving to more supportive or high-level accommodations and interventions. If high-level accommodations are necessary, choose them with the goal of slowly removing them whenever possible. The objective should always be to provide support while encouraging growth with these strategies to foster independence and self-advocacy.

## *Alter the Environment*

### *Provide this student with low-distraction work areas*

Provide this student with a quiet, distraction free area for quiet study time and test-taking. It is the responsibility of the *teacher* to take the initiative to privately and discretely (do not draw peer attention to the student) "send" this student to a quiet, distraction-free room/area for each testing session. It is important to assure that once the student begins

a task requiring a quiet, distraction-free environment that no interruptions be permitted until the student is finished.

Always seat this student near the source of instruction and/or stand near student when giving instructions in order to help the student by reducing barriers and distractions between him and the lesson. For this reason it is important to encourage the student to sit near positive role models to ease the distractions from

other students with challenging or diverting behaviors.

In order to reduce distractions, computers and other equipment with audio functions operated in this student's classroom or designated work areas must be used with earphones to eliminate the sound being broadcast into the classroom or designated work area.

Always seat this student in a low-distraction work area in the classroom.

### *Prepare the student for transitions*

Prepare the student in advance for upcoming changes to routine - field trips, transitions from one activity to another, etc.

Plan supervision during transitions — between subjects, classes, recess, lunchroom, assemblies, etc.

Prepare the student in preparing for the end of the day and going home, supervise the student's book bag for necessary items needed for homework.

### *Adaptations for a student with hyperactivity*

Allow the student to move around. Provide opportunities for physical action: pace in the rear of the classroom, do an errand, wash the blackboard, get a drink of water, go to the bathroom, etc.

Make sure the student is always provided opportunities for physical activities. Do not use daily recess as a time to make up missed schoolwork. Do not remove daily recess as punishment.

Permit the student to play with small objects kept in their desks that can be manipulated quietly, such as a soft squeeze ball, if it isn't too distracting.

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### *Alter presentation of lessons and accommodations for assignments*

Make sure all homework instruction and assignments be clear and provided in writing (not simply aloud).

Provide this student with information that is clear and in writing

Provide a consistent, predictable schedule. Post the schedule in the classroom and/or tape it to the inside of the desk or student assignment book.

Write down keywords on the board to aid in note-taking during sections that are "lecture-based."

Provide the student with a legible outline before a lesson/lecture and with legible teacher's notes of lesson/lecture.

Provide this student with a notetaker *at all times* to record classroom discussions and lectures.

Provide student with a weekly syllabus, in advance, of upcoming week's assignments and lessons. Keep instruction clear and assure that instructions and assignment criteria are always provided in writing (not just out loud) by providing the student with the above requested syllabus and by writing the assignments on the board as they are given to the class.

### *Break the assignments into short, sequential steps*

Break instructions into short, sequential steps; dividing work into smaller short "mini-assignments," building reinforcement and opportunities for feedback at the end of each segment; handing out longer assignments in segments; and, consider scheduling shorter work periods.

Provide regular guidance and ap-

propriate supervision on planning assignments, especially extended projects that take several days or weeks to complete.

One of the most common things for children with ADD to do is to procrastinate, to miscalculate, and to avoid (unpleasant) tasks until the last minute. This is why close guidance in planning long term projects is so important. A part of the ADD spectrum of symptoms is a sort of a temporal disability where the gauging of time, and how long tasks will take are distorted.

By modeling examples of how to plan, being coached through the planning process, and through consistent practice children with ADD will gain a better sense of how to plan within a timed framework.

The goal of independence will be achieved when appropriate supports are consistently provided for and during all longer projects so the student can gradually develop independence, learn to master time management, learn better to plan ahead, and feel in control and comfortable; and so fall out of things remembered at the last moment is significantly reduced.

### *Support the student's participation in the classroom*

Give private, discrete cues to student to stay on task, cue the student in advance before calling on him, and cue before an important point is about to be made (example: "This is a major point.").

Allow adequate time for student to answer questions to permit the student time to form a thoughtful answer.

Provide the amount of support and structure the student needs (not the amount of support and structure tra-

ditional for that grade level or that classroom/subject.

Identify the students strengths altering the format of a presentation to take full advantage of the strengths (teach "to" the strengths).

As much as possible use high impact visual aids with lively oral presentations to provide a more interesting and novel presentation of lessons.

At all times avoid the use of sarcasm, continual criticism or bringing attention to student's different needs in front of his peers; and recognize that this student will respond significantly better when encouraged and when positive achievements are noticed and mentioned.



### *Classroom and homework assignment adaptations*

Allow the student to begin an assignment and then go to the teacher after the first few problems are done for confirmation that he/she is doing the assignment properly, and to receive gentle correction or praise.

Encourage the use of books-on-tape to support students reading assignments (The National Library Services provides books-on-tape for individuals with disabilities—including textbooks).

Provide the student with published book summaries, synopses or di-

gests of major reading assignments to review beforehand (example: Cliff Notes for literature studies).

Periodically, if needed, modify classroom and homework assignments (examples: student does every 2nd or 3rd problem, or have the student use a timer and draw a line across their homework page and the end of 15 minutes of sustained work).

Make a second set of books and materials available for this student to keep a backup set at home

### *Alter testing and evaluation procedures*

Prior to the test, provide the student with specific information, in writing if necessary, about what will be on the test or quiz.

Provide the student with a practice test or quiz to study the day before the actual test or quiz. (Pre-review)

Allow the student more time to complete quizzes, tests, exams and other skill assessments when needed (including standardized tests) to eliminate possible test anxiety. Information retrieval can be complicated by ADD/LD. When more time is available to complete an assignment, test, quiz or final exam, should it be needed, memory retrieval is improved and test pressure interferes less with the ability to retrieve and express what is known.

The student will inform the teacher of his need for additional time by writing a note on the test to arrange for more time whenever he/she is unable to finish a test in the standard amount of time provided to other students.

Provide the student with other opportunities, methods or test formats to demonstrate what is known.

Allow the student to take tests or quizzes in a quiet place in order to

reduce distractions.

Consider allowing this student to use a calculator when it is clear the student understands math calculation concepts.

Always allow this student to use a calculator to check his/her work.

### *Alter the design of materials*

Tests should always be typed (not handwritten) using large type; and all duplicated materials must be clear, dark and easy to read. The simpler and less distracting the page, the better. With that in mind, questions that are not a part of the test and are not to be answered should be removed from the student's view.

Whenever possible the instructions should always be next to the questions to which they relate, and test questions should visually stand-out from the test answers (on multiple choice, matching, etc.).

Review the design of the test to assure that the test questions are ordered in a logical, sequential manner (example: test questions should be arranged to progress logically through the material to be tested, e.g., Section 1 to Section 2 to Section 3 to Section 4, etc., with no skipping around between one section and another).



## *Provide Training and Guidance for Study Skills, Test Taking Skills, and for Time and Organizational Planning*

### *Skills training*

*(incorporate all of these into each subject area)*

Provide the student with a regular program in study skills, test taking skills, organizational skills, and time management skills.

Provide daily assistance/guidance to the student in how to use a planner on a daily basis and for long-term assignments; help the student plan how to break larger assignments into smaller, more manageable tasks.

Help the student set up a system of organization using color coding by subject area, especially with materials that need to be stored in a school locker during the day.

Teach the student how to identify key words, phrases, operations signs in math, and/or sentences in instructions and in general reading.

Teach the student how to scan a large text chapter for key information, and how to highlight important selections.

Teach the student efficient methods of proofreading own work.

Across all subject areas, display and support the use of mnemonic strategies to aid memory formation and retrieval.

Support alternate methods of outlining such as "mind-mapping" or "clustering."

### *Skills guidance and support*

Provide consistent coaching from all teachers to support—organizational skills, time management skills training, study skills training, test taking skills.

Designate one teacher as the advisor/supervisor/coordinator/liaison for the student and the implementation of this plan, and who will periodically review the student's organizational system and to whom other

*Continued on page 16*

staff may go when they have concerns about the student; and to act as the link between home and school.

Permit the student to check-in with this advisor first thing each week (Monday mornings) to plan/organize the week and last thing each week (Friday afternoons) to review the week and to plan/organize homework for the weekend.

Support the formation of study groups, and the student seeking as-



sistance from peers, encourage collaboration among students.

### Create a Safe Environment for Learning

#### Employ effective motivational techniques for the student

#### Employ administration, faculty and counselor initiatives

Match student's needs and learning style with teachers who have the appropriate attributes to provide the student with the best education and support possible and who know how to create ("engineer") opportunities for academic and social success, can increase the frequency of positive, constructive, supportive feedback, and can identify, recognize, reinforce and build upon the student's strengths and interests.

Recognize EFFORTS the student employs toward attaining a goal and recognize the problems resulting from skill deficits vs. noncompliance.

Look for positives. Provide *immediate* feedback to the student each time and every the student accom-

plishes desired behavior and/or achievement - no matter how small the accomplishment.

Create a nonthreatening learning environment where it is safe to ask questions, seek extra help, make mistakes and feel comfortable in doing so.

Provide this student with an environment where it is safe to learn—academically, emotionally and socially, give any needed reprimands privately and whenever possible, provide public recognition for student accomplishments, encourage empathy and understanding from faculty, staff and peer group, and do not permit humiliation, teasing or scapegoating.

Provide clearly stated rules and consequences and expectations that are consistently carried out for all students.

Praise in public, reprimand in private.

#### Parental Involvement

Teachers must report to the parent any time one of these interventions and/or accommodations seems to be ineffective so the committee can reconvene and modify the plan as needed.

Designate one teacher as the advisor/supervisor/coordinator/liaison for the student and the implementation of this plan, and who will periodically review the student's organizational system and to whom other staff may go when they have concerns about the student; and to act as the link between home and school.

Involve parents in selection of the student's teachers.

Use the student's planner for daily communication with the parent.

Each teacher is to send home the weekly communication sheet at the end of each school week.

Using the weekly communication sheet, inform the parent and/or advisor, in advance, when special or long-term projects are assigned.

#### Teacher Attitudes and Beliefs

Accept characteristics of ADD/LD, especially inconsistent performance.

Recognize that student with ADD/LD perform at their best in a safe environment—academically, emotionally and socially. Sarcasm, bringing attention to deficits, constant criticism are to be avoided at all times. Children with ADD/LD respond significantly better when they are encouraged and feel safe to make mistakes.

Send student's teachers to inservice workshop.

Provide student's teachers with reading material on ADD/LD.

Instruct the teachers about how stimulant medication works, and avoid any derogatory comments about the student's use of medicine or of the medicine itself.

Recognize that medication is only a part of the answer and does not address a student's comprehensive needs all by itself.

Recognize that no two students with ADD/LD are alike and that there are multiple approaches to working with each ADD/LD student that can and will be different from student to student.

Encourage teachers to be flexible.

Accept poor handwriting and printing.

Do not and/or stop attributing students poor performance to laziness, poor motivation, or other internal traits.

Recognize that ADD/LD is neurological and beyond the control of the student.

— Prepared by Rebecca Chapman Booth

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## **Help for Children with Severe Conduct Disorder**

WESTPORT (Reuters Health) — Lithium is effective in reducing aggression in children and adolescents hospitalized with a diagnosis of conduct disorder. The finding is reported by Dr. Richard P. Malone of MCP Hahnemann University in Philadelphia, Pennsylvania and associates, from what they call the first double-blind, placebo-controlled study of lithium to yield positive results on a specific measure of aggression.

Forty subjects aged 10 to 17 years were randomized to receive lithium carbonate or placebo. Doses ranged from 900 to 2,100 mg/day to achieve serum lithium levels of 0.78 to 1.55 mmol/L. The trial, which ran for 4 weeks, is reported in the July issue of *Archives of General Psychiatry*.

Results of the Global Clinical Judgments (Consensus) Scale and the Clinical Global Impressions scale showed that subjects in the lithium group were more than 9 times as likely to be a responder compared with those in the placebo group. According to the researchers, "The Overt Aggression Scale documented that aggression improved significantly in the lithium group but remained unchanged in the placebo group."

No subject dropped out of the study because of adverse effects, which included nausea, vomiting, and increased urinary frequency in the lithium group. ♦

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## PLUK Parents' Voices Heard Again

by Nancy Staigmiller

About two years ago, some of you on the PLUK newsletter mailing list were asked to participate in a written survey for PLUK. About 115 surveys were returned and tabulated in order to have representation regarding "The Voice of Parents When Looking at Special Education Outcomes." This survey has been recognized by both the Montana Office of Public Instruction and the Department of Education, Office of Special Education Programs in Washington, D.C. Now the Office of Public Instruction is considering ways for Montana parents to have a voice and offer input as school districts participate in a revised monitoring process affecting the outcomes of special education services.

As the Montana parent training and information center, PLUK has been notified by the Office of Congressman Dan Burton that hearings will be held before the end of the year about the struggles parents face when their children have disabilities and parents have to fight for education. His Congressional office would like to collect stories and statements from parents of children with disabilities. PLUK will also be sending a copy of our survey results done specifically for the recent federal monitoring of special education services in Montana. Your personal statements expressed a lot of ideas that may be useful with regards to this type of hearing. Some of you may



Nancy Staigmiller

PLUK Photograph by Roger Holt

wish to respond personally to the following questions:

Do you have to fight for services? Do you feel your school is following the IDEA laws? What kind of problems have you had? How much have you had to spend out of pocket because your school won't provide the proper services?

What lessons have you learned? Do you have suggestions for Congress about IDEA or about the school systems?

What good things can you tell us about your school system?

*You may send stories to:*

Beth Clay  
Professional Staff Member  
Government Reform Committee  
US House of Representatives  
Beth.Clay@mail.house.gov  
202-225-5074 (tel)  
202-226-1274 (fax) ♦



## Horse Sense

Common advice from knowledgeable horse trainers includes the adage, "If the horse you're riding dies, get off!" Seems simple enough, but in the education business, we aren't always that perceptive. Instead, we often choose from an array of other alternatives:

- Buy a stronger whip
- Try a new bit or bridle
- Switch riders
- Move to a new location
- Ride the horse longer periods of time
- Say things like "This is the way we've always ridden this horse."
- Appoint a committee to study the horse
- Arrange to visit other sites where they ride dead horses more efficiently
- Increase the standards for riding dead horses
- Create a new test for measuring our riding ability
- Compare how we're riding now with how we rode ten or twenty years ago
- Complain about the state of horses these days
- Come up with new styles of riding
- Tighten the cinch
- Blame the horse's parents (the problem is often in the breeding)

The best solution? Change horses!!! ♦

— Adapted from PAVE Pipeline,  
Tacoma, WA

*Behavior Programming*

## The Connection Between Behavior and Disability

Most children with disabilities are able to function at school well within normal behavioral expectations. Some disabilities include as one of their components a limited ability to learn or control behavior. Children with these disabilities may be said not to have equal access to behavioral success.

What we are talking about here is not "behavior," it is behavior that is incompatible with school success or safety. If a student gazes out the window much of the time, it may not get them in trouble, but it probably will interfere with their own learning. If a student taps their pencil on the desk constantly it may not interfere with their own learning, but it probably will make it more difficult for others to concentrate. If a student doesn't follow teacher's directions, it will interfere with their ability to meet classroom expectations, and it might create situations that are dangerous for themselves and others. When students throw things or hit, they are certainly endangering themselves and others, and are also in jeopardy of becoming unpopular with other children.

All children need to be taught to recognize and behave within the behavioral expectations of school and society, but some children with disabilities may need additional instruction and support to improve their behavior.

### *Behavior and the IEP*

IEP teams need to ask and answer the question, "Does this child have behaviors that interfere with their

learning or the learning of others? If so, what are we going to do about it?" Behavior goals and objectives should be written and accommodations provided if needed.

### *Behavior Programs*

To do effective behavior interventions, a team begins with some basic exploration. Then the team tries to figure out why the behavior occurs. (What is the function of the behavior?). Finally, the team develops ideas about how to address the behavior in a positive, skills-building way.

When exploring a behavior, a team will ask some questions, such as: "What is the behavior?" It is important to be specific and avoid answers that are not descriptive, i.e., "Mary does not begin her work when instructed to do so," instead of "Mary has a bad attitude." "How often and under what circumstances does the behavior occur? What occurs after the behavior? Are there circumstances when the behavior does not occur? How long does the behavior last?"

Once information has been gathered, the team will develop a plan for addressing the behavior. Below is a brief discussion of some interventions that are often helpful. Bear in

mind though that the team should be as creative as possible and avoid negative/punishing plans.

### *Instruction*

Sometimes parents and teachers think that children know how to do the appropriate thing, but it is not always true. Simply teaching appropriate behavior and problem-solving skills to do what is being asked of them, and academic remediation can result in behavioral improvements.

### *Classroom Accommodation*

Making adjustments in seating, schedule, breaks, instructional practices, method of work production, or other environmental changes can be very helpful in managing behavior. Children for whom transitions are difficult may benefit from having the classroom schedule posted. Common sense and best practice will help teams come up with plans that are minimally invasive on the student and the environment.



### *Reinforcement*

Giving children the opportunity to earn things they like can be a very powerful way to improve behavior. Some programs include the opportunity to earn points that can be redeemed for additional time in a preferred activity. Sometimes behavior success is rewarded by allowing a child to avoid an activity they don't like. Some children earn stickers or prizes. Don't underestimate the power of praise. Think about rewarding a child for the absence of a target behavior, instead of waiting for the negative behavior and responding to that. Some attention seeking behaviors

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# PLUK Conducts Training for Philipsburg Schools

By David L. Lee, Ph.D., Superintendent

The training for the Pupil Instruction Related (PIR) days prior to the start of the school year for the Philipsburg Schools was conducted by PLUK representatives, Anne Galasso and Nancy Staigmilller. Provisions of the Individuals With Disabilities Education Act (IDEA) were emphasized in the training along with the Section 504 guidelines. The participants included teachers, administrators, teacher aides, custodians, office personnel and even a couple of members of the school's Board of Trustees.

Various instructional techniques were used including overhead visuals of salient points as well as the handouts to accompany the topics covered. A great deal of relevant information was presented and discussed around the Six Principles of IDEA, namely:

- Free and Appropriate Public Education;
- Appropriate Evaluations;
- Individual Education Program (IEP);

- The Least Restrictive Environment;
- Parent/Student Participation in Decision Making; and ,
- Procedural Safeguards.

While each one of the principles contained comprehensive information, perhaps the topic of most immediate value concerned the many ideas for developing better IEP's. The handbook provided by PLUK will continue to be a valued resource for our work with the special education program.

While several handouts were provided, one visual depiction of the comparison between IDEA and 504 stands out as being extremely helpful to educators. We sometimes wonder why one avenue is taken in a certain situation and not another. This visual helped to bridge that gap as well as several role playing exercises that proved to create a better understanding of selected special education issues.

Also the PLUK duo presented information on the variety of resources

available through the PLUK library including videos and hard copy of topical issues. Moreover, Anne and Nancy provided some of the recommendations to our school concerning additional resources that they thought would be helpful to us in our work, such as: 1) A copy of the diagnostic and statistical categories in the *DSM-IV*; 2) Access to *Wright's Law Reference Book*; and 3) Information on "Writing a Better IEP."

Although assimilating all of the information provided would be next to impossible, the presentation with several resources provided will give our staff a knowledgeable approach to special education issues. If we don't know the answers to all of the questions, we will know where to look or whom to call.

Thanks to Anne and Nancy, our school year got off to a good start with this timely and relevant participatory workshop. ♦

*Continued from page 19*

can be changed by simply ignoring them. Allowing children to take breaks when they need to (time away), or requiring them to take breaks when there are problems (time out) are good options for some children. Finally, it is sometimes appropriate for children to receive negative consequences, like lost privileges, but positive programming is widely considered more potent for changing problematic behavior.

### Follow up

Checking for the success of a behavior plan is a vital activity. If a behavior plan is not working (after a reasonable amount of consistent trial) it should be adjusted or revised. The point is to increase pro-social behavior and decrease problematic behavior, so the team needs to keep at it.

It is often tempting to believe that children who are having behavior

struggles don't care or don't want to succeed, but it is rarely the case. It's hard, sometimes, to move away from the punishment paradigm that many of us are familiar with. Positive behavior planning and interventions are strategies that have been shown to have long-term beneficial results. ♦

— Networker, Fall 2000, Matrix Parent Network and Resource Center

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***In the Know...***



Make sure you are in the information and support loop. Join the fun in the PLUK e-mail lists. They are all accessible from the home page of our web site as well as through the addresses listed below. You can participate in the PLUK e-mail lists as a contributor or a listener. Best of all, they're free!

*PLUK eNews*

PLUK eNews is an e-mail newsletter for families of children with disabilities in the state of Montana.

View messages: < [http://www.egroups.com/group/PLUK\\_eNews](http://www.egroups.com/group/PLUK_eNews) >

Subscribe: < [PLUK\\_eNews-subscribe@egroups.com](mailto:PLUK_eNews-subscribe@egroups.com) >

*PLUK Parent Chat*

This chat group is for parents of children with disabilities in the state of Montana and others interested in their issues. Anyone is welcome to join.

View messages: < [http://www.egroups.com/group/PLUK\\_parentchat](http://www.egroups.com/group/PLUK_parentchat) >

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— Nathaniel Branden  
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To apply for a PLUK Special Rate Unlimited Internet Access Account, please write, fax or e-mail our office. Please, **do not call** PLUK or Touch America about this offer.

Please include the following information in your letter, fax or e-mail:

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2. Billing Address, City, State, ZIP Code
3. Telephone number
4. Account Logon (up to 8 letters/numbers)
5. Account Password (up to 8 letters/numbers)
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7. Computer Operating System Version  
(Windows 3.1, Windows 95, Windows 98, Mac OS 7.5, Mac OS 8.6, etc.)
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Write to:  
PLUK Special Rate Internet Accounts  
516 N 32nd St  
Billings MT 59101  
Fax to:  
406/255-0523  
E-mail to:  
[plukinfo@pluk.org](mailto:plukinfo@pluk.org)

## What is PLUK?

PLUK is a statewide, self-help organization of parents reaching out to other parents.

The philosophy of PLUK is that there is no one right way to be a good parent — but through self-help services that increase knowledge, parent-to-parent contacts that model and share skills, and mutual problem solving, parents can discover, use, and appreciate their own personal coping skills.

### Who Should Call?

- ♥ Parents of children with special needs, chronic illnesses, or disabilities.
- ♥ Parents of children with emotional or behavioral problems.
- ♥ Parents needing encouragement and moral support from other parents.
- ♥ Family members and friends of persons with special needs.
- ♥ Individuals with disabilities or chronic illnesses.
- ♥ Professionals in medical, educational or human service fields.

### What Services Does PLUK Offer?

#### Information

- ♥ State-of-the-art special needs library (Materials mailed to anywhere in Montana at no charge.)
- ♥ A bimonthly newsletter
- ♥ Referral to medical, educational or human services
- ♥ Training in parenting, communication and advocacy skills
- ♥ Computer lab with adaptations for people with special needs
- ♥ Assistance in seeking financial resources

#### Support

- ♥ Individual assistance and emotional support
- ♥ Trained advocates
- ♥ Mediation and conflict resolution
- ♥ Referrals to parent support groups
- ♥ Parent-to-parent contacts

### Where is PLUK?

PLUK's services are available to individuals and families throughout Montana. The main office, library and computer lab are located at 516 N 32nd St in Billings and satellite offices are located around the state.

### When is PLUK Open?

The PLUK central office is open 8:00 a.m. to 5:00 p.m., Monday through Friday. After hours, incoming calls are recorded on voice mail and we respond on the next business day.



### Is There a Cost for PLUK Services?

All PLUK's services are free to individuals with disabilities and their families.

### How Can I Get in Touch?

- ♥ Stop in at the main office in downtown Billings.
- ♥ Call us at 406.255.0540 or 800.222.7585 (toll free).
- ♥ Send us a fax at 406.255.0523.
- ♥ E-mail at [plukinfo@pluk.org](mailto:plukinfo@pluk.org).
- ♥ Or, visit our web site at <http://www.pluk.org> ♦

## Ten Ways to Help PLUK

1. Volunteer for the Parent Support Network, experienced parents who assist PLUK's regional representatives in providing information and support to other parents.
2. Volunteer in the main office in Billings (Receptionist, Library, Disability Awareness, Fund-raising, Technology Lab).
3. Designate tax-deductible charitable contributions to PLUK (United Way and other qualifying planned gifts such as: charitable remainder unitrust; charitable remainder annuity trust; charitable lead trust; charitable gift annuity; charitable life estate; & life insurance policies).
4. Name PLUK as a beneficiary in your will.
5. Donate used computer equipment (Mac or PC). PLUK staff and volunteers refurbish used computers and give them away to children and adults with disabilities who need them. You can claim a charitable donation for the value of your gift and feel good about helping someone who otherwise could not afford to have a computer.
6. Donate any item of value and claim a charitable donation for the market value.
7. Shop online and register at PLUK's online shopping village: <http://www.pluk.greatergood.com>. 5-15% of the purchase price goes directly to PLUK at no cost to the purchaser.
8. Become an annual/monthly donor to support PLUK activities.
9. Purchase PLUK publications and videos.
10. Coordinate a fund-raising activity in your community. ♦

## Parent Representatives for Part C Services

The parent representatives on the Family Support Services Advisory Council are available to hear comments from other parents about Part C services for infants and toddlers. Please feel free to contact the parent representative closest to you.

Millie Kindle

HC 65 Box 6100  
Malta MT 59538  
406.654-2097 (H)  
mkindle@juno.com

Fred Brown

PO Box 865  
Inverness MT 59530  
406.292-3244 (H)  
stampkc@3rivers.net

Gerald & Maria Pease

Box T  
Lodge Grass MT 59050  
406.639-2598 (H)

Julianne Abraham

741 Cheery Dr  
Belgrade MT 59714  
406.388-0072  
cjabraham@imt.net

Gwen Beyer

106 22nd Ave  
Polson MT 59860  
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Kelly Johnson

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Kalispell MT 59901  
406.755-2425 (W)  
cdckal@digisys.net

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406.255.0540 (voice/TT)

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## PLUK News Subscription Form



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- I am the parent of a child with a disability residing in Montana and I would welcome a free subscription. (Please tell us a little about your child — name, disability, birth date, etc.)
- \$20 donation for a one-year subscription
- \$35 donation for two years
- I would like to request a waiver for one year. I have included a letter explaining why I am requesting a waiver of the fee.
- I would like to contribute \$\_\_\_\_\_ to support PLUK programs.

