

Welcome to PLUK's electronic newsletter!

We are proud to present news of interest for Montana families of children with disabilities and special health care needs, and for the professionals and educators who serve them; however, it does not constitute an endorsement.

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President's Remarks at the Signing of H.R. 1350 December 3, 2004

INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT OF 2004

Dwight D. Eisenhower Executive Office Building, 10:20 A.M. EST

<http://www.whitehouse.gov/news/releases/2004/12/20041203-6.html>

THE PRESIDENT: Thanks for coming. Good morning. I'm proud to be standing up here with friends from both sides of the political aisle who worked together to re-authorize the Individuals with Disabilities Education Act. It's a really good piece of legislation. It took a lot of hard work, and it shows what is possible in our nation's capital.

I want to thank Mike Castle for being the sponsor of the bill. I appreciate your hard work, Mike. I also appreciate being here with Senator Ted Kennedy, who has been a long-time advocate for the IDEA legislation. I appreciate you bringing your sister. Welcome. (Applause.) I want to thank Senator Mike Enzi from Wyoming and Senator Pat Roberts from Kansas, Senator Sessions from Alabama, Senator Lamar Alexander from Tennessee, and Congressman Ric Keller for being here, as well. Thanks for your good work and your stalwart support.

I appreciate Gene Hickok. Dr. Hickok here is the deputy secretary of the U.S. Department of Education. I want to thank Doug Hunt, who is the commissioner of the Ohio Rehabilitation Services Commission, for agreeing to serve on the President's Commission on Excellence in Special Education. I want to thank you for your work on that, Dr. Hunt. I appreciate Kyle Stevenson being up here today. Kyle, thank you for coming. I first got to meet Kyle at the -- (laughter) -- White House tee ball game. He's a pretty good player. Thanks for coming. Stephanie, I appreciate you being here. It's good to see you again. I want to thank Isabelle June Baily for being here. Isabelle June, thank you for being here. We're so proud you're here. Thank you for joining us. (Laughter and applause.) She's up here with her mom, Carolyn, and her dad and two brothers, Alex and Ben, are with us today, as well. Thank you all for coming.

America's schools educate over 6 million children with disabilities. In the past, those students were too often just shuffled through the system with little expectation that they could make significant progress or succeed like their fellow classmates. Children with disabilities deserve high hopes, high expectations, and extra help.

In the bill I sign today, we're raising expectations for the students. We're giving schools and parents the tools they need to meet them. We're applying the reforms of the No Child Left Behind Act to the Individuals with Disabilities Education Improvement Act so schools are accountable for teaching every single child. All our students deserve excellent teachers. So this law ensures that students with disabilities will have special education teachers with the skills and training to teach special education and their subject area.

Some students with disabilities will need intensive, individualized help. So this law, for the first time, will support tutoring programs to help children in schools that need improvement. When schools are so busy trying to deal with unnecessary and costly lawsuits, they have less time to spend with students. So we're creating opportunities for parents and teachers to resolve problems early. We're making the system less litigious, so it can focus on the children and their parents.

The people who care most about the students are of course the teachers, and especially the parents, who know their needs and know their names. So we're giving more flexibility and control over the students' education to parents and teachers and principals. We'll make sure that parents and schools can change a student's educational program to better meet their needs, without having to attend unnecessary

meetings or complete unnecessary paperwork. We trust the local folks to meet high standards for all our kids, and this bill gives them the freedom and flexibility to meet our goals.

All students in America can learn. That's what all of us up here believe. All of us understand we have an obligation to make sure no child is left behind in America. So I'm honored to sign the Individuals With Disabilities Education Improvement Act of 2004, and once again thank the members for being here.

(Applause.)

(The bill is signed.) (Applause.)

END 10:24 A.M. EST

<http://www.whitehouse.gov/news/releases/2004/12/20041203-6.html>

Award-winning job rehabilitation counselor helps area Montanans overcome disability

By RICHARD ECKE, Tribune Staff Writer

Job rehabilitation counselor JoAnn Null has been named Counselor of the Year.

JoAnn Null is no shrinking violet when it comes to helping her clients. She is a state job rehabilitation counselor.

"She's unreal," said Craig McCarthy of the Dearborn area. "She's telling people to get it done right now. My phone rang off the hook for two weeks after my first meeting with her."

Null won an award this fall as Counselor of the Year in vocational rehabilitation from the Montana Association of Rehabilitation.

"Why do I think I'm so good?" she asked in an interview. "Because I care. I don't sympathize but I have a lot of empathy. I treat people as people. I don't consider myself better than (they are)."

Read more at:

<http://www.greatfalls Tribune.com/apps/pbcs.dll/article?AID=/20041202/LIFESTYLE/412020306/1024/NEWS01>

Agency Says Broader Law Needed to Protect Civil Rights of Disabled

Eileen Putnam, The Associated Press, 11-30-2004

An independent federal agency wants President Bush to propose changes in the nation's landmark disability act, citing Supreme Court decisions it says have reduced the status of disabled people "to that of second-class citizens."

The National Council on Disability, which advises Congress and the president, said in a report being released Wednesday that legislation is needed to restore the original intent of the 1990 Americans with Disabilities Act.

The council proposed an "ADA Restoration Act," which it likened to the Civil Rights Restoration Act of 1987, passed by Congress to broaden the civil rights law enacted two decades earlier.

Specifically, the council said Congress should bar discrimination against anyone "on the basis of disability," a change from the current wording, which bars discrimination "against an individual with a disability."

Read more at <http://www.law.com/jsp/article.jsp?id=1101738476924>

Come join our national online discussion on the SETT Framework hosted by Joy Zabala.

The discussion has gotten off to a lively start, with several interesting comments and questions already posted. Here's a sample of some ongoing discussion taking place...

"I want to jump in by asking about family engagement in using the SETT Framework. From my experience both as the Mom in the IEP meetings as well as the professional, it seems that there is more information and resources on the professional side. What are strategies to support parents and the student contributing to the discussion and be active participants? What perspectives will the family provide?"

Please come and take a look at the discussion - even better, participate! Share your questions, comments and experiences. Whether you are a interested family member or friend or an AT professional, we want to hear from you!

<http://www.fctd.info/webboard/index.php>

Preventing Early Reading Failure

Regular checkups -- the key to preventive medicine -- are an expected part of everyday life. They catch problems early and allow us to live longer, healthier lives. Today we have the knowledge to create a similar preventive model in kindergarten and elementary school classrooms for detecting reading

problems early. In the past ten years, researchers have developed easy-to-use assessments that accurately predict which children are at risk for reading failure. They've also developed intensive, small-group interventions that can bring virtually all children's reading skills into the average range. When teachers implement the preventive model of reading instruction, they can track students' progress with reading checkups three times a year and provide immediate, effective interventions for children who fall behind. In the Fall 2004 issue of American Educator, an article by Joseph Torgesen explains the research behind the preventive model and one by Catherine Paglin shows how one school district put the preventive model to work.

http://www.aft.org/pubs-reports/american_educator/index.htm

RESEARCH: Even Minimal, Undetected Hearing Loss Hurts Academic Performance

An unidentified minimal hearing loss is a significant factor in the psychosocial and educational progress of young children, according to multiple research studies conducted over the past 20 years at Vanderbilt University in Nashville, Tennessee. Researchers will present their findings during the American Speech-Language-Hearing Association's (ASHA) annual convention at the Pennsylvania Convention Center, November 18-20.

Investigators found that children with a hearing loss in one ear were ten times more likely to suffer academic difficulties than their normal hearing peers. They also found that one third of the children examined repeated grades or required resource assistance in school.

A minimal hearing loss can be in only one ear, both ears, or can be the inability to hear high-pitched sounds. Children with this type of hearing loss are able to hear many sounds in their environments, but they often miss soft sounds or sounds of a particular frequency range. Children can have a minimal hearing loss due to a variety of reasons, including genetics, complicated births or deliveries, or exposure to ototoxic drugs. These minimal losses often go undetected because children with such losses are believed to be ignoring or not paying attention since they appear to hear with no apparent difficulty.

Read more at <http://www.sciencedaily.com/releases/2004/11/041123204642.htm>

RESEARCH: Magnetic resonance spectroscopy may prove to be the definitive diagnostic test for bipolar disorder

Posted By: News-Medical in Medical Study News, Published: Tuesday, 30-Nov-2004

Magnetic resonance (MR) spectroscopy may prove to be the definitive diagnostic test for bipolar disorder, a serious brain illness characterized by an alternating pattern of extreme emotional highs and lows, according to a study presented today at the annual meeting of the Radiological Society of North America (RSNA).

Using MR spectroscopy of the brain, researchers at the Mayo Clinic in Rochester, Minn., identified significant differences between the brain chemistries of people with and without bipolar disorder.

"The psychiatric community clearly needs a tool to help diagnose bipolar disorder," said John D. Port, M.D., Ph.D., assistant professor of radiology and consultant at the Mayo Clinic. "We are hopeful that very high-field MR spectroscopy will prove helpful by identifying metabolic markers of the disease."

Currently, bipolar disorder is diagnosed by psychiatrists on the basis of symptoms and, when available, family history. Often patients go undiagnosed for years.

"Bipolar disorder is challenging to diagnose because individuals can cover up the symptoms of the illness or may recognize only their depression, not the manic phase of the disorder," Dr. Port said. "It's also important to be able to distinguish bipolar disorder from major depression because a mistaken diagnosis can result in the wrong therapy and unstable moods for years."

Read more at <http://www.news-medical.net/?id=6567>

STUDY: Brains of People with Autism Recall Letters of the Alphabet In Brain Areas Dealing With Shapes

*Finding Supports Theory That Autism Results From Failure of Brain Areas To Work Together
Monday, November 29, 2004*

In contrast to people who do not have autism, people with autism remember letters of the alphabet in a part of the brain that ordinarily processes shapes, according to a study from a collaborative program of the National Institute of Child Health and Human Development of the National Institutes of Health.

The study was conducted by researchers in the NICHD Collaborative Program of Excellence in Autism (CPEA) at the University of Pittsburgh and Carnegie Mellon University. It supports a theory by CPEA scientists that autism results from a failure of the various parts of the brain to work together. In autism,

the theory holds, these distinct brain areas tend to work independently of each other. The theory accounts for observations that while many people with autism excel at tasks involving details, they have difficulty with more complex information.

The study and the theory are the work of Marcel Just, Ph.D., Professor of Psychology at Carnegie Mellon University in Pittsburgh, Pennsylvania and Nancy Minshew, M.D., Professor of Psychiatry and Neurology at the University of Pittsburgh School of Medicine and their colleagues.

The study is scheduled for on-line publication November 29 in the journal *Neuroimage*, at <http://www.sciencedirect.com>.

Read more at http://www.nichd.nih.gov/new/releases/final_autism.cfm

RESEARCH: Autism: Why Do Some Develop Then Regress?

ANN ARBOR, Mich -- Most children with autism show developmental differences early in life, usually involving their ability to communicate. But new University of Michigan research examines the 20 to 40 percent of youngsters who appear to develop communication skills, then regress.

The largest known study of its kind offers a host of new details on autism with regression, including a link between regression and a family history of autoimmune thyroid disease, an association with gastrointestinal symptoms and more findings offering a better picture of autism's causes.

While previous research used data collected from school age and older children, the new study included mostly children in their pre-school years. The U-M Autism & Communication Disorders Center used data collected from 13 sites across the nation as part of a larger project within the Collaborative Program for Excellence in Autism.

Read more at: <http://www.sciencedaily.com/releases/2004/12/041203100809.htm>

Educational Interpreter Certificate Project (EICP) Cohort 5

The EICP Cohort 5, funded by the OPI, and provided through the Distance Opportunities for Interpreter Training Center in Colorado, is a distance learning program that provides K-12 working interpreters with the knowledge and skills to effectively interpret in the K-12 educational setting. The certificate program consists of 30 semester hours of specialized coursework and a required online orientation course. Approximately half of the credits are focused on interpreting skills and the other half are knowledge sets to apply those skills effectively in the classroom.

Recruiting and screening of EICP Cohort 5 applicants will occur between January and May 2005. Applicant selection will occur in June and the online orientation course will be held August 8-September 2, 2005 (tentative date). The EICP courses will begin September 6, 2005. Participants in this cohort group will complete their training in August of 2008. As a part of the project, participants are expected to participate in a three-week summer program held in Denver during the summers of 2006, 2007 and 2008. All costs are included as a part of the program's registration fees (paid by the OPI) with the exception of per diem and transportation for the summer sessions. These costs are usually paid for by the applicant's employer using its own IDEA Part B funds.

Information about the EIPA, including registration information for the assessment, is available on the Web site at: <http://www.usu.edu/mprrc/curproj/ask12/index.cfm>.

If you have questions regarding this memo, please call Marilyn Pearson at 406/444-4428.

RESEARCH: Brain Abnormality Linked to Hyperactivity Disorder

Mon Nov 29, 2004 09:18 AM ET

CHICAGO (Reuters) - Brain scans of children with attention deficit hyperactivity disorder show abnormalities in the fiber pathways along which brain signals pass, scientists said on Monday.

The finding indicates the disorder may be more than just a chemical imbalance, they added.

Using an imaging technique called diffusion tensor imaging, researchers found subtle anatomical differences in children diagnosed with ADHD that may affect communication between key areas of the brain -- the frontal cortex, basal ganglia, brain stem and cerebellum.

Read more at: <http://www.reuters.com/newsArticle.jhtml?type=healthNews&storyID=6942511>

Montana: Women's Equity Project's first newsletter available online

These projects focus on improving post secondary employment outcomes for young women with disabilities.

<http://www.msubillings.edu/equityoutreach/newsletters.htm>

PLUK trainings and activities planned for Winter/Spring 2005

PLUK associate boards around the state are sponsoring a number of trainings and activities this coming year. Mark your calendar if you are interested in participating.

Go to <http://www.pluk.org/training> for more detailed information and registration.

January 2005

Title: **Staying Cool When Our Buttons are Pushed: An Introduction**

Date: Tuesday, **January 11**, 6:00 - 8:00 PM

Where: Interactive video conference airing statewide from Missoula

Presenter: Doug Cochran-Roberts

Title: ADHD: Where We Stand Today

Date: January 19, 9:00 AM - 4:00 PM

Where: Bozeman Chamber of Commerce

Presenter: Stephanie Luehr

Title: Staying Cool When Our Buttons are Pushed

Date: January 24, 9:00 AM - 4:00 PM

Where: Mansfield Center, Billings

Presenter: Doug Cochran-Roberts

February 2005

Title: Fetal Alcohol Syndrome

Date: Tuesday, February 8, 6:00 - 8:00 PM

Where: Interactive video conference airing statewide from Fort Belknap

Presenters: Jill Plumage, Fort Belknap Hospital

Title: Special Education in Montana (legal aspects and case studies)

Date: February 9, 9:00 AM - 4:00 PM

Where: Montana School for the Deaf and Blind conference room, Great Falls

Presenter: Kathy Manley Coburn

Title: Financial Planning and Resources for Families

Date: February 24, 9:00 AM - 4:00 PM

Where: Ruby's Conference Center, Missoula

Presenters: Nancy Gibson & Karen Grove

March 2005

Title: Bullying: an Introduction to What we can do

Date: Tuesday, March 8, 6:00 - 8:00 PM

Where: Interactive video conference airing statewide from Kalispell

Presenters: Dr. Marlene Snyder and panel

Title: ADHD: Where We Stand Today

Date: March 9, 9:00 AM - 4:00 PM

Where: Kalispell

Presenter: Stephanie Luehr

Title: Staying Cool When Our Buttons are Pushed: Part 2

Date: March 21, 9:00 AM - 4:00 PM

Where: Kalispell, The SUMMIT

Presenter: Doug Cochran-Roberts

April 2005

Title: TBA

Date: Tuesday, April 12, 6:00 - 8:00 PM

Where: Interactive video conference airing statewide

Presenters: TBA

Title: Bullying: What we know, What we can do

Date: April 15, 9:00 AM - 4:00 PM

Where: Miles City

Presenter: Dr. Marlene Snyder

May 2005

Title: TBA

Date: Tuesday, May 10, 6:00 - 8:00 PM

Where: Interactive video conference airing statewide

Presenters: TBA

Title: Fetal Alcohol Syndrome

Date: Tuesday, May 17, 9:00 AM - 4:00 PM

Where: Great Falls

Presenters: Jill Plumage, Fort Belknap Hospital

Other Community Activities

- February 19, 2005, Sports & Recreation Festival, Rocky Mountain College Athletic Building, Billings. Contact Dennis Moore at the PLUK office, 406/255-0540. Sponsored by the Billings Associate Board.
- May 13, 2005, Kids at Heart Gala with a performance by the *Mid Life Chryslers*, Sheraton-Billings, call Dennis Moore at the PLUK office, 406/255-0540. Sponsored by the Billings Associate Board.

Training/Workshops/Meetings/Conferences in Montana::

Pre-K Handwriting Without Tears, December 9 (Lewistown) & December 10 (Billings)

Presented by Carol Rushing-Carr

Handwriting Without Tears® (HWT) is the easy way to teach pre-printing, printing, and cursive! It was developed by Jan Z. Olsen, OTR, an occupational therapist and handwriting specialist. HWT is an inclusive method for teaching children of all ability levels. Parents and new teachers enjoy the simple and clear directions that make it easy to help children. Experienced teachers appreciate the innovative techniques and limited preparation needed to have great success with the entire class.

View flyer at: <http://www.msubillings.edu/cspd/HWT%2004%20flyer.pdf>

View Region III CSPD events at <http://www.msubillings.edu/cspd/events.htm>

Advocating for Your Child With a Disability/Serious Health Care Need, December 11, Bozeman

A parent workshop sponsored by PLUK (Parents Let's Unite for Kids)

- Special Education Basics/the IEP (Individual Education Program)
- Working Together with your School District – it's a Team Effort
- Record Keeping
- Finding Resources
- Support for Yourself

Saturday December 11th from 10:30 a.m. – 12:00 p.m.

Bozeman Adult Learning Center

1218 Durston Road (across the street from Gallatin Rest Home)

REGISTRATION REQUIRED:

Please contact Rebecca, toll-free at 1-877-847-8890 or radams@pluk.org.

(Registration is for contact information only in case of cancellation)

Introduction to SSI/SSDI, December 13, Teleconference (Missoula, Glendive, Glasgow, Miles City, Billings)

SSA Part 1: Introduction to SSI/SSDI, 12/13/04 1:00-4:pm, METNET, impact of wages on Benefits and PASS (Missoula, Glendive, Glasgow, Miles City, Billings).

For information contact Kim Brown, Transition Project Coordinator at 406/243-4852 or brown@ruralinstitute.umt.edu.

Spectrum Disorder Support Group, December 17, Billings

On the third Friday of each month, there is a support group meeting at the Scottish Rite Language Clinic at 7:00 PM. Call 259-1680 for more information.

Overview of SSA Work Incentives, January 6 2005, Teleconference (Missoula, Glendive, Glasgow, Miles City, Billings)

SSA Part 2: Overview of SSA Work Incentives (Missoula, Glendive, Glasgow, Miles City, Billings).

For information contact Kim Brown, Transition Project Coordinator at 406/243-4852 or brown@ruralinstitute.umt.edu.

Transition Requirements and Practices in the IEP Process: What is Your Role?, January 7, 2005, Billings

The Special Education Division of the Office of Public Instruction (OPI) has recently developed a teacher training module for secondary transition requirements in the Individualized Educational Plan (IEP). This "nuts and bolts" training uses the transition pages from the OPI sample IEP form as a reference.

The training includes the process for gathering the information necessary to effectively develop an appropriate IEP that will meet the Individuals with Disabilities Education Act (IDEA) transition requirements and Montana monitoring standards. It includes specific training on the IEP form and provides examples.

For information contact:

Region III CSPD

Debra Miller

Montana Center on Disabilities/ MSU-B

PLUK eNews December 6, 2004

Phone: 657-2312, Email: dmiller@msubillings.edu
On-Line Registration <http://www.msubillings.edu/mcdregister>

Asperger Syndrome Support Group, January 13, Billings

Anyone whose life is affected by Asperger Syndrome is invited to attend these meetings. Meetings are scheduled for January 13, March 10 and May 12 at 7:00 PM. Meetings take place at: 17th Street Station, 1648 Poly Drive, Billings. Contact Valerie at 245-1770 or Paula at 248-6186 for information.

Ideas! Ideas! Ideas! The Teacher's Toolbox for Differentiating Instruction, January 18, 2005, Missoula - January 19, 2005, Kalispell

This session is filled with strategies, tips, tools, and techniques that are both highly effective and extremely practical in helping your students succeed. Specific strategies will help your students get organized, be accountable for results, compensate for difficulties and improve reading, writing, and math skills. Effective tools for positive behavior and building self-confidence will also be included. The focus is on high expectations and high standards for all students while differentiating instruction to meet the needs of diverse learners. The strategies suggested are time-efficient for the teacher and highly effective for students. This session is designed to include ideas for all content areas and will benefit general educators and special educators as well as paraeducators, other school support staff and administrators. These are the "nuts and bolts" strategies that you will take back and use immediately!

Session 2: Managing the Mathematics Classroom, February 3, 2005, Missoula - February 4, 2005, Kalispell

Managing a classroom so that time on task and student engagement in math are maximized is an art. Potential problems in the classroom involve motive and opportunity. You remove motive by keeping all students engaged, remove opportunity through careful planning and management of manipulatives and groups. This workshop focuses on how to organize and manage cooperative groups along with differentiating instruction to meet the needs of all learners. Effective management maximizes learning and minimizes behavior problems.

To register or for further information please go to <http://www.cspd.net>.

Writing PASS plans, February 3 2005, Teleconference (Missoula, Glendive, Glasgow, Miles City, Billings)

Writing PASS plans (Missoula, Glendive, Glasgow, Miles City, Billings).
For information contact Kim Brown, Transition Project Coordinator at 406/243-4852 or brown@ruralinstitute.umd.edu.

Effective Reading Interventions, February 22, 2005, Missoula - February 23, 2005, Kalispell

This is the second of a series of three workshops that focuses on specific research-based strategies and materials for working with students in grades 4-12 who struggle with reading.

For more information and to register online, go to the Region V CSPD web site: <http://www.cspd.net>.

Working with Angry and Resistant Youth: Strategies for Fostering Hope and Resilience, March 1, 2005, Polson

This presentation focuses on factors that contribute to the creation of a positive school climate for both students and staff. Dr Brooks discusses these factors by outlining the key dimensions of the mindset of effective educators and other professionals including an appreciation of: (a) empathy and exercises to promote empathy, (b) our own memories of school as guideposts for what we do today, (c) the lifelong impact we have on children and adolescents, (d) the mindset of resilient youth, (e) the components of motivation, (f) the importance of a strength-based approach that identifies and reinforces each student's "islands of competence," and (g) specific interventions for fostering motivation, learning, self-discipline, self-esteem, cooperation, caring, hope, and resilience in students. Strategies will be shared for professionals and parents about how to strengthen their own "stress hardness" so as to be less stressed and more effective in working with or raising these challenging youth.

Dr. Brooks is a clinical psychologist and faculty member at the Harvard Medical School. He also serves as an advisory board member of the Children and Adults with Attention Deficit Disorder (CHADD). His

most notable publication is *The Self-Esteem Teacher*. He spends most of his time conducting motivation, resilience, and self-esteem workshops nationally and internationally.

For more information and to register online, go to the Region V CSPD web site: <http://www.cspd.net>.

Montana Council for Exceptional Children (CEC) Conference, April 13-15, 2005, Billings

<http://www.mtcec.org/conference.htm>

Step Up to Writing- A Key to Academic Success, April 25-26, 2005 (Missoula), April 27-28, 2005 (Kalispell)

Step Up to Writing is a writing program which makes a dramatic difference in student success. This two-day workshop is designed for teachers who want to help struggling students learn to communicate in an organized and effective manner. Participants will leave the workshop with a wealth of strategies which motivate students as they significantly increase their academic success.

The trainer, Neilia Solberg, B.A., is a Step Up to Writing consultant for Sopris West Educational Services. Included in her years of teaching are elementary school and staff development in the language arts and content reading. Recent experience in Academic Achievement plans across the curriculum and grade levels as well as expanded responsibilities in coordinating instruction development.

For more information and to register online, go to the Region V CSPD web site: <http://www.cspd.net>.

Session 3: Getting Students Past the "Gatekeeper" Courses in Math-Creating Success in Pre-Algebra and Algebra, May 5, 2005, Missoula - May 6, 2005, Kalispell

Effective instruction, especially at the middle school level, is a critical component for laying the foundation for higher level mathematics. This one-day workshop focuses on the "big picture" concepts and those topics necessary for algebra success. By tackling the important topics and modeling the "big picture" concepts for students, teachers and students can "tear down" these roadblocks to algebra success.

To register or for further information please go to <http://www.cspd.net>.

Online Training/Workshops

Breaking Down Barriers to health CARE for women with disabilities, December 6

INVITATION TO PARTICIPATE IN A LIVE WEBCAST

December 6, 2004 9 am - 12 noon

The Office on Disability and the Office on Women's Health at the U. S. Department of Health and Human Services, and the Interagency Committee on Disability Research at the U.S. Department of Education invite you to participate in a live webcast of a national summit, "Breaking Down Barriers to Health Care for Women with Disabilities" on December 6, 2004 from 9 a.m. to 12 noon.

The goal of the summit is to highlight the many challenges facing women with disabilities in obtaining appropriate healthcare, and to explore ways that health professionals and facilities can overcome these barriers to provide the best possible care. The summit will feature programs and paradigms that have been successful in improving access to care for people with disabilities, including projects that focus on educating health care professionals about these issues.

Through the live webcast you will have the opportunity to view and listen to the meeting and to send in your comments and questions via email. For all the information needed to access and participate in the broadcast, please visit <http://www.hhs.gov/od> under the Upcoming Events section. Please be aware that the webcast requires software such as Real Player and 220 Kbps LAN or 56 Kbps dial-up bandwidth. You may download Real Player software at <http://videocast.nih.gov> or <http://www.real.com>. Windows Media Player Version 7.1 or higher may also be used. The latest version of Windows Media Player can be downloaded at <http://www.microsoft.com/windows/windowsmedia/default.aspx>.

Live chat on High Stakes Testing, December 8

On December 8, 2004, at 1 p.m. EST, National Center for Learning Disabilities will host a live chat on high stakes testing featuring two NCLD professional advisory board members: education lawyer Paul O'Neill and moderator Candace Cortiella.

For information, go to <http://www.ldtalk.org/>

Consumer-Directed Health Care: How Well Does It Work?, December 8

Carol Novak, Member of National Council on Disability (NCD) will present this Web cast on Wednesday, December 8, 2004, from 3:00-4:30pm Eastern; 2:00 Central; 1:00 Mountain; 12:00 Pacific; 11:00 Alaska; 10:00 Hawaii.

Carol Novak was nominated by President Bush to the National Council on Disability (NCD), an independent federal agency making recommendations to the President and Congress on disability policy, and has served since July 2002.

Ms. Novak is the parent of a 26-year-old son who has severe cerebral palsy. Her experience includes volunteering as a member of the Georgia Governor's Council on Developmental Disabilities, the Chairperson of Speaker Gingrich's Task Force on Disability, and advisor to the House Republican Caucus on Disability. As a member of the Bush-Cheney 2000 Disability Advisory Coalition, she contributed to the development of the New Freedom Initiative.

On October 26, NCD released a report entitled Consumer-Directed Health Care: How Well Does It Work? The report evaluates the evidence base for the nation's consumer-directed health care efforts. It also offers a clear picture of the strengths and weaknesses of the Federal Government's current research agenda for consumer-directed health care for Americans with disabilities. The report sheds light on the relationship between consumer-directed health care and practice. It provides a basis for policymakers who use health research evidence to inform their policy decisions (e.g., about MiCASSA, Money Follows the Person, Olmstead, and Real Choice Systems Change Grants) in keeping with the intent of the New Freedom Initiative.

To link to this Web cast and download accompanying materials visit:

<http://www.ilru.org/online/calendar.html>

For instructions on how to access a Web cast visit: <http://www.ilru.org/online/instructions.html>

Please visit this site ahead of time to test and ensure your computer is configured and updated to participate in the Web cast.

For technical assistance, please check out our FAQs (frequently asked questions) at:

<http://www.ilru.org/online/FAQ.html> or contact a Web cast team member at webcast@ilru.org or 713/520-0232 (v/tty).

Education News Parents Can Use: Next broadcast, January 18, 2005

A television series about ways to ensure children's educational success.

<http://www.ed.gov/news/av/video/edtv/index.html>

Education News Parents Can Use focuses on schools, learning and the No Child Left Behind Act of 2001. On the third Tuesday of each month during the school year, Education News airs live via satellite, offering parents and anyone else with an interest in education vital information about getting involved in children's learning.

- No Child Left Behind 3rd Anniversary Show: Stories of Success
Tuesday, January 18, 2005 — 8:00 pm - 9:00 pm ET
- Drug and Alcohol Prevention: Keeping Kids on the Right Track
Tuesday, February 15, 2005 — 8:00 pm - 9:00 pm ET
- Arts Education: Improving Students' Academic Performance
Tuesday, March 15, 2005 — 7:00 pm - 8:00 pm ET
- Early Childhood Development: What Parents Need to Know
Tuesday, April 19, 2005 — 8:00 pm - 9:00 pm ET
- Science Education: Preparing Students for the Global Economy
Tuesday, May 17, 2005 — 8:00 pm - 9:00 pm ET
- Service Learning: Creating Community & Developing Citizens
Tuesday, June 21, 2005 — 8:00 pm - 9:00 pm ET

If you have any comments or questions, feel free to send a message to Education.TV@ed.gov or call at 1-800-USA-LEARN.

Training/Workshops/Conferences outside Montana::

Adventures in Education: conference on Inclusive Education, January 27-29, Denver CO

Visit <http://www.peakparent.org> for information and registration.

North American Active Learning Convention, February 7-9, 2005, San Francisco Bay Area

Theme: Lighting The Fire: Igniting the American Active Learning Agenda

For: Special educators, physical and occupational therapists, parents and care providers of those with severe and/or multiple disabilities under the developmental age of 4.

Sponsors:

- National Federation of the Blind Jernigan Institute
- Texas School for the Blind and Visually Impaired
- Evansville Association for the Blind
- National Organization of Parents of Blind Children (Division of NFB)
- Blind Babies Foundation
- · Vision Associates

For more information, visit: <http://www.lilliworks.org/alconvention.htm>

Learning Disabilities Association 42nd Annual International Conference on Learning Disabilities, March 2-5, 2005—Reno, NV

The largest learning disabilities conference in the world is coming to Reno, Nevada, and bringing more than 300 workshops and exhibits. Topics include: adult issues; medical research; health issues; workshops on early childhood, reading, classroom strategies; and NIFL "Bridges to Practice."

When: March 2-5, 2005

Where: Nugget Hotel, Reno

Registration: \$75-\$230

Contact: <http://www.lidaamerica.org>

Abuse of Children & Adults with Disabilities, March 14-16, 2005, Riverside, CA

Hosted by Arc Riverside, the Only Ongoing Conference on abuse and other crimes against children, adults and seniors with disabilities brings you up-to-date and provides basic information for those new to the field.

Who should attend? Anyone responding to crimes, abuse, children and adults with disabilities. Law enforcement, victims services, protective services, advocacy services, health care, mental health, sexual assault response, domestic violence, family violence, among others. Meet the top national experts in the field!!!

The full conference cost for early bird registration (before March 10th) is \$265 - after March 10th and on-site is \$340. Attending for one day is \$170. CEUs are also available!

Register online at: <http://www.disability-abuse.com/cando/conf>

2005 CEC Convention and Expo, April 6-9 2005, Baltimore MD

<http://www.cec.sped.org>

2005 ADA Multiple Perspectives on Access, Inclusion, and Disability Conference, April 11 - 13, 2005, Ohio State University

April 11th Pre-conference seminar presented by ADA-OHIO

Demystifying the Interplay of the ADA, FMLA & Workers Compensation

April 12th and 13th Multiple Perspectives on Access Inclusion & Disability

The Fifth Annual Multiple Perspectives conference will provide opportunities to share practical information on best practices, explore current research, and develop collaborations. The conference will continue its tradition of bringing together a diverse audience (individuals & employers, students & educators, advocates & policy makers, consumers & service agencies) to reflect on the many dimensions of disability. This year's theme, sameness, difference and equity, is summed up by the two quotes below:

In her opinion in *Tennessee v. Lane* Supreme Court Justice Ruth Bader Ginsburg said "Including individuals with disabilities among people who count in composing 'We the People,' Congress understood in shaping the ADA, that it would sometimes require not blindfolded equality, but responsiveness to difference; not indifference, but accommodation."

In an article discussing accommodations for college students with disabilities Paul Grossman, attorney for the Office For Civil Rights, described the accommodation mandate in disability law as an opportunity for rewarding self-examination. "No other set of laws so entreats academia to take its own temperature, examine its traditions, and thoughtfully deliberate about which of its standards are essential and which are

merely unexamined habits." Grossman's observation is as true for the workplace and wider society as it is for education.

For more information, contact: ada-osu@osu.edu or ADA Coordinator's Office, 614-292-6207 (V); 614-688-8605 (tty).

<http://ada.osu.edu/conferences/2005.htm>

Autism One Conference, May 26-29, 2005, Chicago IL

<http://autismone.org/homepage.cfm>

RESNA's 28th International Conference on Technology & Disability, June 25-27, Atlanta GA

Research, Design, Practice, and Policy

Hyatt Regency, Atlanta, GA

- Pre-Conference Instructional Courses: June 23-24, 2005
- Full Conference Workshops: June 25-27, 2005

RESNA takes the 2005 Conference to Atlanta, GA, where assistive technology's leading researchers, renowned clinicians, and policy experts will create a conference program with unmatched levels of knowledge and expertise. RESNA presenters and attendees will experience a surprisingly intimate conference environment where:

- information is contemporary and innovative
- uncommon questions find in-depth answers
- sharing knowledge, ideas, and experiences is easy, and
- new connections last a lifetime.

How you can participate: Obtain proposal kits at <http://www.resna.org> and submit a proposal for a workshop or Instructional Course or Download an author kit and submit a paper for inclusion in the Interactive Poster Sessions or one of the student competitions!

Selected Sources::

1. Monday Morning in Washington, DC, <http://www.inclusionresearch.org>
2. Rocky Mountain DBTAC, <http://www.adainformation.org>
3. PEN Weekly NewsBlast <http://www.publiceducation.org>
4. Health and Disability Training Calendar <http://mtdh.ruralinstitute.umt.edu/training.htm>
5. The American Indian Disability Technical Assistance Center Training Calendar <http://aidtac.ruralinstitute.umt.edu/TrainingCalendar.htm>
6. Technology for Nonprofits: <http://www.techsoup.org>

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- View an *archive* of all Weekly eNews at <http://www.pluk.org/eNews.htm>

Mission Statement: Parent's Let's Unite for Kids unites parents, professionals, families and friends of children with special needs to support one another, and share information for the benefit of their children.

Vision Statement: Given information and support, individuals with disabilities and their families will feel empowered to advocate for themselves and participate fully in educational and community opportunities.

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