

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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### Tips: Taking Care of Yourself

Raising a special needs child can be overwhelming. If you are not careful, special education can consume your life. Many parents drive themselves until they are exhausted and burned out.

Pace yourself. Listen to tapes about time management. Use a schedule to gain control of your life. Spend time with friends or family to re-charge your batteries and regain a healthy perspective.

Here are some tips for taking care of yourself and your family.

#### *Tips: Taking Care of Yourself*

- Set aside time with your partner. Use email or voicemail to stay in touch.
- Schedule one-on-one time with each child. Write the child's name by a date on the calendar. Let the child pick the place and activity.
- Master the art of the short escape. Visit a local attraction for an afternoon or a local resort for a weekend. Short escapes will help you unwind.
- Nurture friendships. Make time to go to the movies, have meals, exercise, or take walks with friends.
- Ask friends for help. Tell friends or family when you need help with child-care and errands.
- Find another parent whom you can contact when you are worried and need encouragement.
- Share child-care with another family. Pick times each week when you can help the family and when they can help you. You will each have someone to contact when you need a break.
- Help others. If you spend one hour a month helping others, this will help you keep your problems in perspective. You will know that you are not alone.
- Set aside a block of time to do special education tasks (i.e., making phone calls and filing documents). If you stick to a schedule, special education will not consume your life.
- Simplify. Get rid of clutter. Your home will be more relaxing and peaceful.
- Take the phone off the hook. When you need quiet time, turn your phone off for a few hours.
- Take care of your health. Schedule and keep appointments with doctors. If you feel anxious or depressed, see a mental health professional.

From <http://www.fetaweb.com/01/tips.takecare.htm>

### 50 ways to fix your life

From <http://www.usnews.com/usnews/issue/041227/health/27opener.htm>.

From small tinkers that can improve your life to major transformations that might save it, experts weigh in on how to make a new you in 2005

Americans have long been captivated by the notion of self-improvement--none more so than Benjamin Franklin. An accomplished printer, author, postmaster, scientist, inventor, and diplomat who taught himself to speak five languages, this Founding Father never stopped striving to change for the better. At the tender age of 79, he "conceiv'd the bold and arduous project of arriving at moral perfection," describing 13 virtues to aim for--temperance, silence, order, resolution, frugality, industry, sincerity, justice, moderation, cleanliness, tranquillity, chastity, and humility--and an intricate system for charting his progress in each. "Speak not but what may benefit others or yourself; avoid trifling conversation," he writes in his Autobiography. "Lose no time; be always employ'd in something useful; cut off all unnecessary actions."

Read more at <http://www.usnews.com/usnews/issue/041227/health/27opener.htm>.

## ADVENTURES IN EDUCATION: 2005 SPECIALS and DISCOUNTS

Don't miss the great SPECIALS and DISCOUNTS we are offering for the ADVENTURES IN EDUCATION: 2005 Conference on Inclusive Education. PEAK Parent Center's January 27-29, 2005 conference, hosted in Colorado, offers dozens of MOTIVATING SPEAKERS, tons of GREAT STRATEGIES, and lots of FUN! Don't miss it!

**EARLY REGISTRATION DISCOUNTS:** Register for the Conference by December 23, 2004 to take advantage of our early registration discounts! Save up to \$55.00 per person when registering early.

**INDIVIDUAL & FAMILY MEMBER DISCOUNTS:** If you are a family member or person with a disability you will receive additional discounts on registration fees. Save up to \$115 per person in ADDITION to early registration discounts!

**FREE GIFT CERTIFICATE!** If you have attended our Conference on Inclusive Education before and you recruit someone new to attend, you are eligible to receive a free \$20.00 gift certificate. You can use the certificate to buy books and merchandise at the PEAK Parent Center sales table during the conference.

Visit <http://www.peakparent.org> today to Register and view our brochure!

## John H. Hager Assumes Duties as Assistant Secretary for Special Education and Rehabilitative Services

*December 6, 2004*

John H. Hager, a former lieutenant governor of Virginia, has been sworn in as assistant secretary for the U.S. Education Department's Office of Special Education and Rehabilitative Services (OSERS). The Senate confirmed Hager for the post before its Thanksgiving recess.

In his new position, Hager will lead the office that administers federal special education programs for America's 6.8 million children and youth with disabilities. His office also promotes employment opportunities for adults with disabilities and sponsors research to improve the lives of individuals with disabilities of all ages. Hager's service career has included numerous leadership roles with a number of disability organizations.

"I'm looking forward to working with the secretary and my staff at OSERS on matters crucial to education and people with disabilities," Hager said. "With the recent updates to the Individuals with Disabilities Education Act and the Assistive Technology Act, we have valuable new opportunities to make a difference in the lives of the people we serve."

Read the complete release at: <http://www.ed.gov/news/pressreleases/2004/12/12062004b.html>

## CONTRACTED LITERARY AND NEMETH BRAILLE, January 17 - May 7, 2005

PAMELA BOESPFLUG, INSTRUCTOR

Description: This is a Braille class for those that know all non-contracted braille letters and numbers and have had exposure to some contracted braille. All 189 contractions of the Literary Braille Code will be presented early in the class and students will practice writing contractions correctly in words and sentences and recognize them as they read.† The emphasis will be on increasing fluency of reading and writing braille.† Students will learn to write addition, subtraction, multiplication and division problems using The Nemeth Code, the math braille code. Formatting Nemeth problems will be introduced and practiced. Students will explore math texts, Nemeth instruction books and sources for braille books.

For information, contact Pam Boespflug at the Montana School for the Deaf and Blind, 406/771-6083.

## MSU-BILLINGS HOSTS WINTER EDUCATION CAMP FOR STUDENTS GRADES 2-6, DEC. 28-29

Contact: Adam Sundstrom, Experiential Learning Program Coordinator, 896-5890

The Montana State University-Billings College of Professional Studies and Lifelong Learning will host a Winter Education Camp for students in grades 2-6, on Tuesday and Wednesday, December 28-29, from 9:30 a.m. to 3:30 p.m., on the MSU-Billings campus.

The camp is a fun learning experience that uses games, activities and crafts to teach a variety of winter topics, such as Montana mammals and winter weather. Students will spend the day in small, same-age groups, and will be involved in hands-on activities based on science education and winter outdoor skills.

On Dec. 28, the group will learn about "Marvelous Montana Mammals" and will spend part of the day working on projects and reading stories about mammals, guided by the staff and facilities at the MSU-Billings Library.

On Dec. 29, students will get a hands-on lesson about "TRACKS," with ZooMontana instructors who will be come to the camp to share their knowledge and excitement about Montana's winter animals.

The first 15 people to register will get a family pass to ZooMontana.

Cost for the camp is \$60. Space is limited, so register your young explorer soon. For more information about the Winter Education Camp, contact Program Coordinator Adam Sundstrom at 896-5890 or (800) 708-0068.

## IDEA 2004 SUMMARY

*From: NATIONAL COMMITTEE OF PARENTS AND ADVOCATES ORGANIZED TO PROTECT IDEA*

This is a summary of some of the most critical changes affecting children with disabilities and their families in IDEA 2004, concentrating on the IEP process, due process and the discipline provisions. How these changes affect our children

will depend, at least in part, on how the U.S. Department of Education interprets them through policies and regulations and how they are implemented at the state, district and school level. Most of these changes will be effective as of July 1, 2005.

A new provision in the Act authorizes the Secretary to issue only regulations necessary to secure compliance with the statute. This provision may limit the Secretary's authority to issue regulations that could be useful in clarifying ambiguities. A new section of the Act also suggests that states minimize the number of rules, regulations and policies to which the school districts are subject.

This law, as amended by the 2004 changes, will not provide mandatory full funding. Although the annual amounts now authorized (permitted) to be spent on IDEA would achieve full funding in six years, that assumes these amounts will actually be appropriated (spent), and explains why mandatory funding of IDEA is so important. In fact, two days after Congress passed the IDEA Conference Report with its "glide path to full funding" it appropriated significantly less funding for special education than it had just promised.

### *IEP PROCESS*

1. Short-term objectives. The long established obligation for IEP teams to spell out short-term objectives for meeting each child's measurable annual IEP goals no longer exists for most children. Such short-term objectives are only required for the very small percentage of children (generally less than 1% of students with disabilities) who are taking alternate assessments aligned to alternate achievement standards. The No Child Left Behind Act (NCLB) limits participation on these assessments to students with the most significant cognitive disabilities. NCLB also provides that both grade-level and alternate achievement standards should be aligned with state content standards. Parents should ensure that their child's academic IEP goals are also aligned with these standards. Short-term objectives are essential stepping stones toward these goals for all students with disabilities, not just a very small percentage.  
In states that offer alternate assessments aligned to alternate achievement standards, it is the IEP team that determines whether a child fits the criteria for students with the most significant cognitive disabilities. Parents, as members of the IEP team, may feel pressure to agree that their child fits these criteria in order to retain short-term objectives. Such pressure directly undermines the accountability provisions of NCLB. Even if these short-term objectives are not mandated by law, all parents can still request their child's IEP team to identify them. IDEA 2004 still requires a description of how progress toward meeting will be measured and parents can contend that short-term objectives are the answer. Without short term objectives parents will have virtually no way of measuring whether their children are making progress in achieving their annual goals and will not be informed participants in their child's education. In addition, teachers will not have a guide as to the intervening steps that should be taken towards achieving these goals and when they should be taken. Teachers will also have great difficulty developing meaningful progress reports to the parents.
2. IEP progress reports. The progress the child is making toward meeting the annual goals must be reported, but there is no longer a reference to "the extent to which the progress is sufficient to attain the goal by the end of the year." This information seems especially important to parents and teachers if there is a shared commitment to help all children learn to high standards set for all. Parents may see progress all year only to realize in June that the progress was not sufficient to meet the goal.
3. Transition information in IEP. The amendments clarify that the transition process for a student with a disability now begins at age 16 and is not merely a plan for transition. Parents should request that the student's IEP, when appropriate, include a statement of inter-agency responsibilities and any needed linkages since this language is no longer in the statute.
4. IEP attendance and participation. A new section allows IEP team members to be excused from attendance if their area is not being discussed. When this section is read with new provisions allowing alternate means of meeting participation (e.g. conference calls), consolidation of reevaluation meetings and other IEP meetings, and a pilot program authorizing up to 15 states to use multi-year IEPs, the combined effect is a revolution in the traditional IEP meeting. Some say these are positive changes. Others are concerned that these provisions will limit cross fertilization of ideas and undermine the interdisciplinary nature of IEP meetings (team members each bring areas or "disciplines" of expertise to the table).  
While written parental consent is required before these actions can occur, parents may find that they are under considerable pressure to provide their consent. At least once a year the parents should be able to get all the members of their child's team in one room, all sharing ideas for the benefit of the child. The potential richness of these conversations can not be anticipated in written reports submitted by excused members and conference calls do not allow for the same flow of ideas. You never know which IEP team member will turn the tide of a meeting.
5. Pilot program for multi-year IEPs. The Secretary of Education is authorized to approve proposals from up to 15 states to allow local school districts to offer, with parental consent, a multi-year IEP, not to exceed 3 years. This

option will limit parent participation in their child's education by not having a comprehensive annual IEP review, except in certain situations. Also, 3-year IEPs will contain multi-year goals which can be expected to be less specific and harder to measure than annual goals –especially when benchmarks and short-term objectives are no longer required for all but those students with the most significant cognitive disabilities. Another serious problem is that the required elements under IDEA for these multi-IEPs are not as inclusive as for annual IEPs. This is true with respect to statements on progress reports, accommodations, supplementary aids and services and more. While, the states may include these as required elements in the multi-year IEPs, IDEA does not mandate that they do so. Parents in these states will have to consent to the 3-year IEPs that must be reviewed at natural transition points by the IEP team. Therefore, it will be critical that parents are informed, knowledgeable and well prepared to deal with any pressure that may be put on them.

6. Pilot program for paperwork reduction. The Secretary of Education is authorized to grant waivers of statutory and regulatory requirements, for a period not to exceed 4 years, to 15 states proposing to reduce excessive paperwork and non-instructional time burdens. The Secretary is prohibited from waiving requirements related to civil rights or the right of a child to a free appropriate public education (FAPE). How this process is implemented is a matter of special concern to parents, who worry that many requirements in the IEP process which parents consider to be related to civil rights and FAPE, may be seen as contributors to the paperwork burden. Another significant concern is that "pilot" implies that this is the first step toward expanding these programs beyond the 15 states.
7. IEP team transition. Parents of a child transitioning from Part C services (early childhood) to part B services (school-age) can request an invitation to the initial IEP meeting be sent to representatives of the Part C system to assist with a smooth transition of services. This provision doesn't require a Part C representative to attend but it does encourage collaboration.
8. Transfers between school districts. Services comparable to those described in the IEP in effect before a child's transfer must be provided by the new school district. These services must continue until the previous IEP is adopted, or a new IEP is developed, adopted and implemented, in the case of a transfer in the same state or until a new IEP is developed, in the case of a transfer outside the state. This new provision will help parents of transferring students know what they can expect from their new schools.

#### *DUE PROCESS*

1. Procedural safeguards notice. The procedural safeguards notice will be distributed only once a year except that a copy will be distributed upon initial referral, when a parent makes a request for an evaluation, when a due process complaint has been filed or if a parent requests a copy. The notice will no longer be automatically distributed with the IEP team notice or upon reevaluation. This is only a problem if parents are unaware of their rights, including the right to request this notice if they need one.
2. Statute of limitations. Parents now have two years in which to exercise their due process rights after they knew or should have known that an IDEA violation has occurred. The interpretation of the language "should have known" will be critical.
3. Due process complaint notice Parents who feel their child's educational rights are being compromised must file a complaint with the school district (with a copy to the state) identifying the name and contact information of the child, describing the nature of the problem with supporting facts and a proposed resolution. A new provision provides that the school district shall file a response within 10 days unless the district within 15 days notifies the state hearing officer that it is challenging the sufficiency of the parent's due process complaint notice. The State hearing officer has 5 more days to make a finding. In addition to the obvious delay, of particular concern is that the complexity of filing for due process may have a chilling effect on parents.
4. Resolution session. Parents must go through a mandatory "resolution session" before due process. The school district will convene a meeting with the parents and relevant members of the IEP team within 15 days of when the school district receives the parent's due process complaint. The school district has 30 days from the time the complaint is filed to resolve the complaint to the satisfaction of the parents, after which a due process hearing can occur. This provision may encourage school systems to wait until a due process complaint is filed before trying to resolve issues. Attorney's fees are not reimbursed for work related to the resolution session.
5. Attorney's fees. Parent's attorneys may be responsible for paying the school system attorney's fees if a cause of action in a due process hearing or court action is determined to be frivolous, unreasonable, or without foundation. Parents may be responsible for the school system's attorney fees if a cause of action was presented for any improper purpose, such as to harass or to cause unnecessary delay or needless increase in the cost of litigation. Obviously, parents should not file frivolous or improper causes of action, but it is important that school districts not use these changes in the law to intimidate parents. This could have a chilling effect on parents obtaining legal representation and filing valid complaints to improve their children's education.

6. Qualifications for Hearing Officers. A positive change is that there are now explicit qualification requirements for Hearing Officers.

#### *DISCIPLINE*

1. Stay put. The right of a student with a disability to "stay put" in his/her current educational placement pending an appeal is eliminated for alleged violations of the school code that may result in a removal from the student's current educational placement for more than 10 days. Previously the law only denied "stay-put" rights to students with disabilities involved in drugs, weapons or other dangerous behavior or activity. The right to "stay put" while a parent challenges the manifestation determination or proposed placement is a critical element to ensuring a student's continued free appropriate public education in the least restrictive environment. Moving back and forth between the current placement and an interim alternative educational setting during an appeal can have a significant negative impact on achievement for children who already have difficulty adjusting to transitions. Parents must remain vigilant and ensure that their children continue to be provided the educational programming and services they need to make progress toward meeting their IEP goals. If this progress is negatively affected, the school may recommend a change to a more restrictive setting for the future. In addition, for purposes of reporting Adequate Yearly Progress under the No Child Left Behind Act, individual schools do not have to count children who are transferred to alternative settings and are, therefore, not in the same school for the full academic year. This could create an incentive for disciplinary actions against students with disabilities.
2. Services to be received in interim alternative educational setting. A child is entitled to receive programming and services necessary to enable him or her to receive a free appropriate public education consistent with section 612(a)(1) during the period in which he/she is in an interim alternative education setting. Under IDEA 2004, the student must be provided services to enable him or her to continue to participate in the general education curriculum and to progress toward meeting the goals in the IEP. The new provision replaced language requiring that a child in an interim alternative educational setting receive services and modifications, including those described in the student's current IEP which will enable the child to meet the goals in the IEP. The change in language cannot be interpreted as diluting any of these services that are consistent with the definition of FAPE because a student with a disability must continue to receive FAPE during the period of removal from his/her current educational placement.
3. Manifestation Determination Review. Before IDEA 2004, the burden was on the school district to show that the behavior resulting in a disciplinary action was not a manifestation of the child's disability before being allowed to apply the same disciplinary procedures as they use for non-disabled children. The burden of proof for the manifestation determination review has now been shifted to the parents who have to prove that the behavior was caused by or had a direct and substantial relationship to the disability. The language requiring the IEP team to consider whether the disability impaired the child's ability to control or to understand the impact and consequences of the behavior has been deleted. The language that gave the school an incentive to address behavior appropriately by requiring the IEP team to consider whether the IEP was appropriate has also been deleted.  
Because the amendments to IDEA make it easier for schools to remove children for non-dangerous, non-weapon, non-drug related behaviors, and place the burden on parents to prove the connection between behavior and disability, parents will need to pay careful attention to the behavioral needs of their child in developing the IEP. Even if the child has not previously been subjected to disciplinary exclusion, parents may need to anticipate, to consider and spell out any concerns they may have about their child's possible emotional and behavioral responses particularly when they are not provided the supports and services they may need.
4. Special Circumstances. Since 1997, IDEA had expressly authorized schools to unilaterally remove children to an interim alternative educational setting for as long as 45 days for offenses involving drugs and weapons—even if the behavior was a manifestation of the student's disability. In addition, a hearing officer could make the same decision if it was determined based on a preponderance of the evidence that keeping the child in his/her current placement was substantially likely to result in injury to the child or others. Although school authorities have always had the authority to respond to an emergency and to unilaterally remove any student with or without a disability who is causing serious bodily injury to another, now schools can also unilaterally remove children for 45 days for "inflicting serious bodily injury." This term is defined as involving a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.  
The hearing officer in determining whether to remove a child because maintaining his/her current placement is substantially likely to result in injury to self or others is no longer required to consider whether the school district's proposed change in placement is based on a preponderance of the evidence. In addition, the amended statute no longer requires the hearing officer to consider whether the school has made reasonable efforts to

minimize the risk of harm, including the use of supplementary aids and services. These changes, to the degree they have the effect of punishing the child even if proper supports could have prevented the problem, arguably violate Section 504 of the Rehabilitation Act.

5. 45 day limit. The 45 calendar day limit on the removal for these offenses has been changed to 45 school days, which is significantly longer [now 9 instead of 6 weeks of school at a critical time when students with disabilities are being held accountable for meeting high state standards.]
6. Functional Behavioral Assessments. The requirement for Functional Behavioral Assessments and Behavioral Intervention Plans are maintained in the discipline provisions
7. Case-by-case determination. A paragraph has been added to the discipline provisions, which states that school personnel can consider any unique circumstances on a case-by-case basis when determining whether to change the placement of a child with a disability who violates a school code of conduct. This is a good provision for parents to quote when they are having trouble proving that their child's behavior is a manifestation of the disability. It serves to remind the school personnel that common sense should prevail and all circumstances should be considered.

### Documentary film focuses on transition from hospital to community

This film is also available for free on <http://www.olmsteadcommunity.org> in DVD and VHS formats. It is an excellent video.

Documentary film focuses on transition from hospital to community (USA) *Inside Outside: Building a Meaningful Life after the Hospital*, a new documentary film by ex-patient filmmakers Pat Deegan and Terry Strecker, shows that recovery is possible, even for people who are seen as severely disabled. People with significant personal histories of psychiatric hospitalization are interviewed about their experience of developing meaningful lives for themselves in the community. They discuss their fear of leaving hospital and talk about the different therapeutic, self-help, practical (housing, employment, transportation) and spiritual supports they used to rebuild their lives.

According to the filmmakers, *Inside Outside* was inspired in part by the U.S. Supreme Court's 1999 Olmstead decision, which states that the unjustified institutionalization of people with disabilities is a form of discrimination under the Americans with Disabilities Act. *Inside Outside* was recently screened in Toronto, first at the Rendezvous with Madness film festival on November 17, and then at the Recovery in Action forum on November 25. The Recovery in Action forum also included an information fair and presentations by consumers, family members, and mental health and peer support organizations on recovery-focused projects. The event was organized by the Ontario Recovers Campaign, which was formed in June 2004 to train, educate and advocate for recovery-oriented programs and a recovery-oriented mental health system.

For information about the Ontario Recovers Campaign, contact Brian McKinnon at 416-285-7996, ext. 227, or [bmckinnon@iprimus.ca](mailto:bmckinnon@iprimus.ca). For more information about *Inside Outside*, including how to order, see <http://www.patdeegan.com>.

### "COMMUNITY FOR ALL" TOOL KIT

#### *From The Arc of the United States*

This tool kit was developed at the request of volunteers, advocates, self-advocates, and professionals concerned that the remarkable progress made towards the inclusion of people with cognitive, intellectual and developmental disabilities (our constituents) into the fabric and mainstream of community life in America was at risk. In some places in the United States there are those who would not only continue to deny people currently in public and private institutions freedom and opportunity through continued institutionalization but who also want to expand the role of institutions in the lives of our constituents.

The organizations contributing to this tool kit find that unacceptable, given all we know about how to effectively support all people, regardless of their disability, in the community. To fight the disinformation so common among those who favor continued segregation, this tool kit provides the philosophy, policy and research rationale that supports community supports and services for all people with disabilities, in the context of their families, their communities and their country.

You are free to copy or modify any of the information in this tool kit for your use. If it is photocopied or reproduced from a journal or magazine, you need to get permission to copy it from the journal or magazine publisher.

The published articles, book chapters and monographs should be cited as such with respect to the authors and to copyright laws.

NOTES: Some portions of this Tool Kit can either be found on the Web or will link to external files; where possible, links to these external sites and documents are included. Most files included or linked to are in Portable Document Format (PDF) and will require the free Adobe Acrobat Reader Program (available at <http://www.adobe.com>) to view them.

A full copy of the Tool Kit can be downloaded or printed. It is a large document and may take a considerable amount of time to download. You can order a complete copy of the Tool Kit including a CD with all documents from <http://thechp.syr.edu/toolkit/>.

### Which Programs Work to Prevent Teen Violence?

*Preventing Violence and Related Health-Risking Social Behaviors in Adolescents National Institutes of Health State-of-the-Science Conference Statement Available free at*  
<http://consensus.nih.gov/ta/023/023youthviolenceHTMLstatement.htm>.

"Scare tactics" aimed at preventing violent behavior among adolescents do not work and may make the problem worse, according to a new research-based consensus document put together by a panel at the National Institutes of Health (NIH). The panel convened Oct. 13-15 to review scientific research on youth violence prevention.

It concluded that "get tough" programs such as detention centers and boot camps create environments where more experienced delinquent adolescents teach the less experienced how to be delinquent. In addition, a research review by the U.S. Centers for Disease Control and Prevention suggests that putting juveniles in the adult judicial system is counterproductive, because it is more likely to result in kids learning to be more violent than it is to deter them.

The draft statement concludes: "Ineffective programs may not harm the participants directly (although some do) but they may have an important toxic effect nonetheless; namely the 'opportunity cost' of funds misspent on an unsuitable program that might have been spent on an effective one."

The experts agreed that two programs aimed at reducing arrests for violent crimes or violence precursors are effective: Functional Family Therapy and Multisystemic Therapy. Functional Family Therapy is a short-term family-based prevention and intervention program to treat high-risk youth and their families. The youth and families attend at least 12 one-hour sessions over three months.

Multisystemic Therapy provides community-based clinical treatment for violent and chronic juvenile offenders who are at risk for out-of-home placement. The average treatment is 60 hours of therapist-family contact over four months. Both programs reduced re-arrest rates, violent crime arrests and out-of-home placements for a period of approximately four years.

Read more at: <http://www.youthtoday.org/youthtoday/research.html>

### Request for Help from Families of Children with Genetic Disorders

The Genetic Alliance is requesting the help of families of children with genetic disorders. The following is their request: As consumers, you often have concerns about what providers know (and don't know) about genetics, but often don't have a chance to describe what you think providers need to learn. Now you have an opportunity to be heard by an organization that teaches health care providers about genetics, the National Coalition for Health Professional Education in Genetics (NCHPEG).

The Genetic Alliance is partnering with NCHPEG in a survey. The purpose of this survey is to ask families living with children with genetic conditions about their perceptions of their health care provider knowledge of genetics. The information from this survey will be used to develop genetics education for specific types of health care providers.

[http://www.nchpeg.org/SFGC\\_Survey/Survey.asp](http://www.nchpeg.org/SFGC_Survey/Survey.asp). If your family member has more than one medical condition, you may respond to the survey once for each condition. You are the experts we need your help!!!! Thanks so much!

Sharon Terry, MA, President & CEO, Genetic Alliance, 4301 Connecticut Avenue, NW Suite 404, Washington, DC 20008-2369, Voice: 202-966-5557 x213, Fax: 202-966-8553, Email: [sterry@geneticalliance.org](mailto:sterry@geneticalliance.org), Web: <http://www.geneticalliance.org>

### Free Special Education Advocacy Course for Parents

*Partners in Education* is a 3-hour online self-study course for parents of children with disabilities. The course is designed to teach the skills you need to advocate for your child. You will learn about:

- Laws governing special education and how they protect your child's rights
- Your role in your child's educational experience
- Your child's Individualized Education Program (IEP) and your role in developing the IEP;
- How to advocate for your child;
- Your rights if you believe your child's educational rights have been violated.

To learn more about the *Partners in Education* course go to <http://www.partnersinpolicymaking.com/education/index.html>

### Free Professional Development Workshops for Teachers

The U.S. Department of Education is offering online, on-demand professional development training for elementary and secondary school teachers.

*Teacher-to-Teacher e-Learning* links educators to videos of workshops. The workshops are taught by exemplary teachers and education experts who demonstrate how you can translate scientifically based research into classroom practice and how you can use data to inform your instruction.

These workshops cover various topics, including reading instruction, math, and science, and may be taken for credit.

To learn more about the *Teacher-to-Teacher e-Learning* program go to <http://www.ed.gov/teachers/how/tools/initiative/index.html>.

### Autism: Why Do Some Develop Then Regress?

From <http://www.umich.edu/news/index.html?Releases/2004/Nov04/r111804b>

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.

The studies are detailed in three upcoming medical journal papers by U-M researchers Jennifer Richler and Rhiannon Luyster and University of Cincinnati researcher Cindy Molloy. They looked at numerous factors contributing to Autism Spectrum Disorder (ASD).

The researchers found:

- Nearly 77 percent of children experiencing language loss also lost communication skills in non-verbal areas. Children who used words and then stopped talking showed a pattern of developing and losing non-verbal communication skills, including responding to their name, imitation, direct eye gazing, gestures, participation in social games and receptive language skills before speech. They went from having more of these skills before the loss than other children with ASD to having fewer of these non-verbal communication skills after the word loss.
- The mean age of loss was 19 months. Although children with regression had less obvious autism symptoms before the loss, most of them already had begun to demonstrate subtle delays before the word loss.
- There are mixed results indicating there could be a possible regressive phenotype of autism. For the most part, children with ASD who had regression overlapped in symptoms with children who had never lost skills. The patterns of development described by parents of children with regression, however, were very similar across different sites and children. Most saw real losses in the children and not gradual realization by the parents that something was wrong.
- There is no evidence that regression in ASD is associated with the measles-mumps-rubella (MMR) vaccine. Most children receive the MMR vaccine between 15 and 18 months, which is around the same time that the losses occurred. But variations in when children received vaccinations were not related to variations in timing of regression, and children who received a vaccination before parents reported that they became concerned were just as likely to already have delays as children who received vaccinations after the onset of ASD.

The study, gathering information through collaboration with many of the nation's top universities, brought together data from 1,592 children diagnosed with ASD across the 13 sites during a five-year period. Researchers gave greater analysis to 351 cases, to include 163 with regression and 188 with no regression.

Autism is a complex developmental disability that typically appears during the first three years of life. ASD impacts the normal development of the brain processes related to social interaction and communication skills. Children and adults with autism typically have difficulties with verbal and non-verbal communication, social interaction, and leisure or play activities.

Center Director Catherine Lord, a nationally known pioneer in autism research, played a key role in learning how to properly diagnose 2-year-olds a decade ago. She is confident the University's research will make it routine to diagnose autism for children 18 months old, and perhaps younger.

The number of children diagnosed with the disorder has increased tenfold during the past decade. The center has been conducting a sweeping longitudinal study of children with ASD that started when participants were age 2. Most of the subjects now are in their teens.

More on the Autism & Communication Disorders Center: <http://www.umaccweb.com/>

## The Apple MUG Store

PLUK is a registered Apple User Group and anyone reading this may purchase from the user group store. The MUG store has free freight to members, RAM rebates, aggressive pricing on new (and reconditioned) Macs and the largest selection of pre-owned Macs on the planet.

Visit this exclusive user group site at <http://www.applemugstore.com>

12/1/2004-3/30/2005 - User ID: mug - Password: store

If you purchase items, just state you are a member of PLUK, Parents, Let's Unite for Kids.

## ***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::***

### **Ned Hallowell M.D., Keynote Address from the CHADD Convention, December 28, Bozeman**

Tuesday, December 28, 2004 7:00–9:00p.m.

Bozeman Schools Board Meeting Room\*

I will show Ned Hallowell M.D.,

Keynote Address

from the CHADD Convention in Nashville, October, 2004. Dr. Hallowell is an international expert on AD/HD; a charming, fun, and down-to-earth speaker who understands AD/HD well. He not only studies it intensively and has a learning center for people with AD/HD, he has written several books about it ( Answers to Distraction and Driven to Distraction), and he lives it. Two out of three of his children have AD/HD, as does he. Dr. Hallowell does not see it as a disorder, but looks at the positive aspects of AD/HD and shows us how to appreciate the gifts and advantages it gives us.

\*Willson School, Main Street, Main Entrance, follow signs.

For information, contact Shelley at 578-9593 or [srpeterson@imt.net](mailto:srpeterson@imt.net)

### **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.umn.edu](mailto:brown@ruralinstitute.umn.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

Phone: 657-2312, Email:[dmiller@msubillings.edu](mailto: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: 17<sup>th</sup> Street Station, 1648 Poly Drive, Billings.

Contact Valerie at 245-1770 or Paula at 248-6186 for information.

### **The Vocational Profile, January 13 2005, Teleconference (Missoula, Glendive, Miles City, Billings, Bozeman, Lewistown)**

1:00-2:30 PM, Teleconference #2: "The Vocational Profile" (Missoula, Glendive, Miles City, Billings, Bozeman, Lewistown)

For information contact Kim Brown, Transition Project Coordinator at 406/243-4852 or [brown@ruralinstitute.umn.edu](mailto:brown@ruralinstitute.umn.edu).

### **Lifespan Respite: Emotional Boundaries, January 18, 2005, Billings**

Margaret English from Hospice will speak on January 18 from noon to 1:00 PM at the STEP Office, 1501 14<sup>th</sup> St W. Phone Tami to RSVP at 869-3031.

### **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!

**Rebecca Adams will speak on special education and working with your child's school, January 23, 2005, Bozeman**

Sunday, January 23, 2005 2:00–4:00  
Bozeman Library Meeting Room\*\*

Rebecca Adams, Family Support Consultant, PLUK (Parents, Let's Unite for Kids) will speak on special education and working with your child's school. This is a wonderful opportunity to receive information about advocating for your child in regard to evaluations and education plans, so don't miss out!

\*\*North Rouse Street, Bozeman

\*\*\*No Children at the Meeting, Please!

CHADD is a National Organization dedicated to: Providing education, resources, legislative action and support for AD/HD for parents, professionals and adults; and creating the best educational experience possible for people with AD/HD. If you have questions, need information or would like to be involved, please contact: Shelley at 578-9593 or [srpeter@imt.net](mailto:srpeter@imt.net).

**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, Lewistown, Miles City, Billings)**

Writing PASS plans (Missoula, Glendive, Glasgow, Lewistown, Miles City, Billings).

For information contact Kim Brown, Transition Project Coordinator at 406/243-4852 or [brown@ruralinstitute.umt.edu](mailto:brown@ruralinstitute.umt.edu).

Are you interested in learning how to write an SSI Plan for Achieving Self-Support (PASS) for yourself or someone else? Do you want to understand what the reviewers at the PASS Cadre are looking for when they evaluate PASS plans? Do you have questions you've always wanted to ask about this vastly underutilized SSI Work Incentive, but were afraid to ask?

If you answered "yes" to any of these questions, this session is for you. Roxanna Hunt from the Denver Region PASS Cadre will share her PASS plan expertise, and participants will be offered a rare chance to ask questions of Roxanna "live." It's an opportunity you don't want to miss!

You may also register online at <http://www.cspd.net>.

**Planning for Employment, February 9, 2005, Teleconference (Missoula, Glendive, Miles City, Billings, Bozeman, Lewistown)**

2/9/05 1:00-2:30 PM, Teleconference #3: "Planning for Employment" (Missoula, Glendive, Miles City, Billings, Bozeman, Lewistown)

For information contact Kim Brown, Transition Project Coordinator at 406/243-4852 or [brown@ruralinstitute.umt.edu](mailto:brown@ruralinstitute.umt.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 hardiness" 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>.

### **Self-Employment Part, April 4, 2005, Teleconference, (Missoula, Glendive, Glasgow, Miles City, Billings, Lewistown)**

4/4/05 1:00-4:00 PM, METNET: "Self-Employment Part 1", Overview of self-employment as an option for people with disabilities; case studies, (Missoula, Glendive, Glasgow, Miles City, Billings, Lewistown)

For information contact Kim Brown, Transition Project Coordinator at 406/243-4852 or [brown@ruralinstitute.umt.edu](mailto:brown@ruralinstitute.umt.edu).

### **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>.

### **Self-Employment Part 2, May 6, 2005, Teleconference, (Missoula, Glendive, Glasgow, Miles City, Billings, Lewistown)**

5/6/05 1:00-4:00 PM, METNET: "Self-Employment Part 2", Assessing business feasibility and developing business plans, (Missoula, Glendive, Glasgow, Miles City, Billings, Lewistown)

For information contact Kim Brown, Transition Project Coordinator at 406/243-4852 or [brown@ruralinstitute.umt.edu](mailto:brown@ruralinstitute.umt.edu).

Please Join Us – June 12, 2005!

To date, NAAR has committed \$21.1 million to fund 211 autism research projects and fellowships worldwide - more than any other non-governmental organization. NAAR has been able to make these investments, in large part, through the success of Walk F.A.R. for NAAR, the signature fundraising and autism awareness event of NAAR. Each year, walks throughout the USA, Canada and England attract thousands of walkers and raise millions for research. Why Support Autism Research?

Autism is a serious health concern, occurring in as many as 1 out of every 166 births! We do not know what causes autism. There are no specific medical treatments or a cure for autism.

Through biomedical research NAAR is enabling investigators to develop better, more targeted interventions and, someday, will find a cure for autism spectrum

disorders. Despite strikingly high prevalence, autism research remains one of the lowest funded areas of medical research by both public and private sources.

Interested? Want to Learn More? Make a Difference!

Local Volunteer Leadership – Penny Martin – 406.771.3998 or j.martin@bresnan.net

Scott R. Moore – Pacific Northwest Regional Director

National Alliance for Autism Research - 1370 Stewart Street – Seattle WA 98109

206.464.5182 smoores@naar.org www.autismwalk.org www.naar.org

## **Online Training/Workshops**

### **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](mailto: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](mailto: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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- Please be aware that some links provided are *time sensitive*. Contact us if you have difficulty accessing any of the information.
- 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.

*Statement on accessibility:* Today, we endeavor to be conscious of the need for making all electronic information accessible, as we are aware of physical accessibility issues in our community. For design guidelines visit <http://ncam.wgbh.org/cdrom/guideline/>.

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