

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.

**"If you think education is expensive, try ignorance." -- Benjamin Franklin**

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### **Ballot Cast by Disabled Voter May Impact Legislature, Voter Access**

A disabled voter in Lake County cast one of only 33 provisional ballots in the three-way race for Montana House District 12, and the impact of that vote is echoing with disability-rights advocates and concerned citizens statewide.

The reason for the stir is not just the slim lead held by the current winner (two provisional votes, as of official canvass on November 9) but also the actions of a Lake County election judge who challenged the voter's mental competency because the man could not sign his signature. This challenge is raising blips on the advocacy radar. In a recent article, John Stromnes of the Missoulian quotes Raelynn Lauderdale, an advocacy specialist from the Montana Advocacy Program (MAP), saying, "there's no law that says you have to have a certain IQ to vote. The only way this vote could be challenged and not counted is if this person was judged of unsound mind in a court of law."

Now, according to Stromnes, Lake County election officials will likely investigate court records to determine the competency of this single voter and to verify whether the man has been formally considered "of unsound mind."

For more information on provisional votes and to read more about this legislative race, visit the Missoulian online at <http://www.missoulian.com>. To read John Stromnes complete article go to <http://www.missoulian.com/articles/2004/11/07/news/mtregional/news06.txt>.

### **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](mailto:radams@pluk.org).

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

### **Electric Wheelchair for Sale in Billings**

Brand new blue Jazzy 1121, used only 4 times. Asking \$3,000 or b/o. Contact Lila at 406/254-7183.

### **Professional Development in Autism Center (PDA): Autism Spectrum Disorder Training for Educators**

The PDA Center is funded by the US Department of Education. Trainings are free (yes, really), and cover a variety of needs on several levels:

- Awareness—informational workshops, covering a variety of topics about providing effective services for students with ASD

- Consumer—information and support for families, schools, and individuals interested in services for children with ASD
- Implementer—short-term internships (including follow-up) that provide hands-on training in the use of research-based, best practices for students with ASD
- Trainer—extended trainings for those schools that would like, after successfully using evidence-based practices for students with ASD, to offer training to school personnel in their area

For more information on this remarkable training resource, please visit the PDA website at <http://depts.washington.edu/pdacent/index.html#description>.

### **Media Reports of AD/HD RX Medication Abuses Create Confusion About Seriousness of Disorder**

[http://www.chadd.org/press.cfm?cat\\_id=10&subcat\\_id=29&press\\_year=2004&press\\_id=134](http://www.chadd.org/press.cfm?cat_id=10&subcat_id=29&press_year=2004&press_id=134)

Television programs and evening news broadcasts—from "Desperate Housewives" to "World News Tonight with Peter Jennings" to "Fox News"—have recently featured sensational storylines and unsubstantiated abuse statistics about the misuse of medications designed to treat attention-deficit/hyperactivity disorder (AD/HD) by people for whom these medications are not prescribed.

CHADD is concerned that these depictions create great confusion among the general public with regard to the seriousness of AD/HD and the proven safety and efficacy of these medications when properly administered.

Stimulant medications do have the potential for abuse by anyone, which is why the U.S. Drug Enforcement Agency has "placed stringent controls on their manufacture, distribution and prescription," according to the National Institute on Drug Abuse. CHADD emphasizes the importance of working closely with the medical community to diagnose and treat mental disorders, including following physician directives regarding the administration of stimulant medication. In addition, CHADD's 16,000 family members are concerned with the diversion and misuse of medications.

Medication, under the prescription of a treating medical professional and when taken as prescribed, along with other non-medication interventions, provide the most effective foundation for the treatment of AD/HD. For more information on CHADD's approach to the diagnosis and treatment of AD/HD, please refer to CHADD's Fact Sheets at [http://www.chadd.org/webpage.cfm?cat\\_id=24](http://www.chadd.org/webpage.cfm?cat_id=24).

### **National Inclusive Schools Week Dec. 6-10**

The 4th Annual National Inclusive Schools Week will be celebrated December 6-10, 2004. Celebration kits can be downloaded from The National Institute for Urban School Improvement's website at: <http://www.inclusiveschools.org>. The kits include lesson plans, activities, posters, and bumper stickers. This year's theme is "Working Together" to promote change across all levels of the system to create a more inclusive community.

### **IF REPEATING A GRADE DOESN'T HELP KIDS, WHY DO WE MAKE THEM DO IT?**

Making students repeat a grade hasn't worked for 100 years, so why is it still happening? And why do government officials, school leaders, and teachers persist in recommending retention as a remedy for low student achievement -- even when researchers call it a failed intervention? Linda Darling-Hammond, executive director of Columbia University's National Center for Restructuring Education, Schools, and Teaching, has a one-word answer: assumptions. Many schools, she says, operate on the assumption that failing students motivates them to try harder, gives them another chance to "get it right," and raises their self-esteem. Those claims aren't true, Darling-Hammond maintains. The widespread trust in retention is uncritical and unwarranted, she says. It ignores several decades of research showing that, for most children, retention: (1) Fails to improve low achievement in reading, math, and other subjects; (2) Fails to inspire students to buckle down and behave better; (3) Fails to develop students' social adjustment and self-concept. Darling-Hammond concedes that grade retention might benefit some students in the short term, but in the long term, holding students back puts them at risk. More often than not, students who are retained never catch up academically. Many eventually drop out, and some end up in the juvenile justice system. The belief that students, as well as their parents, are to blame for low achievement plays into most retention decisions, writes Susan Black. But teachers and principals seldom accept their share of blame for inept instruction, lackluster lessons, low expectations, and other school factors that contribute to students' academic disengagement and behavior problems, Darling-Hammond says.

<http://www.asbj.com/current/research.html>

## Educating Our Children Together: A Sourcebook for Effective Family-School-Community Partnerships

By Susanne Carter and CADRE

This sourcebook stresses the need for schools, communities, and families to work together to educate children to be productive and caring 21st century citizens. American families are described as more diverse than ever before, spanning cultures, languages, levels of education, and socioeconomic and demographic differences. Family involvement is defined in an expansive way to include and recognize the value of a broad spectrum of activities that involve family members and/or guardians helping children to learn, both at home and at school. Barriers that limit family involvement are also recognized. Research evidence over the past three decades is cited that demonstrates family involvement significantly contributes to improved outcomes. Guidance for schools getting started in family involvement activities is provided with the caveat that not all of the more than 80 promising practices organized into eight "cluster strategies" included in the sourcebook will work for every school. To be most effective, school administrators and teachers, in consultation with parents and community representatives, need to select and/or adapt strategies based upon individual schools' needs, priorities, resources, student population, and community support.

[http://www.directionservice.org/cadre/EducatingOurChildren\\_01.cfm](http://www.directionservice.org/cadre/EducatingOurChildren_01.cfm)

### President Signs Assistive Technology Act

*Victory for Millions of People with Disabilities Who Strive for Independence*

*A Press Release from the Association of Assistive Technology Act (ATAP) Projects,*

<http://www.ataporg.org>

(Washington, DC) -- President Bush signed the Assistive Technology Act of 2004, which will ensure that individuals with disabilities throughout the US and its territories have access to the technology they need to help them be independent in school, at home, the workplace and in the community. This legislation represents an important commitment to people with disabilities from the President and the Congress.

Millions of people with disabilities rely on assistive technology to help them gain and maintain independence. Every state and US territory has an Assistive Technology Act Program (AT Program) funded under the provisions of the Technology-Related Assistance Act of 1988. Legislation supporting the State AT Programs was scheduled to sunset on September 30, 2004. The AT Act of 2004 supports the continuance of State AT Programs and eliminates the sunset provision. By eliminating the sunset provision, the government sent a clear signal that it supports a federal investment for people with disabilities, which will pay off for communities, the economy, businesses and people with disabilities.

### New Support Groups in Helena

Kelly Newman of Helena is sponsoring two new support groups in her home.

The first meets every Tuesday at 10:30AM. It is a group just for Mom's of high-needs kids.

The second is an Autism Awareness group which meets every Saturday at 3:00 PM. It is for individuals, couples and kids.

For more information contact Kelly at 406/449-2371.

### AAPD Summer 2005 Internship Opportunities

SUMMER 2005 INTERNSHIP OPPORTUNITIES FOR COLLEGE STUDENTS WITH DISABILITIES available through AAPD. Additional information and the applications are available on the AAPD website: <http://www.aapd-dc.org> or call 1-800-840-8844 (v/tty).

MITSUBISHI ELECTRIC AMERICA FOUNDATION - AAPD CONGRESSIONAL INTERNSHIP PROGRAM

The Mitsubishi Electric America Foundation and the American Association of People with Disabilities (AAPD) Congressional Internship Program was created to provide an opportunity for students with disabilities to work on Capitol Hill and acquire valuable work experience that will enrich their academic studies. As congressional interns, participants gain insight into congressional office operations, public policy development, and constituents' roles in the legislative/political processes. In 2005, eight students with disabilities will be selected for this 8-week internship. Airfare, summer housing, and stipends will be provided.

Submission Deadline: received by 5:00pm (Eastern Time) on December 15, 2004.

Summer 2005, Full-time, \$1,500 stipend; free housing; free airfare

<http://www.aapd-dc.org> or 1-800-840-8844 (v/tty)

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## MICROSOFT - AAPD FEDERAL INFORMATION TECHNOLOGY INTERNSHIP PROGRAM

The Microsoft-AAPD Federal Information Technology (I.T.) Internship Program was created in 2003 to provide undergraduate students with disabilities, who have a demonstrated interest in I.T. careers, with the opportunity to participate and benefit from highly sought-after federal internships. The internship is made possible through a generous grant from Microsoft and will be administered by AAPD. In 2005, this internship program will provide ten students with disabilities to work for a U.S. government agency for eleven-weeks in Washington, DC. Airfare, summer housing, and stipends will be provided.

Submission Deadline: received by 5:00pm (Eastern Time) on December 15, 2004.

Summer 2005, Full-time, \$2,500 stipend; free housing; free airfare

<http://www.aapd-dc.org> or 1-800-840-8844 (v/tty)

Additional information and the applications are available on the AAPD website: <http://www.aapd-dc.org> or call 1-800-840-8844 (v/tty).

### Closing The Gap Forums.

<http://www.closingthegap.com/cgi-bin/ultimatebb.cgi>

- AlphaSmart 3000 and Dana: Part of the Assistive Technology Toolkit  
<http://www.closingthegap.com/cgi-bin/ultimatebb.cgi?ubb=forum;f=96>
- Auditory, Visual, and Kinesthetic Learning Strategies: A Middle School Study  
<http://www.closingthegap.com/cgi-bin/ultimatebb.cgi?ubb=forum;f=97>
- Choosing the Best Software for Computerizing Tests and Worksheets  
<http://www.closingthegap.com/forums/ultimatebb.php?ubb=forum;f=98>
- Digital Access on Campus: Strategies for Ensuring Web Accessibility for All  
<http://www.closingthegap.com/forums/ultimatebb.php?ubb=forum;f=99>
- Enhancing the Role of Assistive Technology Specialists with Students Who Use Braille  
<http://www.closingthegap.com/forums/ultimatebb.php?ubb=forum;f=100>
- In-Depth Exploration of On-Screen Keyboards, Switch Access and Speech Solutions in Mac OS X  
<http://www.closingthegap.com/forums/ultimatebb.php?ubb=forum;f=101>
- Keyboard-Only Access to Windows: Advanced  
<http://www.closingthegap.com/cgi-bin/ultimatebb.cgi?ubb=forum;f=102>
- Poof! It's Not Magic: Facilitating the Use of AAC with Preschool Children  
<http://www.closingthegap.com/forums/ultimatebb.php?ubb=forum;f=103>
- SCRAP: Selecting Creative Resources in Assisted Participation  
<http://www.closingthegap.com/cgi-bin/ultimatebb.cgi?ubb=forum;f=104>
- The Inquiry Box: High Tech Meets Low Tech  
<http://www.closingthegap.com/forums/ultimatebb.php?ubb=forum;f=105>
- Top 10 Tips: Talking in Class; It's a Good Thing  
<http://www.closingthegap.com/forums/ultimatebb.php?ubb=forum;f=106>
- Imagine... No Limits, Your Struggling Students Will Read It All  
<http://www.closingthegap.com/forums/ultimatebb.php?ubb=forum;f=107>
- Speaking Dynamically Pro Lab: An Exciting Way to Create Interactive Activities Using Templates  
<http://www.closingthegap.com/forums/ultimatebb.php?ubb=forum;f=109>
- SpeakQ: Innovation in Speech Recognition to Support Writing by Students with Learning Disabilities  
<http://www.closingthegap.com/forums/ultimatebb.php?ubb=forum;f=110>
- This Week's Activity (Batteries Not Included ... You Provide the Power!)  
<http://www.closingthegap.com/cgi-bin/ultimatebb.cgi?ubb=forum;f=111>
- Using Handheld Computers with Students with Learning Disabilities  
<http://www.closingthegap.com/forums/ultimatebb.php?ubb=forum;f=112>
- What Can This Really Do for Me? Exploring Computer Access: An AAC User's Perspective  
<http://www.closingthegap.com/forums/ultimatebb.php?ubb=forum;f=113>
- Enhancing Listening, Language, and Literacy in the Classroom  
<http://www.closingthegap.com/cgi-bin/ultimatebb.cgi?ubb=forum;f=122>
- Handwriting Repair Service  
<http://www.closingthegap.com/cgi-bin/ultimatebb.cgi?ubb=forum;f=115>

- Learn the Tricks to Treat Your Kids  
<http://www.closingthegap.com/forums/ultimatebb.php?ubb=forum;f=121>
- No Child Left Behind by the Star Reporter  
<http://www.closingthegap.com/forums/ultimatebb.php?ubb=forum;f=117>
- Reading and Writing Success for At-Risk Students Using WordQ and Microsoft Word Features  
<http://www.closingthegap.com/cgi-bin/ultimatebb.cgi?ubb=forum;f=118>
- The Hrbek-Sing Communication and Assistive Device Program: An Overview  
<http://www.closingthegap.com/cgi-bin/ultimatebb.cgi?ubb=forum;f=120>

## ***PLUK trainings and activities planned for 2004-05***

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: Staying Cool When Our Buttons are Pushed

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

Where: Mansfield Center, Billings (tentative)

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 Great Falls

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: Great Falls (location to be announced)

Presenter: Kathy Manley Coburn

Title: Financial Planning and Resources for Families

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

Where: Missoula (location to be announced)

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 issues

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

Where: Kalispell (location to be announced)

Presenter: Stephanie Luehr

Title: Staying Cool When Our Buttons are Pushed

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

Where: Bozeman (location to be announced)

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

Title: Tools for Independence: Assistive Technology

Date: April 121, 9:00 AM - 4:00 PM

Where: Wolf Point

Presenter: Roger Holt, ATP

## **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::***

### **Spectrum Disorder Support Group, November 19, 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.

### **Focus on Decoding: REWARDS, November 29 (Kalispell), November 30 (Missoula)**

Many students falter in reading at the middle school level because they have not learned strategies to use in decoding longer words. This lack of advanced decoding ability affects fluency, comprehension and vocabulary achievement. This session will teach participants to use REWARDS, a multi-syllabic decoding program that has been well documented as an effective remedial strategy for students in grade 4-12.

The trainer, Dr. Feldman is the Director of Reading and Early Intervention with the Sonoma County Office of Education (SCOE), Leadership Team Consultant for the California Reading and Literature Project and Independent Consultant in the area of PreK- 12 Literacy.

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

### **Guided Practice using IntelliTools Products – Part 2, December 1-2, Polson**

This two-day workshop is a continuation of Part 1. Participants will share activities they have created for a student in their class. On the last day we will discuss ideas for implementing these products in a wide variety of curriculum areas as well as purchase options for those interested in wider implementation.

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

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

**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](mailto:brown@ruralinstitute.umt.edu).

**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.

**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.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>.

### **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**

### **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::**

### **TASH Conference 2004, November 18-20, Reno NV**

The TASH conference is one of the largest and most progressive international conferences to focus on model, innovative, and effective strategies for achieving full inclusion of people with disabilities. This invigorating conference brings together some of the best hearts and minds in the disability movement with several hundred presenters and features over 450 breakout sessions, exhibits, roundtable discussions, poster sessions and much more, jam-packed with info. It provides a forum for individuals with disabilities, families, researchers, administrators, educators, scholars, and others to create dialogue and action for social and systems reform. This is a wonderful opportunity to attend a conference with over 2500 other people from around the world (15 nations last time) which showcases national and local achievement and brings a global perspective to the community on issues of importance in the lives of people with disabilities and their families. For renewing the spirit, lifting the heart, and challenging the mind:



For more information and call for papers: <http://www.tash.org/>

Some of the more than 40 topics at the TASH Conference will focus on the following themes:

- Building Partnerships & Relationships, Communication
- Inclusive Education Across the Lifespan
- Transition, Community Living & Employment
- Diversity, Values, Equality, Advocacy & Ethics
- Quality of Life

### **Third National Symposium on Dispute Resolution in Special Education, December 2-4, Washington DC**

CADRE will convene the Third National Symposium on Dispute Resolution in Special Education at the Academy for Educational Development in Washington, D.C. from December 2-4, 2004. As we get nearer to the event we'll provide you with additional details about the agenda and other logistics.

For some limited additional information, click here:

[http://www.directionservice.org/cadre/2004\\_conference.cfm](http://www.directionservice.org/cadre/2004_conference.cfm).

### **International Conference on Young Children with Special Needs and Their Families, December 5-8, Chicago IL**

*Lessons Learned: Weaving Our Future From the Threads of the Past*

This year marks the 20th anniversary of the DEC conference! In remembering the individuals and events that have shaped our profession, we'll see just how far we've come and use these accomplishments to build excitement as we shape the future of our field.

At DEC•2004 you can:

- Learn the latest skills to help you make a difference in the lives of young children.
- Meet with representatives from companies that develop the resources you need.
- Share thoughts and experiences with colleagues from around the world.
- Participate in discussions with leaders in your profession.
- Become involved in shaping policy that affects young children and their families.
- Attend exciting workshops, sessions, and special events.
- Celebrate 20 years of early childhood special education.

Taking time for professional development is essential for all who work in early childhood special education. The DEC conference is just the place to get the skills, information, and resources you need to meet the changing needs in our field. Take time to refresh your professional skills and take advantage of this unique opportunity to network with colleagues from around the globe!

[http://www.dec-sped.org/conference\\_04/about\\_the\\_conference.html](http://www.dec-sped.org/conference_04/about_the_conference.html)

### **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>

### **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. The American Indian Disability Technical Assistance Center Training Calendar <http://aidtac.ruralinstitute.umt.edu/TrainingCalendar.htm>
5. Technology for Nonprofits: <http://www.techsoup.org>

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*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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