



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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Bill to boost special ed clears hurdle

Associated Press

WASHINGTON - House and Senate negotiators agreed to major changes in federal special education law Wednesday, pressing schools to ensure that children with disabilities get the same opportunities as others.

The deal is expected to be widely supported by the House and Senate on Friday and approved by President Bush - allowing Congress to squeeze a significant, bipartisan education bill into the final days of its session.

The bill aims to boost discipline in class, better identify children who have disabilities, get help to students earlier and reduce lawsuits by parents. It also reaffirms the federal government's intent to pay its share of expenses but does not lock in any yearly commitments.

"We are judged by how we treat our children, and ... especially by how we treat those children with special needs," said Sen. Edward Kennedy, D-Mass. "That is why I believe so strongly in the right of every child to a free and appropriate education. I believe this bill advances that cause."

Read complete article at:

<http://www.billingsgazette.com/index.php?id=1&display=rednews/2004/11/18/build/nation/50-special-ed-bill.inc>

American Foundation for the Blind Cautiously Applauds Changes to Special Education Law

WASHINGTON, Nov. 22 /U.S. Newswire/ -- For students who are blind or visually impaired, waiting six months or longer for a textbook used to be routine, but thanks to the reauthorization of the Individuals with Disabilities Education Act (IDEA) Friday, children who are blind or visually impaired will soon have the same access to educational materials as their sighted peers.

"While not everything we would have wanted, this is a historic step forward to ensuring that all children who are blind or visually impaired receive the education they deserve," said Paul Schroeder, vice president, program and policy group. "However, these changes are meaningless unless the Department of Education vigorously implements and enforces the new accessible instructional material provisions."

The bill passed last Friday includes, for the first time, specific requirements addressing the accessibility of textbooks provided to children with print-related disabilities. These requirements include:

- the establishment of a standard format for the production of textbooks in electronic (computer) files enabling conversion into accessible formats (such as braille, large print, or digital text);
- state education agencies and local schools must use this new file format and are encouraged to require publishers of textbooks they purchase to produce these files; and
- the establishment of a central repository for the storage and distribution of these files (enabling publishers and schools alike to easily disseminate these new files to those who need them).

The concepts embodied in the legislation are the result of years of effort among advocates for people who are blind, textbook publishers, and producers of specialized material for people with print disabilities. The national file format, known as the National Instructional Materials Accessibility Standard (NIMAS), takes advantage of new technologies for producing text and converting it into accessible formats such as braille or large print. The concept of a central repository, known as the National Instructional Material

Access Center, was a major hurdle slowing adoption of these provisions. However, the inclusion of this "one-stop-shop" provision, along with language mandating publishing standards for the preparation of electronic versions of textbooks and related core materials, was considered critical by advocates to ensure that teachers spend their time teaching instead of hunting down accessible materials for their students.

Read release at: <http://www.afb.org/Section.asp?SectionID=47>

Congress Reneges on Promise to Support the Education of Children and Youth with Disabilities

(Press release from the Council for Exceptional Children)

CEC is disappointed, concerned, and outraged at Congress's cuts in appropriations for special education. Not only is Congress failing to live up to the glide path to full funding promised in the IDEA reauthorization, it is pushing us backwards in funding and in the quality of educational services our schools can provide.

ARLINGTON, VA, NOVEMBER 23, 2004 -- The Council for Exceptional Children (CEC) is shocked by the fact that Congress undermined the newly reauthorized Individuals with Disabilities Education Act (IDEA). Just two days after Congress voted its approval for the reauthorization of IDEA, including a plan to fully fund special education in six years, Congress went back on its word: it appropriated \$1.7 billion dollars less for special education than it promised in the IDEA reauthorization. In fact, Congress's spending bill is short the \$481 million President Bush requested for special education.

"The appropriations set in the IDEA reauthorization, which corresponded to CEC's recommendations, are absolutely essentially for high quality special education services," says CEC. "They provide the additional funding necessary to meet the educational needs of a growing, and complex, population of students with disabilities."

Congress's actions will exacerbate the funding shortfalls--and the fallout from inadequate funding--schools and districts already face, such as a shortage of licensed special educators to teach children with disabilities and the strain placed on local communities and states as they struggle to pay the balance of special education costs.

Congress also failed to appropriate additional dollars for gifted programs, which are essential for the educational progress and wellbeing of students with gifts and talents. Without adequate funding districts are unable to provide comprehensive gifted education services for students, or their programs are disbanded entirely.

"As shown by its slashing of special education funding, Congress is long on rhetoric and short on commitment when it comes to the education of students with exceptionalities," says CEC President Suzanne Martin. "Without adequate funding, it is impossible to provide these students with the education they need to succeed in life. With this action, Congress has turned its back on children with disabilities--our nation's most vulnerable children."

The Council for Exceptional Children is the premiere association for special educators. CEC works to improve the educational success of individuals with disabilities and/or gifts and talents.

http://www.cec.sped.org/cec_bn/press_112304.html

ChatAutism.com

ChatAutism.com is a brand-new initiative about autism and Asperger's syndrome and is written by people who have autism themselves who give a real-life perspective to the facts of autistic spectrum disorders. The site offers support to parents of children with autism and Asperger's, and also has a chatroom to discuss related issues. <http://www.chatautism.com/>

Online news for people with disabilities.

Thursday, 18th November, 2004

Bill Gates stresses the value of Digital Technology and making such information more accessible to people with vision or print disabilities

REDMOND, Wash., Nov. 15, 2004 -- Imagine what it would be like if more than 95 percent of all print publications, from textbooks to popular novels to magazines and daily newspapers, were simply unavailable to you. For millions of people worldwide who are blind or have other print disabilities such as mobility impairments or learning disabilities that prevent them from using traditional printed materials, that limitation is a fact of life. It doesn't have to be that way.

Last week, the Microsoft Accessible Technology Group (ATG) hosted a three-day international forum called, "Libraries for the Blind and Print Disabled: Moving Toward a Digital Future," which attracted library

representatives from around the world and featured a keynote address by Bill Gates, Microsoft chairman and chief software architect.

Read the complete article at: <http://www.hardwarezone.com/news/view.php?cid=5&id=19351>

Helping Kids Who Struggle with Reading

<http://www.readingrockets.org/lp.php?SID=2>

With so many children struggling with reading, we can no longer see helping them as the job of parents or teachers alone. Every adult who interacts with a child--from grandparents and librarians to day care providers and tutors--is in a position to get involved if they suspect a problem with reading. Here is the information you need to help struggling readers, no matter where a child is--at home, at school, and in the community.

What are you waiting for?

A recent poll found that 44% of parents who noticed their child was having trouble learning waited a year or more before getting help. But most reading problems can be corrected with early intervention. If you suspect a problem, don't hesitate!

Are you a tutor or thinking about becoming one? Read articles about strategies you can use to improve children's skills while you help them enjoy reading.

Not sure what the child in your life is struggling with? Compare him or her to the children in our struggling reader portraits.

Read more at: <http://www.readingrockets.org/lp.php?SID=2>

New edition of Computer Resources for People with Disabilities available

The fully revised fourth edition of *Computer Resources for People with Disabilities: A Guide to Assistive Technologies, Tools and Resources for People of All Ages* is a multi-tiered book that will introduce readers to relevant terms, explain the importance of AT planning, and untangle the intricacies of the "Technology Toolbox." Written by the Alliance for Technology Access, with an introduction by reknowned physicist Stephen Hawking, the book is an in-depth read on a constantly evolving topic.

This new edition is available for checkout through the TRIC/PLUK Library (contact the PLUK office).

For more information on the book and purchase options, visit

<http://www.ataccess.org/resources/atabook/default.html>.

Online discussion with Joy Zabala on the SETT Framework begins November 29th

PACER Center and the Family Center on Technology and Disability (FCTD) invite you to participate in an online discussion of the SETT Framework with guest host Joy Zabala, M.Ed., ATP.

Since it was first introduced, the SETT Framework (Zabala, 1995), has been useful to individuals with disabilities, family members, and professionals who make up teams that help to identify and provide assistive technology (AT) devices and services.

In the discussion, Joy and others will address how to successfully infuse the strategies and concepts of the SETT Framework into the IEP process.

The online discussion will start November 29. To participate, click on the link: <http://www.fctd.info>.

Welcome to Project SPIES for Parents

SPIES (Strategies for Preschool Intervention in Everyday Settings) for Parents has been developed to assist parents and caregivers of children with disabilities to learn about ways that they can use everyday settings and a child's own interests to work with and help their children. The materials and information on this site is based on an academically and scientifically validated curriculum originally created to train professionals and paraprofessionals in the fields of child development and disabilities.

<http://www.spiesforparents.cpd.usu.edu/>

Brain Inflammation Found in Autism - Study

Mon Nov 15, 2004 04:45 PM ET

WASHINGTON (Reuters) - Children with autism have inflammation in their brains, although it is not yet clear whether the inflammation actually causes the condition, researchers said on Monday.

Tests on the brain tissue of 11 patients with autism who had died and spinal fluid from six living children with autism showed the activation of immune system responses, the team at Johns Hopkins University School of Medicine in Baltimore and the University of Milan found.

"These findings reinforce the theory that immune activation in the brain is involved in autism, although it is not yet clear whether it is destructive or beneficial, or both, to the developing brain," said Dr. Carlos Pardo-Villamizar of Johns Hopkins, who led the study.

Read more at <http://www.reuters.com/newsArticle.jhtml?type=topNews&storyID=6818958>

D-Cycloserine May Improve Autism Symptoms

Wed Nov 17, 2004 01:54 PM ET

NEW YORK (Reuters Health) - D-cycloserine, a drug that has shown to reduce symptoms in schizophrenics, appears to significantly improve social and communication skills in children with autism, according to the results of a small pilot study published in the American Journal of Psychiatry.

Dr. David J. Posey, of the Riley Hospital for Children, in Indianapolis, Indiana, and colleagues examined the effect of D-cycloserine on social impairment in 12 autistic children. Patient outcome was determined by changes in scores on the Clinical Global Impression scale and Aberrant Behavior Checklist.

Read more at <http://www.reuters.com/newsArticle.jhtml?type=topNews&storyID=6844258>

Schizophrenia Drug Calms Disruptive Children

Mon Nov 1, 2004 01:31 PM ET

NEW YORK (Reuters Health) - Risperdal, a drug used to treat schizophrenia, appears to be safe and effective for treating disruptive behavior in children with developmental disorders, Canadian researchers report.

These findings provide "additional evidence that this medication can be helpful in the management of challenging behaviors that some children with autism and other pervasive developmental disorders have," Dr. Sarah Shea told Reuters Health.

Read more at <http://www.reuters.com/newsArticle.jhtml?type=topNews&storyID=6678907>

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: ADHD issues

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 issues
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 (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

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::

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.

(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.

Spectrum Disorder Support Group, December 17, Billings

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

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

SSA Part 2: Overview of SSA Work Incentives (Missoula, Glendive, Glasgow, Miles City, Billings).
For information contact Kim Brown, Transition Project Coordinator at 406/243-4852 or brown@ruralinstitute.umt.edu.

Asperger Syndrome Support Group, January 13, Billings

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

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

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

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

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

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

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

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

Online discussion with Joy Zabala on the SETT Framework begins November 29th

PACER Center and the Family Center on Technology and Disability (FCTD) invite you to participate in an online discussion of the SETT Framework with guest host Joy Zabala, M.Ed., ATP.

Since it was first introduced, the SETT Framework (Zabala, 1995), has been useful to individuals with disabilities, family members, and professionals who make up teams that help to identify and provide assistive technology (AT) devices and services.

In the discussion, Joy and others will address how to successfully infuse the strategies and concepts of the SETT Framework into the IEP process.

The online discussion will start November 29. To participate, click on the link: <http://www.fctd.info>.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Training/Workshops/Conferences outside Montana::

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.

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

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

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

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

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

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

Sponsors:

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

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

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

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

When: March 2-5, 2005

Where: Nugget Hotel, Reno

Registration: \$75-\$230

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

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

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

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

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

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

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

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

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

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

Demystifying the Interplay of the ADA, FMLA & Workers Compensation

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

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

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

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

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

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

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

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

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

Research, Design, Practice, and Policy

Hyatt Regency, Atlanta, GA

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

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

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

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

Selected Sources::

1. Monday Morning in Washington, DC, <http://www.inclusionresearch.org>
2. Rocky Mountain DBTAC, <http://www.adainformation.org>
3. PEN Weekly NewsBlast <http://www.publiceducation.org>
4. 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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plukinfo@pluk.org
<http://www.pluk.org>



Edited by: Roger Holt rholt@pluk.org
Proofed & condensed by: Elisabeth Mills scribe@pluk.org

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

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

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

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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