

# PARENT NETWORK

*Idaho Parents Unlimited, Inc. Serving Idaho Families for 20 years*



**Happy Spring!** May the budding trees and greening grass find you with a renewed sense of energy and purpose.

The IPUL Board has been very busy, here's an update:

Martha Gilgen, Boise, President

**IPUL Board Meeting and Strategic Plan:**

The IPUL Board of Directors met on March 9, 2005. At the meeting, the Board received its final approved copy of the IPUL Three Year Strategic Plan. This plan was developed jointly by IPUL Board, Staff and Advisory Councils and prioritizes identified areas for attention by the agency. These priorities include:

- Priority 1:** Maintaining program funding and increasing unrestricted funding levels;
- Priority 2:** Improvement of Staff retention and recruitment;
- Priority 3:** Improved outreach to families, more opportunities for parents and volunteers to actively participate in IPUL programs and activities; increased membership in IPUL;
- Priority 4:** Refinement of a statewide system to keep parents informed about legislative and policy issues which impact their children's services; and
- Priority 5:** Utilization of information technology to provide information and education opportunities to families.

We have set a three year timeline to complete all activities in the priority areas. In addition, the strategic planning group approved 11 core values which establish a system of values that will guide all future IPUL activities. If you are interested in seeing a copy of the strategic plan, please call the IPUL office.

**Special Membership Meeting:** In conjunction with the IPUL Annual Conference, held on March 9,10, & 11, 2005, a special membership meeting was conducted. Board officers, committee chairpersons, and IPUL program directors reported on activities accomplished since our annual meeting held in October, 2004. The membership approved an amendment to IPUL Bylaw Article, Section (1) Mission Statement. As approved, the IPUL Mission Statement now reads: Idaho Parents Unlimited, Inc. supports, empowers, educates and advocates to enhance the quality of life for Idahoans with disabilities and their families.

**Outstanding Awards and Silent Auction:** I thoroughly enjoyed this year's Annual Conference. The keynote and workshop

presenters provided conference participants with great information. I want to thank the IPUL staff, board and volunteers for their efforts in making the conference such a special event. As part of conference activities, a reception honoring persons and agencies selected to receive Outstanding Achievement Awards and silent auction was held on Thursday evening. Congratulations to Ron Seiler, Outstanding Parent; Mike Smith, Outstanding Individual; Mary Nelsen, Outstanding Professional; and Ballet Idaho, Outstanding Agency for their awards and achievements.

**Upcoming Workshops:** Included in this newsletter is a schedule of upcoming workshops to be held across the state. I want to encourage you all to attend these events. Not only will you receive great information on a variety of topics, you will also have the opportunity to spend time with other families whose lives are challenging, just like yours. Talking with others who share similar challenges can be so supporting. You realize you are not alone! Plan to attend; it will be time well-spent! Have a great spring!!

## LETTER FROM THE EXECUTIVE DIRECTOR

This year marks the Idaho Parents Unlimited, Inc. (IPUL) 20th birthday. You may have heard the following story: A bunch of moms were sitting around a kitchen table putting together a plan that would help other parents of children with disabilities learn about their rights and better understand the laws that affected their children with disabilities. Well, it is a true story and we thank those original parents. The 20 year anniversary is for the creation of this organization through the filing of the article of incorporation in the State of Idaho. Those papers were filed on the 8th of January 1985. Thanks to Sandra Scheffert, Vicki Langston, Judy Moldenhauer, Cathy Humphreys and Glenn Moldenhauer for sacrificing their time and dreaming of a better future for all children with disabilities.

Our work to assist families that have children with disabilities is needed as much today as ever. IPUL is continuing to serve on committees that are looking into the Children's Special Health Care Program cuts. We must identify ways to help families with exceptionally high health care costs as the Maternal and Child Health program costs exceed the budget the Department of Health and Welfare has laid out. We will be watching the progress of the State of Idaho Department of Education rule rewrite as implementation of IDEA 2004 is brought down to the State Level. The new Idaho rules should be written and released by late May or early June. Parents and other disability advocates will then be invited to make comment on the changes at public hearings. Watch for our announcements on the hearings or call us in May or June to get those dates.

On a final note we want to thank all the great people who have worked to support Idaho Parents Unlimited over the past twenty years.

*Sincerely, Evelyn Mason*

## *Our Mission*

*Idaho Parents Unlimited, Inc.*

*supports, empowers, educates and  
advocates to enhance the quality of life  
for Idahoans with disabilities  
and their families.*

### BOARD OF DIRECTORS 2004-2005

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Nancy Thiessen, VSA Program Director  
Kathy Hall, Bookkeeper, Secretary

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Email: [maria@ipulidaho.org](mailto:maria@ipulidaho.org)

# VSA ARTS OF IDAHO

**VSA ARTS OF IDAHO IS AN ARTS SERVICE ORGANIZATION.** The mission of VSA arts of Idaho is to empower and engage people with disabilities in the creative process through opportunities which are fully inclusive, educational and participatory. VSA arts of Idaho provides professional training and workshops, develops state initiated projects and implements national programs.



VSA arts of Idaho is part of VSA arts which is an international non-profit organization founded in 1974 as an affiliate of the John F. Kennedy Center for the Performing Arts. Currently, five million people participate in VSA arts programs each year through a network of affiliates nationwide and in more than 60 countries around the world.

VSA arts supports national programs in many mediums, including music, writing, performing and much more. VSA arts issues various calls for artists throughout the year. Their web page lists these calls. The web address is [www.vsaarts.org](http://www.vsaarts.org). Dates for fall submissions will be listed on the web page.

VSA arts of Idaho will be continuing the Creative Access program in the fall. This program places a local artist in the classroom to work with students with special needs and their peers, to give them hands-on art experiences in an integrated setting. The school is encouraged to provide something extra that the students typically would not be able to have during regular school programming. The Creative Access program offers funding of up to \$1000.00 to support these projects. Look for dates for application in the fall newsletter. For information, interested parents, teachers and artists may contact the VSA arts of Idaho program director, Nancy Thiessen by phone at 208-342-5884, by mail at 600 N. Curtis Rd., Ste. 145, Boise, ID 83706 or by email at [nancy@ipulidaho.org](mailto:nancy@ipulidaho.org).

## CALL FOR ENTRIES AND AWARDS VSA ARTS/VOLKSWAGEN OF AMERICA, INC.

15 Finalists. \$60,000 in cash awards. No entry fee.  
Postmarked deadline: Friday, July 15, 2005

VSA arts & Volkswagen of America, Inc. are pleased to launch a call for entries to identify promising young artists with disabilities. Fifteen (15) finalists will be awarded cash awards ranging from \$2,000 to \$20,000 at a reception on Capitol Hill; and their artwork will be displayed in a nationwide touring exhibit that debuts in Washington, D.C. during the fall.

Young artists from 16 - 25 living in the United States who have a physical, cognitive, or mental disability are eligible to apply.

This year's theme, "Shifting Gears," challenges artists to reflect on a pivotal moment or event in their life that led them to a greater understanding of themselves in relation to their art and/or their disability.

Inquiries and submissions should be directed to:

**Shifting Gears**  
VSA arts & Volkswagen of America, Inc.  
PO Box 33699  
Washington, D.C. 20033-3699  
Phone 800.933.8721 x3877  
Fax 202.737.0725  
TTY 202.737.0645  
Email: [voa@vsarts.org](mailto:voa@vsarts.org)

For more detailed information: [www.vsarts.org](http://www.vsarts.org).

# IDEA 2004: A NEW LAW

The information below is a sample of the changes in the Individuals with Disabilities Education Improvement Act (IDEA 2004). Many organizations have analyzed the new law, and parents are encouraged to read their comments. Parents can contact IPUL at (208) 342-5884 or (800) 242-IPUL toll free to keep abreast of the rule-making process and discussions that the state will undertake. More information on IDEA is at <http://www.pacer.org/legislation/index.htm> <<http://www.pacer.org/legislation/index.htm>> Information in the article below comes from a variety of sources, including Bob Brick of PACER Center and Kathy Boundy of the Center for Law and Education.

## PUBLIC COMMENT ON REGULATIONS

The next step in the process for IDEA 2004 is for the U.S. Department of Education to develop regulations to clarify the law. As the Department developed the regulations, it solicited public comment. The Department accepted comments by mail, e-mail, or via the Department Web site. Persons submitting comments were asked to do so only once and to include a description of their area of involvement (i.e. special education, early intervention) and role in the area.

Mailed comments were sent to Office of Special Education and Rehabilitation Services (OSERS), U.S. Department of Education, 400 Maryland Ave. SW, Potomac Center Plaza, Room 5126, Washington, D.C. 20202-2641

They were e-mailed to [comments@ed.gov](mailto:comments@ed.gov) (in the subject line, please indicate "Comments on IDEA-2004") or entered at <http://www.regulations.gov>

The last of several public meetings to solicit comments was in Washington, D.C., on Feb. 24, 2005.

PACER Center's Web site carries information on the IDEA at <http://www.pacer.org/legislation/index.htm>

## PILOT PROJECTS

**Multi-year IEPs:** Up to 15 states can now apply to participate in a pilot project that, among other things, will allow local school districts to offer, with parental consent, a multi-year Individualized Education Program (IEP), not to exceed three years.

**Paperwork reduction:** Upon federal approval, 15 states proposing to reduce excessive paperwork and non-instructional time burdens can waive statutory and regulatory requirements for up to four years. Requirements related to civil rights or the right of a child to a free appropriate public education cannot be waived.

## FUNDING

When they passed the first federal special education law in 1975, lawmakers pledged to pay 40 percent of the cost of educating students with disabilities, but did not make it mandatory. To date, about 19 percent is the highest level of federal support.

The new IDEA outlines a "glide path" to full funding over the next seven years. Shortly after passing the law, however, Congress increased special ed funding for the next fiscal year at \$1.7 billion less than what IDEA calls for in the first year of the "glide path."

## INDIVIDUALIZED EDUCATION PROGRAMS (IEPS)

**Short-term objectives.** In IDEA 2004, short-term objectives for meeting each child's measurable annual IEP goals cease for most children. They are required for only the few children identified as having significant cognitive disabilities (generally less than 1 percent of all students being assessed) "who take alternate assessments aligned with alternate achievement standards"—different from those established for all other students. The federal No Child Left Behind Act (NCLB), caps, at 1 percent, the number of students with the most significant cognitive disabilities who can be counted or reported as proficient for having met the alternate standards on these particular assessments that measure different standards. [Note: other students with disabilities may be assessed based on alternative assessments aligned to the same standards set for all students or based on assessments with accommodations.]

**Progress reports.** Schools must report a child's progress toward meeting the annual IEP goal. The new law, however, removed "the extent to which the progress is sufficient to attain the goal by the end of the

year." Parents may understand that their child is progressing all year, only to realize in June that it was not enough to meet the goal. Parents can ask specifically if the amount of progress reported is sufficient to enable the child to meet his or her annual goals. If it is not, parents can ask what additional steps, will be taken to get there.

**Transition.** The IDEA states that not later than the first IEP to be in effect when a student with a disability is 16 years, the IEP must include appropriate measurable post-secondary goals for education, training, employment, and independent living skills and needed transition services (including courses of study). The IEP containing these elements must be updated annually. Parents can request that the student's IEP, when appropriate, include a statement of interagency responsibilities and any needed linkages, because this language is no longer in the statute.

**Team attendance and participation.** A new section authorizes IEP team members to be excused from attending the IEP meeting if their area is not being discussed. However, written parental consent

is required before members of the IEP team can be absent from the meeting. IEP meetings provide an opportunity to inform all persons connected with a particular child's education about the child's disability as it relates to educational and other needs. The new provisions allow other ways to participate in meetings (e.g., conference calls). New provisions also authorize combining reevaluation meetings and other IEP meetings and, in certain instances, changing the IEP without meeting.

**Transfers between school districts.** When a child with disabilities moves between school districts during the school year, the new district must provide services comparable to those in the IEP and be in effect before the transfer. In a transfer within the state, the services must continue until the new district adopts the previous IEP- or develops, adopts, and implements a new one. If the transfer is to another state, the new school district must also continue to provide services comparable to those on the incoming student's IEP, until the new district conducts an evaluation of the child (if necessary) and "develops a new IEP."

## DISCIPLINE

**Stay put.** The right of a student with a disability to “stay put” in his or her current educational placement pending an appeal is eliminated for alleged violations of the school code that result in removing the student from his or her current educational placement for more than 10 days after a finding that no manifestation exists between the student’s alleged behavior or action and his or her disability. The previous law denied “stay put” rights during the pendency of an appeal by a student challenging the denial of a manifestation, or the alleged misconduct, or the proposed interim educational placement, only to students with disabilities involved with illegal drugs or weapons or determined dangerous to self or others.

**Case-by-case determination.** Discipline provisions now allow school personnel to 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.

**Manifestation determination review.** Under the new law, the school district, parents, and relevant members of the IEP team (no longer the IEP team and “other qualified personnel”) will determine (based on information in the student’s record, including the IEP,

teacher observations, and relevant information provided by the parent), if the behavior was caused by or had a direct and substantial relationship to the disability—or if the conduct was the direct result of the school’s failure to implement the student’s IEP. Under prior law, the school district had to find that a manifestation existed between the behavior prompting disciplinary action and the child’s disability, unless the IEP team and “other qualified personnel” found 1) that the student’s IEP—programming and placement—was appropriate and special education, related services, including appropriate behavior intervention strategies, were being implemented consistent with the student’s IEP, 2) that the student’s disability did not impair the student’s ability to understand the impact and consequences of his or her behavior, or to control the behavior at issue. Because of the significant changes, educators and advocates recognize that parents will need to pay careful attention to the behavioral needs of their child in developing the IEP.

**Interim alternative educational settings.** Under IDEA 2004, a child is entitled to programming and services necessary for him or her to receive a free appropriate public

education while he or she is in an interim alternative education setting. In addition to receiving an education consistent with the state’s education standards, the student must receive services that allow him or her to continue to participate in the general education curriculum and to progress toward meeting the goals in the IEP.

**Special circumstances.** Schools 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 body member, organ, or mental faculty.

**45-day limit.** The 45-calendar-day limit on removing students for these offenses is changed to 45 school days, a significantly longer time.

**Functional Behavioral Assessments.** The requirements for Functional Behavioral Assessments and Behavioral Intervention Plans are maintained in the discipline provisions.

## DISPUTE RESOLUTION

**Procedural safeguards notice.** The procedural safeguards notice now must only be distributed once a year except that a copy shall be distributed upon initial referral, when a parent requests an evaluation, when a due process complaint is filed, or whenever a parent requests a copy.

**Statute of limitations.** For the first time, the federal statute states that parents have a two-year limit, from the time they knew or should have known that an IDEA 2004 violation occurred, in which to file an administrative due process complaint about any matter concerning the identification, evaluation, placement or provision of a free appropriate public education. The statute says that the two-year limitation will apply unless it is inconsistent with state law.

**Due process hearing notice.** Parents who wish to file a complaint because they believe their child’s educational rights are being compromised must file a due process hearing notice with the school district (with a copy to the state). The hearing notice must identify the child’s name and contact information, describe the problem with supporting facts, and to the degree possible, suggest a proposed resolution. The school district must respond to the parent’s notice within 10 days—unless the district notifies the state hearing officer within 15 days that it is challenging the sufficiency of the parent’s due process hearing notice. The state hearing officer has five more days to make a finding.

**Dispute resolution session.** Parents filing for a due process hearing notice must have a “resolution session” with the school district, unless both parties agree to use the mediation process or go directly to due process.

**Mediation.** Mediation is to be available whenever there is a dispute about the identification, evaluation, or educational placement of the child, or the provision of a free, appropriate public education (FAPE). Mediation agreements are legally binding, and discussions in mediation are confidential.

**Attorneys’ fees.** Parents’ attorneys may be responsible for paying the school’s attorneys’ fees if the complaint is—or the pursuit of the litigation becomes—frivolous, unreasonable, or without foundation. Parents or the parents’ attorney may be responsible for the school system’s attorneys’ fees if the parent complaint or subsequent action were presented for any improper purpose, such as to harass or to cause unnecessary delay or needlessly increase the cost of litigation.

**Qualifications for hearing officers.** There are now explicit qualification requirements for hearing officers.

## LEARNING DISABILITIES

**Eligibility changes.** The new definition of “specific learning disability” means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, in which a disorder may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.

## EARLY INTERVENTION

**Age eligibility.** The new law lets states serve children through early intervention programs until they enter elementary school rather than requiring them to transfer to public school programs at age 3. To use the option, parents must provide informed consent that their children will not receive their right to FAPE from the public school as they are entitled to receive under Part B, and the children must have already received Part C early intervention services.

# Idaho Parents Unlimited Conference



*Conference participants*

March 9, 10 and 11, 2005 brought the Idaho Parents Unlimited convention to the Boise Red Lion Downtowner. One hundred thirty participants, speakers and staff laughed, cried, shared and learned as four national speakers and twenty breakout presenters shared their life stories and knowledge.

Wednesday had the Board of Directors working hard with an all day meeting, while a separate day was devoted to those who speak Spanish. Both meetings accomplished a great deal and were deemed a success.

Martha Gilgen, the Board President, was our Mistress of Ceremonies throughout the conference. Thursday and Friday mornings each started with a keynote from a national speaker. Jan Moss and Hogan Hilling, both parents of children with special needs had us laughing and crying (sometimes at the same time), but left us with a feeling that we really could get through anything. Lunchtime brought two more national speakers. Thursday, Rich Robison imparted his vast amount of knowledge of the IDEA with us and Friday, David Roche shared his life example of living to the fullest with a significant facial deformity.



*Jann Moss and Martha Gilgen*



*Dolores Totorica*

The 20 breakout speakers spoke on a variety of topics from Inclusive Child care to Assistive Technology to separate discussions for moms and dads. With five and six breakout sessions happening at once, there truly was something for everyone.

Thursday evening brought a time for fun and some fundraising with the Awards and the Silent Auction. Mary Nelsen was presented the award for Outstanding Professional. Ron Seiler was awarded the Outstanding Parent of the Year and Mike Smith received the Outstanding Individual of the Year. Ballet Idaho Academy of Dance received the award for Outstanding Agency of the Year. The Silent Auction was a success. With a huge "thank you" going to Dolores Totorica who worked so hard to make sure that the auction went well.

Along with all the information in the presentations and workshops many parents stopped by the registration table to let us know how much they were enjoying talking to other parents.

The breaks between sessions gave parents a chance to talk with each other and to wander among the vendor booths and gather more information. Over twenty booths were set up to provide a wealth of additional information from service providers.



*Staff*



*David Roche and Jerry Todd*



*Ballet Idaho Award*



*Self advocates*

If the conference evaluations are an indication of how things went, then the conference was a success. As one parent summed the conference up: "Great! It was 2 days well spent! Thank you IPU!"



*Erica Gau, Angel Mendoza, Angie Gau, and Virginia Henderson*

## Virginia's Conference Interviews

**BOISE-** Shelby and Jordan have always been a mystery to their mothers. Shelby, 9, doesn't seem very interested in playing with the other kids and his everyday behaviors can be very frustrating and confusing. Jordan, 7, just isn't like the other kids, and getting him to behave is a constant struggle.

Angie Gau, Shelby's mom, said people have suggested spankings as the answer to her problems. Jordan's mom, Angel Mendoza, has heard the same. "It just never felt right to me, I knew that using physical punishment just wasn't the way to go," Gau said.

"And now I am so thankful I listened to my heart."

Both boys were just diagnosed with high functioning autism in February. The news, though difficult to hear, brought the answers Angie and Angel have been searching for. Just home in Orofino from the annual IPUL conference, the two moms, already friends, said the experience has given them the hope, inspiration, perspective and resources they desperately needed.

Angie and her daughter, Erica, 16, and Angel piled into Angel's car March 9 and headed for Boise full of questions and high expectations.

They weren't disappointed.

"I wanted to attend the conference because I had just received the news about Shelby, and I had no idea about autism - what it is, how you get it, what the symptoms are and where to go for help," said Angie. "The conference was superbly informative. I learned all about the symptoms and more. I understand now why my son does what he does and where to get help in dealing with and understanding him," Angie said.

"I needed answers for Jordan," said Angel. "I got them. I learned how to deal with his disability and how I should approach people about Jordan's autism."

Angie said the conference profoundly changed her perspective on parenting her son. "I really reflected on the past, remembered some of the ways of Shelby's strange behavior. I had no clue as to how to deal with him and I made mistakes. I'm aware now that this isn't a phase that will pass and I'm understanding now how to find resources to help me," said Angie.

Shelby's sister Erica agreed. "So many things about Shelby make sense now. I know I will have a lot more patience and understanding with him, especially when he wants to talk forever about watches or when he seems to do things just to be annoying."

Erica, one of five siblings, has always had a special place in her heart for Shelby, and was very pleased to have the opportunity to attend the conference. "He's my special guy. I enjoy his unique personality," Erica said.

"We're learning a lot," she observed on Day Two. "My mom is so happy to be getting all these answers."

Beyond the answers the friends also found priceless inspiration. "Just sitting there listening to Jan Moss really affected me in a great way," said Jordan's mom Angel. Moss, the mother of two adult children with severe disabilities, urges a philosophy of humor and acceptance, bringing her audience to laughter and tears throughout her Day One keynote address.

"The way Jan works with her kids, the challenges her kids and her family has faced...she made it sound like it was all good," said Angel, adding, "Not that I'm saying it is easy, because in no way is it," - and that's the point.

Meeting other parents, talking with them and sharing techniques that work and losing that feeling of isolation is powerful medicine, the three agreed. "I think something like this just for brothers and sisters would be really great too," said Erica.

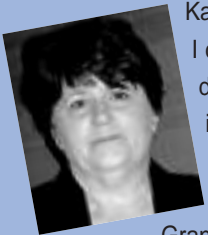
"Her support and protectiveness will be with Shelby for all the days of his life," added Angie, "and the conference has given her a lot to build on."

Angie, Angel and Erica are convinced the effects of their three days in Boise will be deep and long-lasting. "Since I have been home I have been much more patient, calm and understanding of what Jordan is going through," Angel said.

"We're now well-informed and have the information to connect with organizations and agencies capable of helping us," Angie said. "We're so happy to have had this chance to get plugged in to these and we'll be getting their help and planning to begin services asap. Obviously this will help the family tremendously and we very much appreciate the scholarship funds IPUL provided so that we could make it."

"Now I'm hoping that my family will one day understand what Jordan is dealing with and be patient with him," Angel said.

## IPUL Staff Changes



Kathy Hall – Bookkeeper, Administrative Assistant

I came to IPUL as a “temp” from a staffing agency. To my great delight I was asked to stay on as a permanent hire. I have lived in the Boise area my whole life and am married to a wonderful guy. Between us we have 5 great kids, (although they are all grown-ups now!) and 8 super, terrific grandkids. I love being a Grandma! As I learn more about IPUL’S objectives, I am really excited to become a part of this organization!

Virginia Henderson joined us in late February as Parent Education Coordinator for the Northern Region. She’s a new-comer to Idaho, but is no stranger to advocating for children and families. Child abuse prevention has been her passion, and she has devoted many years to working with and advocating for victims of trauma, as a professional and a volunteer. “I’m excited to join IPUL’s team,” Virginia said. “It’s very satisfying and energizing to consider the ripple effect of this work. Helping people connect to the resources and support they need while providing quality and relevant education is vital.”



Virginia moved with her husband, Tom, and son, Sam, to Lewiston in February from Dallas, Oregon. Sam, now 9, was diagnosed with autism spectrum disorder, ADHD and OCD when he was a toddler. Their daughter, Alexis, is in her second year at New York University, where she is beginning an internship with an organization dedicated to Asperger’s Syndrome. “When we decided to move to Lewiston the first thing I did was locate IPUL on my computer,” Virginia said. “I knew I needed to find my local support network and quick. Now, I couldn’t be happier to be a part of it.”



Yolanda deLeon is a Texas native and a graduate of the College of Idaho, where she earned a B.A. in Elementary Education. She has since earned an endorsement in Special Education from Boise State University. Yolanda has taught for 15 years in regular classes and 10 years in Special Education.

Yolanda enjoys helping others and likes to spend time with her family, camping, going to soccer games, riding dirt bikes, traveling, and watching high school bands. Her lucky family includes her husband, Jesus, four children between the ages of 15 and 25—Elysa, Emilia, Armando, and AJ—and three grandchildren, Diego, Lexy, and Deztiny. They have lived in Caldwell for 33 years. Yolanda enjoys working on Caldwell Family Projects.

Good-bye to Kelly Bolen. Kelly has been our own personal tech guru, and did all sorts of other jobs for us over the years, and as such was our frequent savior. He weathered an office full of women with an outward pleasantness and patience that we can all envy. We will miss him as he moves on in the high-tech world, and wish him nothing but the best!



## IPUL wishes to thank the following for their sponsorship of the 2005 IPUL Conference:

U S Department of Education, Office of Special Education Programs

Idaho State Department of Education, Bureau of Special Education

Idaho Department of Health and Welfare, Infant and Toddler Division

Idaho Assistive Technologies Project

VSAarts Headquarters, Washington, DC

## Thanks also to others who have generously contributed to IPUL recently.

The Tony Titorica Family

Martha Gilgen

Audrey and Joe Numbers

Suzie Hanks

M Carmen Titorica-Bassick

M Rena Lottman

Joe Iuga

## And many thanks to all of the following for their contributions to the IPUL Silent Auction. Because of you it was a great success!

Anniversary Inn

Idaho Steelheads

DoubleTree Club Hotel

Funny Bone

Brundage Mountain

Boondocks Fun Center

RC Willey Gift Certificate

Ballet Idaho Performances

One handmade Children’s blanket

Idaho Shakespeare Festival

Sounds and Mind Processing

Roberts Home Decorating Center

Samis Club

VSAarts

Dolores Titorica

Dorothy Doss

Christine Barrieta

Zella Bardsly

Martha Gilgen

Hugh Missman

Rachel Reese

Tarmo Vaitia

Beth Walters

Nicky Robinson

# The Assistive Technology Act of 2004

**Millions of people with disabilities rely on assistive technologies, such as wheelchairs, communication devices and adapted computers, to pursue their education, obtain and maintain a job and participate in their community and leisure activities.**



On October 8, 2004, the US House of Representatives overwhelmingly passed the Assistive Technology Act of 2004 (AT Act of 2004) (HR 4278). This positive action by the House of Representatives closely followed the Senate's unanimous support and passage of the Act. The bill has been sent to President Bush for signature. Passage of the AT Act of 2004 assures that people with disabilities, educators, employers, and service providers will have access to the technology they need.

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 for state programs. "Passage of the Assistive Technology Act of 2004 affirms the benefits of assistive technology for people with disabilities and the importance of access to AT devices and services for increased independence and productivity. The Association of Assistive Technology Act Programs (ATAP) is pleased that the AT Programs operating in every state and US territory will be able to continue to be a resource for people with disabilities, educators, employers and other service providers to find and access the assistive technology they need. The impressive bi-partisan

effort of the Congress to ensure the continuation of these vital programs is heartening for people with disabilities and the programs that serve them." Deborah Buck, Executive Director, Association of Assistive Technology Act Programs

AT Programs established under the Technology-Related Assistance Act of 1988, have been responsible for implementing strategies to raise awareness of assistive technology and resources and for work with systems such as education, rehabilitation, and health services to increase access to assistive technology devices and services for people with disabilities. The AT Act of 2004 focuses on the continuation or development of specific programs that will ensure direct access to technology, including assistive technology loan programs, device demonstration programs, device reutilization programs, and alternative financing such as low-cost financial loan programs. In addition, AT Programs are responsible for implementing training and technical assistance, with a special emphasis on assistance for individuals with disabilities transitioning from school to work or continued education, conducting public awareness activities, information and referral services, and coordination and collaboration with public and private entities that are responsible for program services, policies or funding of assistive technology services.

The AT Act of 2004 also clarifies states responsibilities to ensure access to electronic and information technology as defined under Section 508 of the Rehabilitation Act of 1973. Activities carried out under and supported with Federal funds received under the AT Act of 2004 are required to comply with the Section 508 standards.

"Millions of people with disabilities rely on assistive technology to help them gain and maintain independence. Passage of the bipartisan Assistive Technology Act of 2004 will help individuals throughout the US and its territories get the technology they need to help them be independent in school, at home, the workplace and in the community. This is a great step forward in recognizing the contributions of all Americans." Marty Blair, Chair, Association of Assistive Technology Act Programs.

The AT Act of 2004 also supports state grants for protection and advocacy programs related to assistive technology and national activities such as a national public-awareness tool kit, research and development, technical assistance and training, data collection and a national public internet site.

# UPCOMING PARENT EDUCATION WORKSHOPS

All of our workshops are free of charge. Parents and professionals are welcome!!!

**Seating is limited. Please pre-register for all workshops by calling your regional IPUL consultant or the central office at 1-800-242-4785**

If you know of another disability topic you'd like to learn more about, please call your regional consultant or the staff at our central office to talk about possibilities for workshops in your area. Check our website at [www.ipulidaho.org](http://www.ipulidaho.org) for updated information about workshops across the state.

North Idaho –1-800-242-IPUL

Southwest Idaho –Julie Cathers or Emma Schlobohm at 342-5884 or 1-800-242-IPUL

Southeast Idaho – Beth Eloee-Reep at 760-0626 or 1-800-242-IPUL

Bilingual Educators: Maria Hines - 219-0300, Socorra Sanchez - 342-5884, and Yolanda deLeon - 284-3855

<b>ABERDEEN</b>				<b>COEUR D'ALENE</b>		
Understanding ADHD	(Español)	April 15	6:00pm – 8:00pm	Early Childhood Transition: IFSP to IEP	April	Please phone Virginia Henderson for date & time.
<b>AMERICAN FALLS</b>				Understanding ADHD	April	
No Child Left Behind and Students with Disabilities		April 12	1:00pm - 3:00pm	Is Your Child a Target for Bullying?	April	
<b>BLACKFOOT</b>				Intervention Strategies for Parents of Children with Disabilities		
Success with the IEP Process		May 2	9:00 am - 11:00am	<b>EAGLE</b>		
What are IPUL and CPRC	(Español)	May 5	Information booth Cinco De Mayo	Options at Adulthood	April 23	10:00am – noon
Understanding ADHD	(Español)	May 5		Solving the Employment Puzzle for Youth with Disabilities	April 23	1:00pm – 3:00pm
<b>BOISE</b>				<b>EMMETT</b>		
Parent & Professional Collaboration: A Cultural Perspective		April 13	6:00pm - 8:00pm	Success with IEP (Español)	April 5	6:00pm – 8:00pm
No Child Left Behind		May 11	6:00pm – 8:00pm	IDEA Protections	May 7	12:30pm – 2:00pm
Understanding ADHD		May 25	6:00pm – 8:00pm	Success with IEP	May 7	2:00pm – 3:30pm
<b>BURLEY</b>				Is Your Child a Target for Bullying?	Aug 18	6:00pm – 8:00pm
What are IPUL and CPRC	(Español)	June 10	6:00pm - 6:15pm	Intervention Strategies for Parents of Children with Disabilities		
Understanding ADHD	(Español)	June 10	6:15pm - 8:15pm	<b>GLENNS FERRY</b>		
<b>CALDWELL</b>				Success with IEP (Español)	July 15	2-4pm and 6-8pm
Success with IEP		April 7	6:00pm - 8:00pm	<b>GOODING</b>		
Success with IEP (Español)		April 13	6:00pm – 8:00pm	IDEA Protections	April 15	2:30pm - 4:30pm
Is Your Child a Target for Bullying?		April 21	6:00pm - 8:00pm	Solving Employment Puzzle For you with Disabilities	April 15	5:00pm - 7:00pm
Intervention Strategies for Parents of Children with Disabilities	English & Español			<b>HAILEY</b>		
Success with IEP	(Español)	April 27	6:00pm – 8:00pm	IDEA Protections	May 20	2:00pm - 4:00pm
Success with IEP	(Español)	June 14	10am/2pm/6pm	Understanding ADHD	May 20	5:30pm - 7:30pm
Success with IEP	(Español)	June 16	10am/2pm/6pm	Success with IEP	May 21	10:00am – 12:00am
<b>CHALLIS</b>				Is Your Child a Target of Bullying?	May 21	1:00pm – 3:00pm
Success with the IEP Process		April 5	10:00pm - 12:00pm	Intervention Strategies for Parents of Children with Disabilities		
Is Your Child a Target of Bullying?		April 5	1:00pm - 3:00pm			

**P A R E N T   N E T W O R K**

<b>IDAHO FALLS</b> Is Your Child a Target of Bullying?	March 17	7:00am - 9:00am	<b>NAMPA</b> Success with IEP (Español)	May 24	6:00pm – 8:00pm
Success with the IEP Process	March 30	9:00am - 11:00am	Protective Options at 18	May 27	6:00pm - 8:00pm
Guardianship and Other Options	March 30	12:00pm - 2:00pm	Success with IEP (Español)	July 12	2-4pm and 6-8pm
No Child Left Behind and Students with Disabilities	April 15	12:00pm - 2:00pm	Early Childhood Transition: IFSP to IEP	July 28	5:30pm - 7:30pm
IDEA Overview	April 16	10:30am - 12:00pm	<b>PAYETTE</b> Success with IEP (Español)	May 3	6:00pm – 8:00pm
<b>Break-Out Session of Idaho STARS Workshop</b>			<b>POCATELLO</b> No Child Left Behind and Students with Disabilities	April 12	9:00am - 11:00am
No Child Left Behind and Students with Disabilities	May 26	7:00pm - 9:00pm	Understanding ADHD	May 19	9:00am – 11:00am
<b>KUNA</b> No Child Left Behind and Students with Disabilities	April 9	10:00am - noon	Followed by lunch and Dr. Christensen	Please call Beth Eloë-Reep for more information.	
Positive Behavior Interventions	April 9	1:00pm - 3:00pm	Protections Provided by IDEA	May 24	9:00am - 11:00am
Success with IEP (Español)	July 14	2-4pm and 6-8pm	Guardianship and Other Options	May 24	12:00pm - 2:00pm
<b>LEWISTON</b> Early Childhood Transition: IFSP to IEP	April	Please phone Virginia Henderson for date & time.	<b>REXBURG</b> Success with the IEP Process	April 20	9:00am - 11:00am
Intervention Strategies for Parents of Children with Disabilities	April		<b>SALMON</b> Success with the IEP Process	April 6	9:00am - 11:00am
<b>MALAD</b> No Child Left Behind and Students with Disabilities	May 3	9:30am - 11:30am	No Child Left Behind and Students with Disabilities	April 6	12:00pm - 2:00pm
Is Your Child a Target of Bullying?	May 3	12:30pm - 2:30pm	<b>SANDPOINT</b> Is Your Child a Target of Bullying?	April 13	6:00pm – 8:00pm
<b>McCALL</b> Understanding ADHD	May 21	10:00am - noon	<b>SODA SPRINGS</b> Protections Provided by IDEA	May 11	9:00am - 11:00am
No Child Left Behind and Students with Disabilities	May 21	1:00pm - 3:00pm	<b>ST. ANTHONY</b> Protections Provided by IDEA	April 20	1:00pm - 3:00pm
Success with IEP (Español)	June 17	5:00pm – 7:00pm	<b>TWIN FALLS</b> Success with IEP	April 16	10:00am – 12:00pm
<b>MERIDIAN</b> Early Childhood Transition	May 18	6:00pm - 8:00pm	Protective Options at 18	April 16	12:30pm - 2:30pm
<b>MIDDLETON</b> Success with IEP (Español)	May 17	6:00pm – 8:00pm	Understanding ADHD	May 31	5:00pm - 7:00pm
<b>MONTPELIER</b> Success with the IEP Process	May 11	1:00pm - 3:00pm	<b>WEISER</b> Success with IEP (Español)	May 10	6:00pm – 8:00pm
<b>MOSCOW</b> Understanding ADHD	April	Please phone Virginia Henderson for date & time.	IDEA Protections	May 28	12:30pm – 2:00pm
			Success with IEP	May 28	2:00pm - 3:30pm
			<b>WILDER</b> Success with IEP (Español)	April 19	6:00pm – 8:00pm
			Success with IEP (Español)	June 15	10am/2pm/6pm

## RESOURCES AND WEBSITES

**PARENTSMEDGUIDE** provides The Use of Medication in Treating Childhood and Adolescent Depression: Information for Patients and Families, as prepared by the American Psychiatric Association and American Academy of Child and Adolescent Psychiatry in consultation with a national coalition of concerned parents, providers, and professional associations at [www.ParentsMedGuide.org](http://www.ParentsMedGuide.org)

### FAMILY CENTER ON TECHNOLOGY AND DISABILITY

The Family Center offers a range of information and services on the subject of assistive technologies to bring the highest quality education to children with disabilities. phone: (202) 884-8068 fax: (202) 884-8441 email: [fcfd@aed.org](mailto:fcfd@aed.org)

**SCHWAB LEARNING** is a nonprofit organization that provides a parent's guide to helping kids with learning disabilities at [www.schwablearning.org](http://www.schwablearning.org). Subscribe to their free weekly online newsletter on the above website. Other things available on this website include the article "A Parent's Essential Guide: A Parent's Guide to Social Relationships" and an article on "What Research Tells Us About Depression in Children With Learning Disabilities."

Another source for information on learning disabilities is **LDONLINE**. [www.ldonline.org](http://www.ldonline.org). They also have a monthly online newsletter.

### THE NATIONAL CENTER FOR LEARNING DISABILITIES

brings you [LDTalk.org](http://LDTalk.org), featuring discussions on a variety of topics critically important to people with learning disabilities and providing you with access to the nation's top experts at <http://ga3.org/ct/TdLnLQn1KzMN/>.

Students with LD: Transitioning to Post-School Life was the featured topic of the February 2005 issue of LD News, the monthly e-newsletter of the National Center for Learning Disabilities at <http://ga3.org/ct/H1LnLQn1KzMs/>.

### POST SECONDARY RESOURCES: SUPPORTING YOUTH WITH COGNITIVE DISABILITIES

With guidance from the U.S. Department of Education Office of Special Education and Rehabilitative Services, a consortium of organizations is collaborating to advance the interests of students with intellectual disabilities in postsecondary programs. For more information go to <http://www.heath.gwu.edu/Templates/Newsletter/Intel%20Dis.htm>

**THINK COLLEGE. NET** is a new website that has been designed to help students with cognitive disabilities make attending college a reality. Access the website at <http://www.thinkcollege.net/> "Community Colleges: A Pathway to Success for Youth with Learning, Cognitive, and Intellectual Disabilities in Secondary Settings". To review this paper, go to <http://www.education.umd.edu/oco/training/pubs/docs/hart.pdf>

**THE NATIONAL CENTER ON SECONDARY EDUCATION AND TRANSITION** provides the transcript from their teleconference,

"Supporting Individuals with Intellectual Disabilities to Transition and Participate in Post Secondary Education" at [www.ncset.org](http://www.ncset.org). They are also sponsoring a National Leadership Summit on Improving Results for Youth, to be held in June in Washington, DC.

**SAMHSA, THE SUBSTANCE ABUSE AND MENTAL HEALTH ADMINISTRATION'S CENTER FOR MENTAL HEALTH SERVICES (CMHS)**, through its Child, Adolescent, and Family Programs, promotes effective ways to organize, coordinate, and deliver mental health services and supports for children, adolescents, and their families. <http://www.mentalhealth.samhsa.gov/publications/allpubs/CA-0013/default.asp>  
<http://store.mentalhealth.org/espanol/lineas.aspx>

**NAMI, THE NATIONAL ALLIANCE FOR THE MENTALLY ILL**, has a website full of helpful information (including about medications), support, and ways to take action at [www.nami.org](http://www.nami.org)

**THE NATIONAL SUICIDE PREVENTION LIFELINE** (1-800-273-8255) is a network of local crisis centers located in communities across the country that are committed to suicide prevention. Callers to the hotline receive suicide prevention counseling from trained staff at the closest certified crisis center in the network. <http://www.suicidepreventionlifeline.org/>.

**THE NATIONAL DROPOUT PREVENTION CENTER FOR STUDENTS WITH DISABILITIES (NDPC-SD)** was created to assist in dropout prevention and re-entry programs for students with disabilities. [www.dropoutprevention.org](http://www.dropoutprevention.org) and includes a free quarterly e-Newsletter at [www2.edc.org/ndpc-sd/signup.asp](http://www2.edc.org/ndpc-sd/signup.asp).

**CADRE, THE CONSORTIUM FOR APPROPRIATE DISPUTE RESOLUTION IN SPECIAL EDUCATION**, encourages the use of mediation and other collaborative strategies to resolve disagreements about special education and early intervention programs. <http://www.direction-service.org/cadre/index.cfm>

**IDAHO ASSOCIATION FOR PARENTS OF VISUALLY IMPAIRED CHILDREN (IDAPVI)** is a non-profit organization of, by and for parents, committed to providing information and resources for children who are blind or visually impaired, including those with additional disabilities. It is forming as a state affiliate with the National Association (NAPVI). To learn more, check out <http://www.spedex.com/napvi/>. IDAPVI is currently looking for someone willing to be the contact for North Idaho. If you are interested in joining IDAPVI contact one of the following: President - Kim Dumlalag Barnhill, Gooding Idaho – 934-4121 or [mimiczy@hotmail.com](mailto:mimiczy@hotmail.com)  
SOUTHWEST IDAHO REGIONAL REPRESENTATIVE - LeAnne Jackson, Nampa, Idaho – 467-9185 or [leanne@marinerfan.net](mailto:leanne@marinerfan.net)  
Eastern Idaho regional representative - Teresa Kalco, Rexburg, Idaho - 356-6159 or [mhsbandmom@hotmail.com](mailto:mhsbandmom@hotmail.com)

# Attention Deficit Hyperactivity Disorder



ADHD is a diagnosis that describes children who have age-inappropriate levels of impulsivity, inattention, and hyperactivity. It is important to seek an accurate diagnosis and to seek effective treatment for the condition so children find success in school, at home, and in relationships in the community. ADHD is a condition which requires patience, instruction, and a never-give-up attitude.

The U.S. Department of Education issued a "Policy Clarification Memorandum" on September 16, 1991, which made it clear that children with ADHD may qualify for special education and related services solely on the basis of their ADHD when it significantly impairs educational performance or learning. On March 11, 1999, ADHD was formally listed in the IDEA Regulations under the category "Other Health Impairment (OHI)." The ADHD must result in limited alertness to academic tasks, due to heightened alertness to environmental stimuli and must be chronic (long-lasting) or acute (have a substantial impact.) This must result in an adverse effect on educational performance; and the student must require special education services. An adverse effect on educational performance looks at all aspects of the child's functioning at school, including educational performance as measured by grades or achievement test scores; behavioral difficulties; impaired or inappropriate social relations; impaired work skills, such as being disorganized, tardy, having trouble getting to work on time; and difficulty with following the rules. Schools are required to address the effects of a child's disability in all areas of functioning, including academic, social/emotional, cognitive, communication, vocational and independent living skills." ([www.chadd.org](http://www.chadd.org))

## The three types of ADHD are inattentive, hyperactive-impulsive, and combined.

Some of the things you can do to help the child with ADHD be more successful are:

- **Pay attention to good behavior.**
- **Use patience and repetition.**
- **Ignore minor misbehaviors.**
- **Use consequences that work (exp. Praise, privileges, & tangible consequences)**
- **Provide feedback on behaviors often.**
- **Use positives before negatives.**
- **Develop routines at home.**
- **Be consistent.**
- **Do not get in emotional debates with an angry child.**
- **Use frequent communication between school and families.**
- **Repeat, repeat, repeat directions.**
- **Have a clutter free environment.**
- **Provide choices.**
- **Teach the student how to get organized.**

Please see IPUL's workshop list for our new curriculum on Understanding ADHD. Remember to be as proactive as possible about helping children learn to manage their own behaviors and never give up!



# MEDIATION

## Part One

Included in the changes made as a part of the recent reauthorization of the Individuals with Disabilities Education Act, or IDEA, are provisions that state that procedures are to be established that make it possible to use mediation to resolve any matter. (Section 615 (e)) If resolution is reached through the mediation process, the parties are to execute and sign a legally binding agreement that details the resolution.

Because of the increased weight given to mediation in the IDEA 2004 reauthorization, we will feature a series of articles in the **Parent Network** on the role it plays in dispute resolutions. The series will include excerpts from a publication by the Consortium for Appropriate Dispute Resolution in Special Education (CADRE) titled *Families and Schools: Resolving Disputes through Mediation*.

Mediation is a process that can be used to resolve disagreements between the parents of a child who has a disability and the school district or early intervention agency responsible for providing services to the child. Mediation cannot be used to deny or delay due process and is usually the first step when a due process hearing is requested. A qualified, trained and impartial professional facilitates the mediation process. A mediator does not take sides, but instead helps the participants clearly

communicate their concerns, find common ground, and identify possible solutions. The mediator does not make problem-solving decisions, but rather helps the participants reach their own mutually agreeable resolution.

Mediation is voluntary and must be agreed to by both the family and the school or service provider. Each session in the process must be held in a timely manner and in a convenient location for both the family and the school. Since discussions must be confidential, participants may be required to sign a confidentiality pledge and the content of these discussions can't be used in any subsequent due process hearings.

It is believed that mediation is less costly and less adversarial than a due

process hearing because it frequently takes a day or less to complete and does not require attorney involvement as does a due process hearing. If mediation is not successful, a hearing can still be held. In Idaho, the State Department of Education pays the costs of mediation, so that it is available at no cost.

When agreements are reached, the mediator drafts a document that reflects what the participants have agreed upon. Participants sign the final agreement and each receives a copy for his/her records.

Follow along in the next few issues of Parent Network to see how the process can lead to successful resolutions of various disagreements.

### Honestly, do you have a few?

It's time to remind you to send in your IPUL memberships. At only \$10 per family and \$25 per professional, it's just about the best membership deal around. The dollars that come to IPUL as a donation or as a membership fee support us with important unrestricted dollars to help us give you things that our grants do not pay for.



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

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

Membership or Donation: \_\_\_\_\_

Mail your tax deductible donation to:  
Idaho Parents Unlimited, Inc. 600 N. Curtis  
Rd., Suite 145, Boise, Idaho 83706

## SUPPORT GROUPS

Are you a member of a support group? Many of us are, and appreciate all that they do for us. One of the services that IPUL provides to parents is a referral to local support groups. Before we can refer, we need to know about what groups exist. So, if you are a member of a support group, please call your regional IPUL Parent Education Coordinator and let them know about your group.

If you do not belong to a support group, you might consider all that such a group can do for you:

- Compassion and understanding from others
- Awareness of common needs and common strengths
- Greater self-understanding and insight
- Opportunities for parents to express their emotions
- Reactions and advice from others who share a similar situation
- New approaches to problem solving
- Practical ideas for working with your child and with professionals
- Meaningful relationships with other parents
- Less isolation in raising a child with disabilities
- Education and advocacy

If there is not a support group in your area that fits your needs, you might consider starting one. To assist you in this endeavor IPUL has published a “Parent Support Group Manual—A Facilitator’s Guide to Starting, Conducting and Maintaining Parent Support Groups.” If this is for you, give IPUL a call!

## A Day of Hope Conference

This conference is sponsored by the Epilepsy Foundation of Idaho for people newly diagnosed with epilepsy, their families and anyone with the disorder interested in learning about seizures, medical treatment, and how to manage the day-to-day issues associated with epilepsy.

**Friday, April 29, 2005   8:00 a.m. – 4:00 p.m.**  
**St. Luke’s Regional Medical Center**  
**Boise, Idaho**

For more information contact David C. Blackwell at The Epilepsy Foundation of Idaho: (208) 244-4340 or [efid@EpilepsyIdaho.org](mailto:efid@EpilepsyIdaho.org). Travel scholarships will be available.



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**Look in the next issue of "Parent Network" for information  
on No Child Left Behind and Students with Disabilities**