

P A R E N T N E T W O R K

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

Autism Spectrum Disorder



IDENTIFYING A CHILD WITH AUTISM: According to the Autism Society of America “autism is a complex developmental disability that typically appears during the first three years of life and is the result of a neurological disorder that affects the normal functioning of the brain, impacting development in the areas of social interaction and communication skills. The cause of this disorder is not known. Both children and adults with autism typically show difficulties in verbal and non-verbal communication, social interactions, and leisure or play activities, such as repetitive behaviors or interests. In addition, they will often have unusual responses to sensory experiences, such as certain sounds or the way objects look. One should keep in mind however, that autism is a spectrum disorder and it affects each individual differently and at varying degrees - this is why early diagnosis is so crucial.” By learning the signs that might indicate a diagnosis of autism, you enable a child to begin benefiting from one of the many specialized intervention programs.

“There are no medical tests for diagnosing autism. An accurate diagnosis must be based on observation of the individual's communication, behavior, and developmental levels. However, because many of the behaviors associated with autism are shared by other disorders, various medical tests may be ordered to rule out or identify other possible causes of the symptoms being exhibited. At first glance, some persons with autism may appear to have mental retardation, a behavior disorder, problems with hearing, or even odd and eccentric behavior. To complicate matters further, these conditions can co-occur with autism. However, it is important to distinguish autism from other conditions, since an accurate diagnosis and early identification can provide the basis for building an appropriate and effective education and treatment program. A brief observation in a single setting cannot present a true picture of an individual's abilities and behaviors. Parental (and other caregivers' and/or teachers') input and developmental history are very important components of making an accurate diagnosis.

“Discovering that your child has autism can be an overwhelming experience. For some, the diagnosis may come as a complete surprise; others may have suspected autism and tried for months or years to get an accurate diagnosis. In either case, you probably have many questions about how to proceed. A generation ago, many people with autism were placed in institutions. Professionals were less educated about autism than they are today and specific services and supports were largely non-existent. Today the picture is much clearer.

With appropriate services, training, and information, children with autism will grow and learn, even if at a different developmental rate than others.”

While there is no cure for autism, there are treatments and educational approaches that “may reduce some of the challenges associated with the disability. Intervention may help to lessen disruptive behaviors, and education can teach self-help skills that allow for greater independence. But just as there is no one symptom or behavior that identifies children who have autism, there is no single treatment. Children can learn to function within the confines of their disability, but treatment must be tailored to the child's individual behaviors and needs....The basis for choosing any treatment plan should come from a thorough evaluation of the strengths and weaknesses observed in the child.... Educating children with autism is a challenge for both parents and teachers. These children are individuals first and foremost, with unique strengths and weaknesses. Some may be of average to above average intelligence, while others may be below average. Academic goals need to be tailored to that individual's intellectual ability and functioning level.”

IF YOUR CHILD HAS ALREADY BEEN DIAGNOSED: “Work in the field of autism spectrum disorders (ASD) in Idaho has been gaining momentum for many years. Idaho has a need for a more systematic and cross-system approach to providing services to children and youth on the autism spectrum which will improve outcomes for those children and youth.” (Marybeth

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Flachbart, Dr. Mary Bostick of the Idaho State Department of Education) In response to this, three meetings of the Idaho Summit on Autism Spectrum Disorders were held over the past two years. The summit and subcommittee work involved personnel from the State Department of Education, Health and Welfare, private providers, advocacy groups and parents. Three documents were produced. Below are facts on Effective Interventions. The other two may be located on line at www.idahotc.com and www.sde.state.id.us/specialed/content/mentalhealth.asp#autism. This website includes an ASD guide to screening, diagnosis and assessment that is organized by age groups.

The key to any child's educational program is the goals specified in the child's Individualized Family Services Plan (IFSP) or Individual Education Program (IEP) and the ways they address what skills and behaviors to teach, how to teach those skills and behaviors, and how you will know that the teaching is effective.

There is consistent agreement around the kinds of skills that should be addressed, though many differences exist between philosophy and practice that provide a wide range of alternatives for parents and school systems considering various approaches. All interventions must be built on evidence-based practices and must include ongoing data collection and evaluation. Effective interventions must be comprehensive and of sufficient intensity (e.g. amount of time per day/session) to yield meaningful outcomes for the child or youth.

Some of the instructional strategies that are effective for children and youth with ASD are relatively complex and demand sufficient training and practice to achieve fluency.

Although there is no single best treatment package for all children with ASD, most professionals agree that early intervention is important and that most individuals with ASD respond well to highly structured, specialized programs.

Before you make decisions on your child's treatment, you will want to gather information about the various options available. Learn as much as you can, look at all the options, and keep

your child's individual needs and characteristics in mind.

IEPS and IFSPs of children with ASD should address ALL of the following needs:

1. Functional, spontaneous communication. Effective teaching techniques for both verbal language and alternative modes of communication should be taken from scientific research-based practices and applied across settings.
2. Social interaction with peers and adults. Social instruction should be delivered throughout the day in various settings, using specific activities and interventions planned to meet age-appropriate social goals.
3. Appropriate play skills, based on age and peer groups.
4. Attending, imitation and other functional cognitive and academic skills.
5. Appropriate behavior, using functional, positive behavior interventions and supports.

The March Autism Conference, noted below, would be a good place to get more information about how to help children who have autism. If your child's school is struggling to meet your child's needs, you might call their attention to this conference. It is appropriate for parents as well as professionals.

Some national web-based resources are:

www.autism-society.org

www.nlm.nih.gov/publicat/autism.cfm Provides a detailed booklet that describes symptoms, causes, and treatments, with information on getting help and coping.

www.cdc.gov/ncbddd/autism

www.ninds.nih.gov/health_and_medical/pubs/autism.htm

Princeton Autism Technology, Inc.

SAVE THE DATE MARCH 10, 2006

One Day Professional Conference

- Provide information and resources to educators, parents and health care professionals who wish to address and respond to the special needs of children with autism.
- Focus on methods, strategies and tools needed to optimize educational outcomes at the elementary school level.

James Ball EdD, VP Autism Services – YCS / Sawtelle (Montclair, NJ) Curriculum for Early Elementary – 3 Part Series

Julie Fodor PhD, University of Idaho Positive Behavioral Support Systems

Robert Hendren DO, MIND Institute's State of Autism Research 2006

Gregory Abowd, Prof. of Ubiquitous Computing, Georgia Tech—Current and emerging 'Autism' Technologies in Classroom and Home

**Friday, March 10, 2006
BSU-Special Event Center-With Broadcasts Statewide**

**Call 426-3861 or e-mail
cpdinfo@boisestate.edu for information**

Letter from the Executive Director

A new year is upon us; and with that we have plenty of new information to get out to all the IPUL readers. Below is a brief synopsis of what we need to let you know.

In the past four months IPUL has added a new program, The Family to Family Health Care and Information Center. This program will help us to get information and support to the families that have children with extraordinary medical issues.

In October IPUL learned that the Idaho Hispanic Resource Center (IHRC) was not successful in receiving the Federal OSEP funds to support the work started with Idaho families that are Spanish speaking and that have a child with a disability. IPUL had planned to continue to serve those families in collaboration with the new IHRC Parent Center. Instead IPUL will work to provide services to those families without the IHRC. Socorro Sanchez has chosen to stay on staff at IPUL and will take family calls in Spanish and continue to translate all of IPUL's materials into Spanish. We are very grateful to have Socorro on our staff. She is a delight to work with and cares very deeply about families.

IPUL is getting ready for the upcoming legislative Session. See the Legislative Article to learn about several important items for all of us to watch as the next few months go by.

We want to remind you that IPUL will not be holding the annual Parent Conference this year. Instead we are beginning a new phase of parent leadership development to bring in new IPUL Volunteer Resource Parents. Twenty-four new parents will go through this intensive training. These special trainings will be carried out by Susan Valiquette and Socorro Sanchez during the coming spring. The IPUL Conference will resume in the spring of 2007.

Since we will not be having our annual conference this year, IPUL will be hosting a banquet to highlight some of the programs and their participants. We will provide recognition to our Annual Award recipients during the banquet to be held in May. If you have been involved in one of our activities in the past year and would like to let us know how that impacted your life or that of your child/student, call us so we can let folks know about it at our banquet.

*Sincerely, Evelyn Mason
Executive Director*

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2006 LEGISLATIVE SESSION

AND ON-GOING RULES AND REGULATIONS CHANGES

With Federal and State government working to meet the fiscal demands placed on our resources during the past few years we continue to see budgets brought forward with cuts in entitlement programs - especially those dealing with adults and children who have disabilities. It is important for the readership of the Parent Network to pay attention to these issues and weigh in with their local representatives on how these issues affect their children and families. To keep you informed, the following is a brief description of various items IPUL will be watching this legislative season.

EARLY AND PERIODIC SCREENING, DIAGNOSIS AND TREATMENT PROGRAMS – US Congressional changes to Medicaid may allow states to impose substantial new co-payment and premium fees on millions of low-income Medicaid beneficiaries and to scale back substantially the health care services that the Medicaid program provides. The Rules Committee adopted one modification that reduces the co-payments that the poorest Medicaid beneficiaries could be charged. However, the Rules Committee left unchanged the two most serious problems in this part of the House bill — the very high co-payment and premium fees that Medicaid beneficiaries just above the poverty line could be charged and the ways in which states would be allowed to cut back on the health care services that Medicaid covers for those patients. This includes the elimination of Medicaid's longstanding guarantee of covering all medical treatments that a low-income child is found to need in health care screenings. The bill would permit states to eliminate coverage for services such as hearing aids, speech therapy, occupational therapy, physical therapy, eyeglasses, mobility and assistive technology products, and dental care for children. This would have a devastating effect on the health, mobility, function, and independence of children with disabilities who rely heavily on services provided through the Early and Periodic Screening, Diagnosis and Treatment (EPSDT) Program.

FAMILY OPPORTUNITY ACT - The current US Senate bill includes the Family Opportunity Act. This legislative proposal has been supported by leaders in the disability community for many

years and has engendered broad bipartisan support in both the House and Senate. It is important that this item is not delayed or cut from current bills.

BLANKET INSURANCE AND NON-DISCRIMINATION FOR CLEFT LIP AND PALATE – Idaho Representative Margaret Henbest is bringing forward a legislative amendment to Idaho Code 41-2210 that prohibits discrimination of private insurance against children who have cleft lip/palate. This is in response to families affected over the past two years with cuts to the Children's Special Health Care Programs in Idaho (CSHP) under Health and Welfare. In the past, many of those costs were passed onto the CSHP program if they were not covered by private insurance. Since those families with private insurance no longer qualify for CHSP coverage, they now have to pick up these surgeries and therapies if insurance does not cover them. These costs can easily be thousands of dollars. This bill seeks to ensure that the necessary services are covered. The amendment would require businesses offering individual health insurance coverage and group health plans to provide coverage for medically necessary treatment of a minor child's congenital or developmental deformity due to cleft lip or palate, or both, from the time of enrollment. Such amendments should also ensure that no policy of insurance may impose contractual limitations or exclusions for the treatment that may involve such congenital anomalies after the child's initial enrollment.

UNRULY STUDENTS LEGISLATION OR CRIMINALIZING THE CLASS CLOWN (FORMERLY HB 202) - Please see the larger article in this issue of the

newsletter. Multiple members of the Idaho Consortium on Disabilities are opposing this legislation as unjust for all children, not just those with disabilities. This legislation is being brought forward by Rep. Smylie.

IDAHO HIGH SCHOOL GRADUATION STANDARDS – Revision to the High School redesign Plan - After reviewing public comments and meeting with education stakeholders the Accelerated Learning Taskforce made significant modifications to Idaho's plan to redesign high schools and middle schools. Any rule changes must be approved by the Legislature. An excellent background article on this subject was published in the Idaho State Council on Developmental Disabilities by Tracy Warren. For more information go to the following link to view a comparison of the proposed changes: http://www.board-of-ed.idaho.gov/press_releases/2005PressReleases/11_02_05b.asp

IDEA RULES AND REGULATION CHANGES AT THE FEDERAL AND STATE LEVELS – The office of Special Education Programs under the US Department of Education is continuing to refine the rules and regulations under the Individuals with Disabilities Education Act (IDEA). Those rules and regulations should be completed and made public at the national level in May or June of 2006. Following the Federal release the State changes will be rewritten and again put out for public review. This process will probably not be completed until December of 2006.

Representative Kathie Garrett is bringing forward a rule change for the **removal of assets test for Children's**

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Health Insurance Program (CHIP)

MEDICAID DRUG RULES – Drug Step Therapy – Efforts are underway to change the Idaho Health and Welfare rule affecting how prescription drugs other than generic drugs can be provided. Currently a person must fail on two less expensive drugs before being approved for a more expensive drug. The trial efforts must take place in one 6-8 week period. As most people experienced in using prescriptions drug know, it often takes 6-8 weeks for the drug to actually produce the recommended results. This is especially true in how those drugs are used with children that have ADHD, or mental health issues. The current rule makes getting anything other than generic drugs very difficult or impossible.

EDUCATIONAL INTERPRETERS FOR THE DEAF, STATE MINIMUM STANDARDS - The Educational Interpreter Interagency Consortium (EIIC) and the Council for the Deaf and Hard of Hearing are working with parents, school administrators, students, interpreters, and state agencies to set a minimum standard into law. Almost 90% of Idaho's deaf and hard of hearing children are mainstreamed. They are expected to meet the same educational standards as their hearing peers. To deprive them of equal access to communication because of insufficient interpretation is unacceptable.

Now is the time to give Idaho's deaf children an equal opportunity to access classroom information. No parent or school district would employ a teacher who could only communicate 50 percent of instructional information in a classroom and yet studies show that is the level of interpretation many of our state's interpreters can provide our students. The EIIC requests the active support of all stakeholders in establishing this minimum standard in Idaho.

Criminalizing the Class Cut-up

By James Baugh, Co-Ad, Inc. Executive Director

In the last legislative session, a bill was introduced which would have made it a misdemeanor for anyone, including a student, to "loiter" on school grounds or to "disrupt the educational process." By making these activities a crime, the school is excused from following federal, state or local rules for student suspensions and expulsions, since the whole matter is turned over to the juvenile justice system. The bill passed the Idaho House but eventually died waiting for amendments in the Senate at the end of the session. However, it will return in a new form for the 2006 session. Representative Steve Smylie has been busy working with some school resource officers and others to draft a new bill which would do the same thing.

Children with disabilities have always been targeted for school discipline. The Federal Individuals with Disabilities Education Act (IDEA) recognizes this problem and sets out minimum protections for them with which schools must comply. Criminal prosecution is beyond the scope of these protections and some schools are anxious to dump students with behavior problems into the juvenile justice system. Many of these students have disabilities which make it difficult to comply with school rules. Parents of children with emotional/behavioral disabilities and of children with autism spectrum disorders were immediately alarmed. In the testimony from school resource officers last year, one of them cited an example of a student who should be prosecuted under the proposed law. He talked about a boy who kept tapping his pencil even after the teacher had asked him to stop twice. He also mentioned a student who was "disruptive" at a school basketball game.

Representative Smylie and others met with some disability advocates last week to unveil a draft of the new bill. In its new form, the bill will make it a crime for a student to be "habitually unruly". This includes any student who violates school rules more than twice in a school year. The bill requires schools to follow federal laws in disciplining student with disabilities, but leaves open the possibility of turning them over to prosecutors for behavior which is a manifestation of their disability.

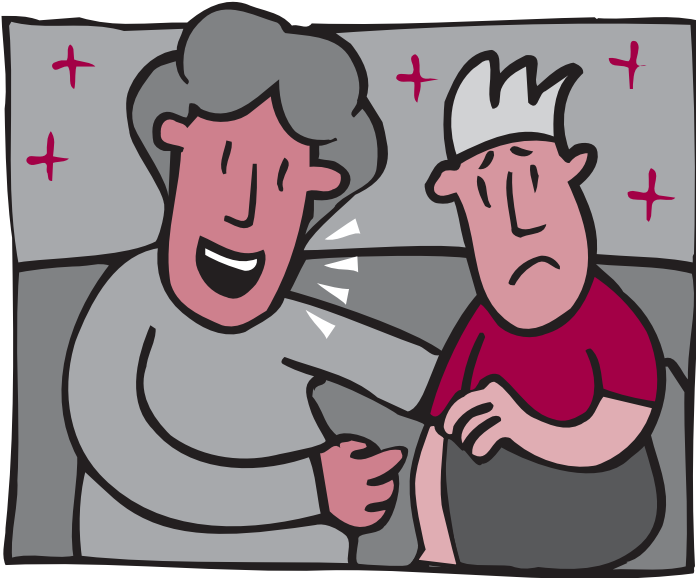
The bill appeals to everyone's desire for safe quiet schools where everyone passes their state achievement tests and no one has to deal with differences or messiness. But the criminal justice system is not the solution for every human problem. Making school misbehavior a crime may seem like an easy answer, but it is not a solution to anybody's problem. Strategies that actually do solve the problem like Positive Behavioral Supports and other intensive behavior interventions are seen as just too much work.

Students who do commit crimes (assaults, drugs, weapons, intoxication etc.) at school can already be prosecuted under existing laws, and often should be. This bill would turn every school's behavior code into a basis for criminal prosecution.

Schools have been dealing with discipline problems using the traditional tools for a long time. New scientifically tested and effective behavioral tools are now available as well. We really don't need to criminalize the class cut-up.

HIGHLIGHTS OF THE WORKSHOP

Is Your Child a Target of Bullying?



BULLYING HAPPENS IN ALL RACES AND CLASSES.

THINGS PARENTS CAN DO:

- Teach child self-advocacy skills.
- Help child understand their disability and communicate it to others.
- Encourage peer relationships. Even if child just has one or two good friends, this helps reduce vulnerability to bullying behavior.
- Develop goals in IEP to prevent becoming a target, such as learning social skills or having a hall monitor if this is where the bullying occurs.
- Listen... Let children tell their stories. Ask questions to see if it is bullying behavior.
- Believe them, be supportive, and be patient.
- Notice changes of behavior, such as a child who always used to love riding bus, but now refuses to go on.
- Keep written documentation of incidents, including date, people involved, child's account of incident, actions taken by school, etc.
- Help increase peer interaction through activities.

Bullying happens in all races and classes. It happens to males and females of all ages in any size school. There are approximately 160,000 students who miss school every day due to bullying according to *The National Association of School Psychologists and the U.S. Department of Justice*.

Two main characteristics that lead to becoming a target of bullying are the child's vulnerable reaction to the bullying and the child's social isolation. These can both be characteristics of children with disabilities.

The behavior can be defined as bullying if one or more of the following takes place:

- Behavior is both intentional and unprovoked
- Behavior is usually repetitive
- Behavior is with intent to harm
- Behavior may be committed by one or a group
- An "imbalance of power" (physical strength, social status, sense of higher self-esteem) is present.

U.S. Dept. Of Ed – Preventing Bullying: A Manual for Schools and Communities

THERE ARE FOUR TYPES OF BULLYING BEHAVIOR:

- **Physical** – This is the easiest type to recognize. The child may feel unsafe at school.
- **Verbal** – This is the most common type and usually peaks in middle school.
- **Emotional/Social** – Often done in groups. Target may feel they are to blame.
- **Sexual** – Most difficult for child to discuss and for parent to hear.

TEACH CHILDREN STRATEGIES TO AVOID BULLYING OR PREVENT IT FROM CONTINUING:

- Try not to give the bully an emotional response.
- Practice using self-talk to think through the situation.
- Move away from the situation, thinking carefully about where to go.
- Stay with a friend, peer, or sibling.
- Educate the bully in a group situation about the disability.
- Ask the bully to stop when other children are near them.
- Seek help of an adult.
- Talk with a counselor if needed.

Work with child's teacher and school administrators to address the issues of bullying. Ask to see what your child's school policy is on bullying and disability harassment.

Laws protect the rights of a child with a disability against bullying behavior that is based on the disability and that interferes with participation in or benefit from the educational program.

Attend a workshop in your area for more detailed information. Or, if you are interested in receiving workshop materials on this or other topics, please call us at 800 242-4785 or in the Treasure Valley 342-5884.

Clicker 5 Software for All Abilities

By Sue House (Idaho AT Project)



Clicker 5 Software allows people with all different abilities to write using whole words, phrases and/or pictures. Clicker Writer is the main word/picture processor that is used to create the document. Grids containing words, pictures or sounds can be clicked on to send them to the document. If extra help is needed to read a word located in a grid, the program will read the word aloud. The use of a grid layout allows for alternative input to the computer with the use of a switch. As the grids are scanned, a switch can be used to activate the desired grid and thereby send the contents of the grid to the word processor. Clicker Grids can be customized for more personalized expression. Grids are also available to all registered Clicker users at no cost on the Clicker 5 website, www.learningGrids.com.

The software does not have to be used with grids alone. Typing directly into the word processor allows for more available applications. A school based example could be to type vocabulary words into grids for easy access. Then an assignment could be given to write a paragraph using the vocabulary words in sentences. The student would then be able to independently type out the paragraph using the keyboard and use the grids to place the vocabulary words into the story.

Multimedia resources can be created quickly and easily using Clicker 5. On-screen books can be created, printed out or personalized to meet the needs of the individual. The software comes with ready-made templates of pictures that can be used to create a page. A page can be linked to other pages to create a book that can be read by Clicker 5 or a voice can be recorded to allow for independent reading.

Several new features have been incorporated into Clicker 5. Clicker 5 allows for switch accessibility. There is an on-screen keyboard installation option that allows for text to be entered letter-by-letter, whole word at a time or a mixture of the two. Whole phrases can be assigned a grid so that one click of a switch would enter the whole phrase. Clicker 5 can be used to create communication boards using Mayer-Johnson symbols (available separately) or any picture you like. A Clicker Animation CD (sold separately) contains 100 original animations in a library and can be installed into Clicker, thus allowing for moving pictures to be added to a page or story. Clicker Resources are also sold separately and include resources such as Picture Dictionary, Nursery Rhymes, Talking Books, First Clicks, Clip Art Pack and more. Although Clicker 5 is exceptional for use in elementary schools, Clicker 5 can be used by anyone, of any ability. Age appropriate pictures and topics can be added to meet the needs of a wide variety of users.

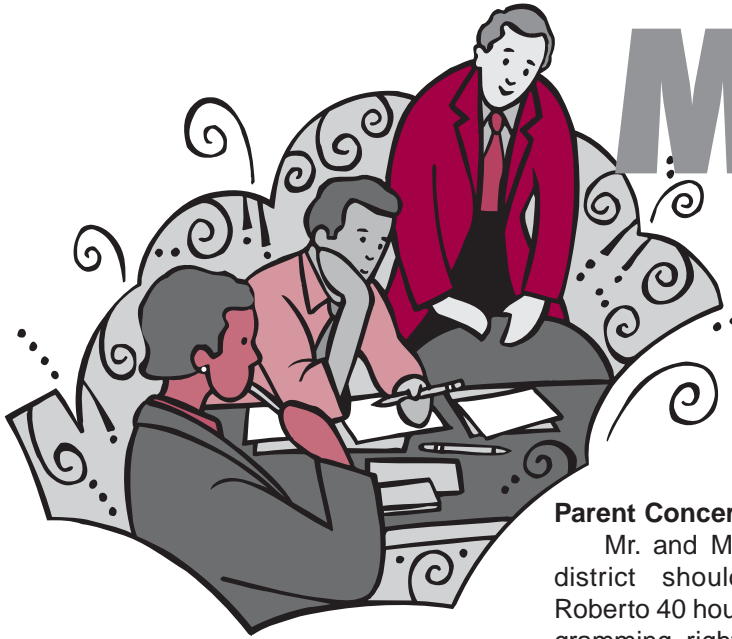
Clicker 5 software was developed by Crick Software in the UK, costs about \$199, and is available for Windows only at this time. US distributors are: Don Johnston, Inc. 1-(800)-999-4660 and Technology for Education, Inc. 1-(800)-370-0047. For more information contact the US distributors mentioned or the Idaho Assistive Technology Project 1-(800)-432-8324.

IPUL SEEKS NOMINATIONS FOR OUTSTANDING AWARDS RECIPIENTS

Do you know of someone whose daily actions demonstrate a remarkable accomplishment? How about a parent whose efforts on behalf of their child have influenced you or others? Is there a person or agency whose work has made a difference for children with disabilities and their families? If so, IPUL needs to hear about them! These folks should be recognized!

The IPUL Nominating Committee is seeking nominations of parents, professionals, individuals, and agencies to be recognized in the categories of Outstanding Parent, Outstanding Professional, Outstanding Individual, and Outstanding Agency. This is an annual award given to those persons whose actions have enhanced the quality of life for children with disabilities and their families. If you know of such a person, don't wait for someone else to nominate them! YOU DO IT! Please call the IPUL office at (208) 342-5884 or 1-800-242-IPUL and request a nominations form. You can also find the form on the website www.ipulidaho.org under the Board choice at the bottom of the page. If you have any questions about the nominating process, please leave a message for the Nominating Committee and we will gladly return your call!

Awards will be given out at the IPUL Banquet that will be held May 4th in Boise. Award Nominations close March 23rd, 2006.



MEDIATION

Part Three

Mediation

This mediation concerns five-year-old Roberto Lorenzo, a Latino boy with autism, whose parents disagree with proposed services from the school district's early childhood program. They have taken their son out of the early childhood program where he received services for 1 1/2 years. Three months prior to the mediation, Roberto's parents began paying a private tutor to provide Applied Behavioral Analysis (ABA) services to Roberto. The family has an attorney who has filed a request for a due process hearing and a civil court case. The case is over compensation for the poor services Roberto received in the early childhood program, plus attorney's fees.

Prior to the mediation, the mediator speaks by telephone with Roberto's father, with the director of the early childhood program, and with attorneys representing the family and school district to get an overview of the main issues. Learning that Roberto's grandparents are often included in making important decisions, the mediator asks Mr. Lorenzo if there are others who need to be included in the mediation. Roberto's parents say they usually talk to Mr. Lorenzo's father about family matters, but that he doesn't need to attend the meeting. The mediator gets a translator for Mrs. Lorenzo who does not speak English. The mediation session lasts one very long day.

Parent Concerns

Mr. and Mrs. Lorenzo believe the district should have been giving Roberto 40 hours per week of ABA programming right from the start, rather than services for less than two hours per day from a special education teacher who was not trained in autism. They are also upset that Extended School Year (ESY) services were not given the first year Roberto was in the program.

Mr. and Mrs. Lorenzo say they became more worried about their son's delays and asked for more evaluations. Several months went by before a meeting was held to review the results from this testing. After this meeting, the program did increase services to Roberto and provided ESY the next summer.

Mr. and Mrs. Lorenzo explain they have learned about autism, talked to other parents and programs that serve children with autism, and are sure that a strong ABA program is what Roberto needs. Since the early childhood program didn't offer ABA, they chose to pay for private services and started to see their son make progress.

They now feel that the district staff does not know how to provide an appropriate program for Roberto and that Roberto's loss of valuable time may have worsened his delays. They want the district to compensate for having failed Roberto and to provide him with the right services from now on.

School Concerns

The early childhood program director, Mr. Mann, says that mistakes were made. A delay in testing and services did occur and some services were not correct for Roberto. Mr. Mann wants to

focus on how to meet Roberto's needs now.

In their defense, Mr. Mann says that there were things that led to a delay in services. Roberto's mother speaks very little English and both parents do not speak English at home. Mr. Mann says Roberto's delay in learning language and reaching other goals was at first thought to be because of this and other family factors. Several chances for testing were delayed due to scheduling problems and miscommunication.

The Process

The mediator welcomes everyone and outlines the problem-solving process they will use.

The mediator hands out "Agreement to Mediate" forms in Spanish and English that describe the process and the roles of the participants. The agreement states that the process is voluntary, the participants are the decision-makers, and the mediator acts only as a facilitator. The mediator explains that "full disclosure" means that each participant is expected to provide the information requested by the mediator or another participant during the mediation. "Confidentiality" means that neither the mediator nor participants can use what is said in the mediation in a later legal matter.

The mediator invites Mr. and Mrs. Lorenzo to speak first. The district representatives are asked to make note of any questions they have, so the parents can speak without interruption. Following the parents, the mediator asks Mr. Mann not to respond to their statements, but to simply share his per-

spective. The parents take notes on any questions they have. The two attorneys then are asked if they have anything to add. After everyone's questions are answered, the mediator restates both viewpoints and highlights those areas where the two sides agree.

The mediator then asks for ideas on an appropriate solution to the problem. The Lorenzo's attorney makes a proposal that is discussed before the lunch break. Before returning to the mediation, the mediator writes up a summary of what happened in the morning and lists the areas of agreement and conflict.

After lunch, the mediator uses the summary to start the afternoon discussions. The mediator then asks the participants to study the parents' proposal in detail. Further discussion leads to agreement that it is important to both sides that all service providers are trained and knowledgeable in autism, and that services are provided in a stable and consistent manner.

In mid-afternoon the mediator breaks into caucuses, meeting separately with the Lorenzos and their attorney and then with Mr. Mann and the district's attorney. The proposal is looked at according to the issues that are most important to each side. The mediator goes back and forth between the family and the district, clarifying concerns and communicating offers and counter-offers. After several exchanges, the participants are close to an agreement, but are unable to agree on the amount to be paid to the parents' attorney.

After questioning, the mediator realizes that the family, both attorneys, and the district have strong feelings about the events that have brought them to mediation. The mediator asks the participants to agree to speak directly to each other about these feelings in a joint session.

During this process, Mr. Mann talks about the shock and fear of personal liability caused when the program educators were named as defendants in the civil action. Mr. Mann says the contract with the service provider is being reevaluated and some things have already been changed to prevent similar problems in the future.

The Lorenzo's attorney states that she was perhaps insensitive to the effect on district employees of naming them as defendants in the civil action. She talks

about her belief that the district has seriously failed in its responsibility to Roberto and says her goal is that other children be protected from the same harm.

Following this airing of concerns the participants quickly move into developing an agreement. They agree on the amount to compensate for the prior early childhood services provided to Roberto. The participants agree the district will pay for Roberto's current ABA instruction or an agreed upon number of hours at an agreed upon hourly rate that can be used by the Lorenzos over the next three years. The district will provide speech and occupational therapy. At each IFSP meeting, a translator will be provided for Mrs. Lorenzo. Finally, the participants compromise on the amount of the attorney's fees. The agreement is drafted by the parents' attorney, translated into Spanish and signed by each participant.

Although the mediation ends with an agreement, it is an agreement that responds to the past failures and does not address all of Roberto's current or future educational needs. The Lorenzos are firm that they will not send Roberto to school again unless he receives services from the private provider whom they have come to trust. Mr. Mann says they are offering a program that is appropriate and will meet Roberto's educational needs. While there is room for compromise on each part, whether they can reach one that will provide Roberto with appropriate ongoing services remains a challenge. A future session is scheduled to address these unresolved issues.

In Summary

You can see from each of the stories we have presented in this and previous newsletters, that the mediation process can take slightly different paths and end in the same place, with a collaborative agreement that resolves a unique problem.

What worked for these families? Different aspects of the mediation process led to a successful resolution of these disagreements including:

- The opportunity for a full and respectful airing of differences that sets the stage for reaching solutions and is central to the mediation process;

- A caucus, although this does not necessarily occur in every mediation; Agreeing to a solution for a trial period and then meeting to discuss next steps;
- Agreeing to bring in impartial outside experts;
- A willingness to negotiate by all involved; and
- Maintaining the focus on the needs of the child.

Each of these families participated in a meaningful way to resolve a dispute on behalf of their child. Not every issue was resolved, but significant agreement was reached on the most critical issues. Perhaps most importantly, solid progress was made in reestablishing a collaborative working relationship between the families and schools.

Resources

CADRE

Consortium for Appropriate Dispute Resolution in Special Education
P.O. Box 51360 Eugene, OR 97405-0906
541-686-5060 (voice)
541-686-5063 (fax)
www.directionservice.org/cadre

NICHCY National Information Center for Children and Youth with Disabilities
P.O. Box 1492
Washington, DC 20013-1492
800-695-0285 (voice/TTY)
www.nichcy.org

The Alliance, The Technical Assistance Alliance for Parent Centers c/o PACER Center
8161 Normandale Blvd.
Minneapolis, MN 55437-1044
888-248-0822 (voice)
952-838-0199 (fax)



Greetings from the IPUL Board of Directors! Here's a quick update on IPUL organizational activities.

In March and July, respectively, the following persons were appointed to fill board vacancies:

Dotty Quade is a parent of children with disabilities and a team member/trainer for Partnerships for Inclusion. Dotty and her family live in Rathdrum.

Roger Howard is the executive director of Living Independence Network Center (LINC). Roger lives in Boise.

On October 13, 2005, Idaho Parents Unlimited, Inc. conducted their annual meeting. The meeting was conducted in Boise and broadcast through video conferencing in Moscow and Idaho Falls. Treasurer Manual Guerra reviewed the annual financial report and board committee chairs updated membership on committee activities. Executive Director Evelyn Mason reported the annual program activities. Additionally, the following persons were elected to the Board of Directors for two year terms, expiring in 2007:

S. Janet Eck is a retired special education teacher with 23 years of experience in working with individuals with disabilities. She and her husband, Pat Eck, live in Boville.

Jean Mortimer is a parent of children with disabilities and a service coordinator. Jean and her two sons live in Nampa.

Elizabeth West is a professor of special education at Boise State University. Elizabeth and her family live in Boise.

Terri Swensen is a parent of a child with disabilities and a piano teacher. Terri and her family live in Twin Falls.

Rudy Pena is a school and family counselor with the American Falls School District. Rudy lives in Pocatello.

I am very excited to have these individuals on the IPUL Board. Their collective experiences will provide IPUL with great insight and expertise. I look forward to welcoming them to the Board at our next quarterly meeting in January.

I also want to express my appreciation to the following retiring IPUL board members for their time and service: **Dolores Totorica, Laurie Borrowman, Audrey Numbers, Floyd Bearing.** Thank you so much for your hard work and dedication!

In the spirit of the season, I wish you all a wonderful New Year!

IPUL Board President, Martha Gilgen

Idaho Voices for Children



Until recently, Idaho was one of six states which did not have a statewide advocacy organization for children. Children are often neglected on the state's political agenda. When the economy is suffering and there is intense competition for tight resources, children's issues move even further down the priority list. Idaho Voices for Children, a new affiliate member of the national advocacy organization, America's Voices for Children, is forming to fill this gap. Our mission is to:

- Research the top issues affecting children and their families;
- Understand the perceptions of policy-makers on these top issues;
- Inform the public and policy-makers about the impact of current policies on children;
- Create and advocate for an achievable multi-year children's policy agenda;
- Build the capacity of Idaho organizations to advocate on behalf of children;
- Build a comprehensive, collaborative system to coordinate children's policy action.

Learn more by visiting our website: www.worldportico.com/voices.

As individual voices join together we become part of a larger group and a stronger voice. We need your involvement and support. Become a voice for children by joining Idaho Voices for Children.

General Membership Benefits:

- Amplify your voice for children with media, funders, and policy makers.
- Receive Idaho Voices communications: newsletters, fact sheets, publications, and legislative alerts.
- Voting participation on setting annual legislative goals for Idaho's children.
- Active lobbying for Idaho Voices for Children's agenda.
- Notification of advocacy training and workshops.
- Access to Idaho Voices website including electronic discussion lists on children's issues and an online interactive resource library.

Members who join at the Heroes and Champions level also get : Recognition in annual reports, website, and public events.

RESOURCES AND WEBSITES

The U.S. Deaf Ski and Snowboard Association, a non-profit organization which promotes race training for young students who are deaf and hard of hearing, is seeking skiers and snowboarders to try out for their Ski and Snowboard Team, which will represent the U.S. at the 2007 Deaflympics in Park City, UT. The association will be having a try-out event at Telluride, CO in March 2006. No previous race experience is necessary. <http://www.deafski.com/racing/>

Transcript of teleconference call describing the Youthhood Web site (<http://www.youthhood.org> <<http://www.youthhood.org/>>), NCSET's interactive Web-based curriculum developed to help young adults plan for life **after high school**. Presenters of this teleconference provided background information on the development of the site, an overview of its contents and features, and information on how to utilize the site to help all youth plan for life after high school. <http://www.ncset.org/teleconferences/transcripts/2005>

MENTOR has just released the online version of its publication "How to Build a Successful **Mentoring** Program Using the Elements of Effective Practice." http://www.mentoring.org/program_staff/eeptoolkit/

A Parent's Guide to Special Education: Insider Advice on How to Navigate the System and Help Your Child Succeed (June 2005) This book offers guidance on issues including diagnosis and awareness, special education laws, eligibility issues and requirements, programs, parenting issues, communication between parents and schools, and much more. Cost: \$16.95. <http://www.amanet.org/books/catalog/0814472834.htm>

<http://www.csun.edu/cod/sdr/workability/internship.htm> provides tips for preparing for and seeking **internship opportunities**, describes how internships relate to employment, and provides information on understanding disability-related employment issues.

<http://www.washington.edu/doi/Brochures/Academics/cprep.html> from the DO-IT (Disabilities, Opportunities, Internetworking, and Technology) program at the University of Washington shares Internet resources **for college-bound teens** with disabilities, including tools for preparing for college, discovering their learning style, choosing a major, choosing a college or university, considering what accommodations they might need and how to get them, getting funding for postsecondary education, using technology while in college, and finding role models and mentors.

<http://www.tutorsforkids.org/ToolkitDownload2.asp> provides parents and community leaders with information, tips, and tools to help families understand and use **Supplemental Educational Services**, free tutoring services that must be offered to low-income children who attend a Title I school that fails to make progress for three years, per the No Child

Left Behind Act.

The Kaiser Commission on Medicaid and the Uninsured has updated and improved the **Medicaid Benefits Online Database**, an interactive tool providing easy access to information on services provided by each state's **Medicaid** program. The database includes information about 46 services, including whether the benefit is covered, co-payment requirements, limitations on the benefit, certain populations covered or prior authorization required and reimbursement methodologies for each of the 50 states, the District of Columbia and the US territories. <http://www.kff.org/medicaid/benefits/index.jsp>

<http://www.helpforschools.com/EdonWeb/> is a searchable database of over 3,000 human-indexed education-related **Web sites** in more than 500 categories. It includes a search engine and an index based on the following categories: government agencies, professional organizations and associations, topic specific sources, technical assistance organizations, community organizations and foundations, and state specific sources.

Express Yourself! is a user-friendly self-assessment for people who want to know how much **choice and control** they have in their lives. Areas covered include finances, housing, transportation, employment, community integration, medical treatment, and mental health care. Users can pinpoint life areas where they'd like to have more control and decision-making power, and then learn how to get started by using action-planning and Web-based resources. It is published by the National Research and Training Center on Psychiatric Disability, University of Illinois at Chicago. <http://www.psych.uic.edu/uicnrtc/sd-self-assessment.pdf>

Bellevue Community College in Bellevue, WA has launched the nation's first **higher education degree program for students with developmental disabilities**. It now offers a 90-credit Associate in Essential Studies degree through which high-functioning individuals with learning, cognitive, and intellectual disabilities can demonstrate mastery of an established body of knowledge and gain the skills for life-time success. The degree program, called Venture, includes 52 separate courses in academics, social and life skills, and workforce development. <http://www.bcc.ctc.edu/venture/>

"Becoming a **Resilient Family**: Child Disability and the Family System" is from the National Center on Accessibility and addresses not only how having a child with a disability can impact the family system, but also how families can use their circumstances to become more resilient and healthy. It includes recommended reading for both adult and child family members. <http://www.ncaonline.org/monographs/17family.shtml>

COMPREHENSIVE ADVOCACY, INC.

(Co-Ad) is Idaho's Protection and Advocacy System mandated by federal law to provide advocacy and legal services to individuals with disabilities.

Due to limited funding, Co-Ad cannot provide detailed assistance on every disability related issue that is brought to the agency. As a result, Co-Ad develops a Statement of Objectives and Priorities each fiscal year. The Statement of Objectives and Priorities serves as a work plan for the agency and provides guidance to the public in determining the issue areas which will receive dedicated agency resources.

Education issues for children with disabilities have consistently received dedicated resources each fiscal year. This year is no exception. Co-Ad will be providing systemic and individual advocacy in the area of education. Because Co-Ad and Idaho Parents Unlimited (IPUL) have found themselves duplicating services, Co-Ad adopted a priority to collaborate with IPUL and coordinate efforts for individual and systemic advocacy. This effort will include a partnership on several advocacy skill building workshops and building increased efficiency into agency cross-referral criteria.

Co-Ad's general education priority will provide individual advocacy to children and families who are having difficulties with the education process. Because the volume of calls received in this area are so numerous, a case selection criteria is established that includes a first referral to IPUL followed by a review of the egregiousness of the complaint. Co-Ad has committed to accept no fewer than twenty cases addressing educational issues of children with disabilities and an additional ten

cases specifically reserved for children with disabilities from under-served cultural populations.

Additional education resources will be provided to ensure the Nampa School District complies with IDEA requirements for students residing at Idaho State School and Hospital, to propose changes to the State Board of Education rules and the State Special Education Manual, for continued participation in policy-making decisions and to monitor the Idaho School for the Deaf and Blind Plan of Improvement.

Co-Ad has also adopted priorities to advocate for individuals who are having difficulties accessing appropriate public services, such as access to clinic services under the Children's Special Health Program; access to private health insurance; access to services provided through Idaho Vocational Rehabilitation (IDVR), Idaho Commission for the Blind and Visually Impaired, and Independent Living Councils; or who meet the eligibility criteria of under-served/unserved populations.

Co-Ad addresses many varied issues on behalf of people with disabilities each fiscal year. If you would like education assistance or are interested in obtaining a complete copy of the FY06 Statement of Objectives and Priorities, contact any regional Co-Ad office at 336-5353 (Boise), 232-0922 (Pocatello), 882-0962 (Moscow) or call toll free at 1-866-COADINC.

Special Education Monitoring

It is that time of year again, and the Special Education Section of the State Department of Education, has started monitoring some of Idaho's school districts' Special Education programs.

As part of this process, each of the school districts that will be monitored next year has to do a self assessment, looking at what they do well, and what they need to improve upon. Parents participate in the process in two ways. First of all, each school district should have at least one parent participate in developing the self assessment report. But most importantly, all parents who have children receiving special education services have the option, although not all will be invited, to participate in a survey. In the past the Idaho State Department of Education (SDE) had developed its own set of questions for parents to answer. But there is now a new list of questions which has been developed by the national Office of Special Education Programs and which has been researched for reliability and validity. Also, in the past parents were interviewed by phone by parents who had been hired to do the interviews. These parent interviewers will still be available this year, but the SDE will be encouraging parents to fill out the survey independently. (It is a multiple choice survey, with little bubbles that you fill in, either by hand or electronically.)

Any parent whose child attends school in one of these districts, and who wishes to participate in the survey should call Pam Schmidt at the SDE to ask to participate—332-6911, or 1-800-432-4601, Ext. 6911. Remember, if you want things to improve, this is one way to do your part to make that happen.

School Districts, some of whose parents will be asked to participate in this monitoring survey are the following:

Blackfoot
Blaine County
Cassia County
Coeur d'Alene
Emmett
Filer
Glenns Ferry
Intermountain Hospital, Boise
Kamiah
Juvenile Corrections
Lakeland
Lake Pend Oreille
Lapwai
Marsh Valley
Middleton
Mountain Home
Murtaugh
Nampa
Northwest Children's Home, Nampa
Prairie
Preston
Snake River
Swann Valley

IPUL WORKSHOPS

We are in the process of scheduling workshops in all areas of the state and will do our best to get information out to you about them, but in the mean time we suggest that if you are interested in one of our workshops, listed below, please contact the IPUL office, or your regional Parent Education Coordinator and request a specific workshop. If you are a member of a group that would like to help sponsor a particular presentation, that would be especially helpful. Call (208) 342-5884, or 1-800-242-IPUL(4785) to request a presentation or for more information.

If you plan to attend a workshop that is offered in your area, it is important that you contact IPUL and register for that workshop. If there are insufficient sign-ups for a workshop, it may be cancelled. You can register either by calling or by e-mailing the central office or your regional Parent Education Coordinator.

THE PRESENTATIONS THAT WE OFFER ARE:

1. IDEA and Special Education: A Parent's Toolbox – Learn the steps in the Special Education process and the six guiding principles of the Individuals with Disabilities Education Act (IDEA)
2. Success with the IEP – Learn how to put this communication vehicle to work for your student and write meaningful goals.
3. No Child Left Behind and Students with Disabilities – This workshop will discuss assessments, adequate yearly progress, and teacher qualifications.
4. Understanding ADHD – Learn about the three types of ADHD and ideas for parents and teachers to help the student be more successful.
5. Is Your Child the Target of Bullying? Strategies for Parents of Children with Disabilities – Gain knowledge and strategies for the four types of bullying behavior.
6. From IFSP to IEP: Early Childhood Transition – Prepare for transition from an Individualized Family Service Plan to an Individualized Education Plan at age three and learn the differences between the two plans.
7. Parent and Professional Collaboration: A Cultural Perspective – Learn about cultural differences and values and what parents from different cultures want from professionals.
8. Positive Behavior Interventions – Understand more about children's behaviors, functional behavior assessments, and behavior interventions.
9. Solving the Employment Puzzle – This workshop is designed to prepare youth for transitioning from school to jobs. It includes helpful information to be considered in the IEP as part of a transition plan, which should occur by age 16.
10. Legal Life Planning After 18 – This is an informative workshop for caregivers who have young adults that lack the ability to make informed decisions in one or more life areas.

Tools for Life: Secondary Transition and Technology Fair

Doubletree Riverside Hotel
Boise, Idaho
2900 Chinden Blvd.
February 27 & 28, 2006

Registration:
Students \$5

All Others: \$10

Includes lunch both days!

**Transitioning
Students Wanted!**

Come alone or as a group!

\$\$\$ available to pay your way!

Monday Night Social
For Young Adults

Sponsored by:

- The Idaho State Department of Education
- The Idaho Assistive Technology Project
- The Center on Disabilities and Human Development
- Idaho Interagency Council on Secondary Transition

Information at:

www.uidaho.edu/idatech

www.idahotc.com

or call 1-800-432-8324

Something for Everyone!
Students,
Parents
Professionals

Family to Family Health Information and Education Center

Idaho Parents Unlimited is pleased to announce the opening of the new Family to Family Health Information and Education Center located in the Boise office, under the coordination of Kim Hegg-James. In Idaho, there are about 43,358 [HRSA "The National Survey of CSHCN" Chartbook 2001] children who have special health care needs. Most children are cared for at home by their families. Because these children have complex medical conditions and disabilities, parents must find good, objective information in order to make informed health care decisions for their children. Public and private health systems serving our vulnerable children are complicated, confusing – and keep changing!

IPUL's new Family to Family Health Information and Education Center will be available to help families navigate the health care system around the state. We will be working on your behalf to find answers and get clarification around issues such as:

- Shrinking private employee benefits packages that cover children with special health care needs, especially for specialty services, therapy, equipment, behavioral health services, home health care, and some medications.
- Medicaid's EPSDT services. How can these services work on behalf of children with special health care needs?
- CHIP A and CHIP B. Do families have the information on eligibility and access? Is the insurance coverage adequate, and are the co-pays and deductible reasonable for qualified Idaho families?
- Title V Children with Special Health Care Needs Program changes – what do you do now?
- Medicaid Reform. What does it mean to Idaho's children with special health care needs?
- Where can families find safe, affordable child care for a child whose medical condition requires trained caretakers?
- Where can families get wheelchairs fixed? Who makes ramps?

These questions are just a few of the issues that the Family to Family Health Center will be addressing during the coming months. Look for the updated IPUL web site to include new links to help families navigate the information system, and read about current events. We will look forward to suggestions, comments, and ideas to make this project meaningful for all families.

New Staff Members



Mark Gunning is the new Parent Information Coordinator for Regions 6 and 7, which is Southeast Idaho. Mark has spent the last thirty-four years as a teacher and building administrator in the Pocatello public schools. He is now retired, and he feels his experiences have given him a thorough knowledge of IDEA and of issues parents of children with disabilities have.

He has a son who was on an IEP as a student, and a sister who spent her life with major physical disabilities.

He has become acquainted with the other staff members, and feels very pleased with their willingness to help him get started. "They are very professional, and they are very committed in what and who they are working for".

Please call or e-mail with any questions or concerns you may have with a family you know, or with your own situation.

Suzanne Johnson joins us as the new Region 1 and 2 Parent Education Coordinator. She lives and grew up in Lewiston, Idaho, but graduated from Boise State in 2001 with a B.A. in English. Suzanne planned on continuing on with English to get her Masters, but that following summer took a position at a summer camp in Virginia for adults and children with disabilities and it was there that she found her true passion.



Suzanne continued working with individuals with disabilities as a Developmental Specialist until she decided to do a year of service with AmeriCorps which she recently finished. Suzanne is very excited about her position with IPUL and looks forward to helping parents.

Recently Suzanne became the proud new mother of a baby boy and has been enjoying it immensely. When not changing diapers, Suzanne enjoys reading fiction and non-fiction and spending time with family and friends.



Kim Hegg-James, the Family to Family program coordinator, is a parent of three young children, two of whom have Down syndrome and special health care needs. Kim has been involved in advocacy work on behalf of young children with disabilities and their families since 1997, serving on many state boards and committees. In 2002 Kim received the TVEAYC Advocate of the Year award. She is also the Idaho Family Voices state coordinator, providing compassionate support and education for families of children with special health care needs.

VSA arts Playwright Discovery Award 2006 Call for Scripts

Ask Your Question. Write A Play.

DEADLINES

Student Scripts: April 14, 2006

Teacher Award Nominations: July 1, 2006

VSA arts is pleased to announce a call for scripts for the National 2006 VSA arts Playwright Discovery Award for both students and teachers. Don't think this is too big a contest for you to be part of. In 2001, Eagle Idaho student, Luke Barats wrote and sent in his play about a baseball pitcher who was blind. Luke won 4th place. Luke got to travel to Washington DC and meet the other playwrights. He then got to see the top two plays performed in the Kennedy Center for the Performing arts.

Playwright Discovery Award for Students

The VSA arts Playwright Discovery Award program challenges middle and high school students of all abilities to take a closer look at the world around them, examine how disability affects their lives and the lives of others, and express their views through the art of writing a one-act play. The award recipients receive up to \$1,500 and a trip to Washington, D.C. to view the productions at the John F. Kennedy Center for the Performing Arts.

Playwright Discovery Award for Teachers

The VSA arts Playwright Discovery Teacher Award was established to recognize teachers in middle and high schools who creatively bring disability awareness to their classrooms through the art of playwriting. A panel of theater professionals and educators will select one middle or high school teacher for this award. The selected teacher will receive national recognition, funds to purchase playwriting resources for the classroom, and a trip to Washington, D.C. to be honored at The John F. Kennedy Center for the Performing Arts.

Resources for Teachers and Students

The VSA arts Playwright Discovery Resource Guide for Teachers shares teaching strategies and exercises that have proven successful in developing students' playwriting skills. Resources on the topic of disability are also provided. This publication is now available online at www.vsarts.org.

If you are interested in submitting a script, go to the VSA site and there you can download a Script Format Example. This will help you to format your one-act play submission to the 2006 VSA arts Playwright Discovery Award program.

Disability in Literature and Film

If you need to have some examples of disability to get discussions going there are plenty to choose from. VSA arts has made this even easier by creating lists of material on this subject. Just go to their web site and download a list of books, plays, and films that feature a character with a disability or focus on the theme of disability. Students and teachers may access this resource to research the topic of disability or to spark classroom discussion. The list includes lots of classics. Just a few of those are:

Don Quixote, by Miguel de Cervantes

The Secret Garden, by Frances Hodgson Burnett

Of Mice and Men, by John Steinbeck

The Glass Menagerie, by Tennessee Williams

There are many newer titles also listed including:

Freak the Mighty, by W. R. Philbrick

My Louisiana Sky, by Kimberly Willis Holt

The Man who Loved Clowns, by June Rae Wood

Are You Alone On Purpose?, by Nancy Werlin

As Good As It Gets, directed by James L. Brooks

A Beautiful Mind, directed by Ron Howard

Frida, directed by Julie Taymor and starring Salma Hayek

The overall list is extensive so go on-line and read the full descriptions of these films and books.

If you have questions about these awards or would like to be mailed a copy of these materials, including the Resource Guide for Teachers, please e-mail info@vsarts.org or call 1-800-933-8721. In addition VSA arts of Idaho Creative Access funds can be used to help local schools bring in artists and writers to expand on these activities. Call the IPUL offices and we will explain how you can get up to \$1,000.00 per school to carry out a playwriting artist in residency.

Thanks to IPUL's Donors!

Nancy & Terry Thiessen in memoriam to Roberta Osborn (VSA)

Audrey Numbers (VSA)

Betty Maguire

M. Carmen Totorica-Bassick

Jose Rodriguez

Thank you

Many thanks go to Tamsen Leachman and the Law office of Hall, Farley, Oberrecht & Blanton in Boise for their contribution of time to help Idaho Parents Unlimited to develop our personnel policies. We are a better organization because of their help.



Idaho Parents Unlimited, Inc

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Boise, ID 83706**

**342-5884
1-800-242-IPUL (4785)**

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Boise, Idaho
Permit #518

This newsletter is also available in Spanish, by calling the IPUL office.

Our Mission

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