



# PEAL News

Winter 2010

## Parent Education & Advocacy Leadership

### KEYNOTE SPEAKERS Bring Lifelong Dedication and Experiences

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The Mission of the PEAL Center is to ensure that children, youth and adults with disabilities and special health care needs lead rich, active lives and participate as full members of their schools and communities by providing training, information and technical assistance based on best practices to individuals, families and all people who support them.

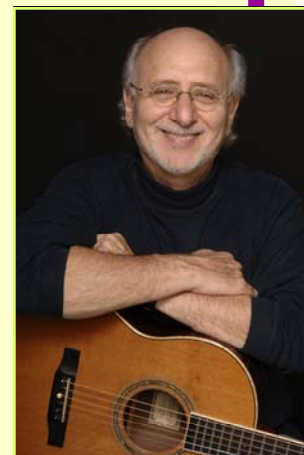
La MISIÓN del Centro de PEAL es proveer entrenamiento, información, y asistencia técnica basada en las mejores prácticas a individuos, familias y todas las personas que los apoyan para así garantizar que los niños, jóvenes y adultos con impedimentos y necesidades de cuidado de salud especial tengan vidas ricas, sanas, activas y participen como miembros de pleno derecho en sus escuelas y sus comunidades.

For the last decade, **Peter Yarrow** has devoted himself primarily to the work of heading Operation Respect (OR), an educational non-profit he founded. OR is dedicated to assuring children and youth a caring, safe and respectful climate of learning where students' academic, social and emotional development can take place in a welcoming environment, conducive to learning.

OR disseminates a classroom-based program called "Don't Laugh At Me", (DLAM) free, through the generosity of the Mc-Graw Hill Companies, and is currently being used by an estimated 22,000 schools in the United States, Hong Kong, Croatia, Canada and elsewhere.

DLAM is designed to help establish a school and classroom climate that encourages acceptance of differences, is free of bullying, ridicule and violence of all sorts, emotional and physical. The program incorporates music that reaches adults and children, alike, opening their hearts and inviting discussions that lead to a greater sense of community and healthy deliberation. OR has distributed more than 160,000 copies of DLAM free of charge to educators.

The US House of Representatives honored Operation Respect with a unanimous vote of commendation after only four years of its existence. Peter has received two honorary doctorates from San Francisco State University and National Lewis University for his work in educational advocacy. Peter's work to build *Communities of Peace, Harmony and Respect* is a natural extension of his lifelong work as a musician and activist for social justice.



**Peter Yarrow**  
of Peter, Paul and Mary

**Michael Remus**, Director of Special Education for Deer Valley Unified School District in Phoenix, AZ, brings his passion and vision for inclusive schools to our Conference. His message is informed by his experiences as a general education teacher, special education teacher, school principal, college instructor, special education director for a school district, state special education director for the State of Kansas, and as the parent of four children, two of whom have disabilities.

Most of his professional career has been in the classroom and in training parents and educators on how special education works. He has worked in six educational systems with varying numbers of students, schools and geographic areas and guided them in doing systems change. He continues to consult with school districts and parent groups across the United States, provide individual assistance and training to parents and educators, and serves as a speaker upon request. He is co-author of seven books for parents on how special education works, two training curricula, two effective practices manuals on special education for schools, a toolkit with the administrative tools needed to make inclusive education successful and a Disability Awareness Activity Packet for teachers.



**Michael Remus**  
Deer Valley USD, AZ

**Beth Harry** is a Professor of special education in the Department of Teaching and Learning. A native of Jamaica, she entered the field of special education as a parent of a child with cerebral palsy, an experience that has been chronicled in her memoir, *Melanie, bird with a broken wing: A mother's story*. (See book review in Fall 2009 PEAL News)

Inspired by her experience as a parent, Dr. Harry's research and teaching focus on the impact of special education on children and families from diverse cultural and linguistic backgrounds. Her studies have included Puerto Rican, African American and a wide range of other cultural groups. Her research on these topics have been published in numerous books and articles, most recently, two books: *Why are so many minority students in special education?* and *Case Studies of Minority Student Placement in Special Education*, published by Teachers College Press. In 2003 she received a Fulbright award to do research on Moroccan children's schooling in Spain, where she was based at the University of Seville.



**Beth Harry**  
University of Miami

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## How to build a positive parent, professional relationship that benefits everyone

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As the school year continues, it's important to remember the benefits of working together with mutual respect and shared knowledge. Research confirms the positive benefits of parent-professional collaboration on the education of children with disabilities. In fact, good parent-professional partnerships benefit everyone involved: Parents and professionals have a more positive view of each other; parents become more involved in their children's education; and children with disabilities have more confidence and perform at higher levels.

Because parents and professionals bring different strengths to the collaboration, there are different ways for each to make the relationship positive and productive.

### What Parents Can Do

Parents can take steps to build and maintain collaborative relationships with professionals by beginning with an assumption that professionals are doing the best they can for the child. Parents can contribute to the success of a collaborative relationship by:

#### **Thanking the professionals that have been helpful to them**

It is not surprising that many times professionals go beyond the requirements of their job to help a family. It is important to recognize this effort and thank them when it occurs.

#### **Considering that professionals are often limited by the systems in which they work**

Professionals may wish they could provide more help than they are able offer, but it is not always within their ability to do so.

#### **Being flexible and considerate of the professional's point of view**

It is important to remember that no one understands the needs of a child with a disability in the same way parents do. Professionals cannot automatically understand what parents have learned from experience.

#### **Following through with promises**

When a parent commits to an action, it becomes his or her responsibility to follow through. Collaboration is a two-way street, and trust flourishes when both parents and professionals follow through on agreements.

#### **Committing to work to find solutions when disagreements arise**

It is inevitable that there will be times when parents and professionals disagree. For instance, does the child need an assessment, new glasses, allergy testing, or shortened homework? Disagreements are honest differences of opinion, not personal attacks. Effective parent collaborators commit to working on solutions.

### What Professionals Can Do

In general, research has shown that what families want most from professionals is respect and acceptance.

Professionals can help engage families in collaboration by:

#### **Helping parents identify their strengths**

Some parents truly do not understand that what they do on a daily basis is as important as formal services. Professionals can regularly point out where family interventions have been effective

#### **Helping parents identify choices**

School personnel can help families identify the choices that are available to them, present options that might work, and encourage and support parents to make their own decisions.

#### **Accepting parents as equal partners**

It is easier for professionals to bring parents into the system rather than the other way around, because professionals have traditionally acted in a leadership role.

#### **Being flexible and considerate of the parents' points of view**

Professionals can develop skills to shift their perspective from their specialty area to a broader perspective of the needs of the whole child and family.

#### **Considering the family's preferences in aspects of planning**

Professionals should utilize the family's strengths while keeping in mind their challenges and other responsibilities.

#### **Supporting parents as their child's best advocate in making decisions**

Some parents may need to be reminded that they are decision-makers for their child, and that their input is valued.

*This article is an excerpt from "Fostering Parent and Professional Collaboration," produced by the Technical Assistance ALLIANCE for Parent Centers. Available for \$2, it can be ordered online at [taalliance.org/publications/books.asp](http://taalliance.org/publications/books.asp) or by calling 952-838-9000.*

## Como construir una relación positiva de padre a profesional que beneficie a todos

Al el año escolar continuar, es importante recordar los beneficios de trabajar juntos con mutuo respeto y conocimiento compartido.

Estudios confirman los beneficios positivos de colaboraciones entre padres y profesionales en la educación de niños con incapacidades. De hecho, una buena asociación de padre y profesional beneficia a todos que estén envuelto: Padres y profesionales tienen una opinión más positiva de cada uno; padres se involucran más en la educación de sus hijos; y niños con incapacidades tienen más confianza y trabajan a niveles más altos.

Porque padres y profesionales traen diversas fuerzas a la colaboración, hay diferentes maneras para cada uno hacer la relación positiva y productiva.

### Que Pueden Hacer Los Profesionales

En general, estudios han demostrado que lo que las familias más quieren de los profesionales es respeto y aceptación. Profesionales pueden ayudar a involucrar familias en colaboración al:

#### **Ayudar a padres identificar sus fuerzas**

Algunos padres verdaderamente no entienden que lo que ellos hacen diariamente es tan importante como servicios formal. Profesionales puede regularmente señalar donde la intervención de familia ha sido efectiva.

#### **Ayudar a padres identificar opciones**

El personal de la escuela puede ayudar a familias identificar las opciones que están disponibles para ellos, presentar opciones que puedan funcionar, y animar y apoyar a padres para que ellos mismos hagan sus propias decisiones.

#### **Aceptar a padres como socios**

Es más fácil para profesionales atraer padres al sistema que a la inversa, porque profesionales han actuado tradicionalmente en papel de liderazgo.

#### **Ser flexible y atento a los puntos de vista de los padres**

Los profesionales pueden desarrollar habilidades para cambiar su punto de vista de su área de especialidad a una perspectiva más amplia de las necesidades de todo el niño y la familia.

## Results of the 2010 PEAL Center Family Survey

The Family Survey posted throughout January and February on our web has yielded important information to inform the work of the PEAL Center. Below is a summary of the first 303 responses that were submitted on the web and via the mail.

### Who answered the Survey?

Respondents represented 39 counties in PA. The Center for Rural PA identifies 15 of those counties as Urban.

In response to the question asking participants to identify the area they lived in, 53% said they lived in a Suburban setting, 30% were from Rural areas and 17% live in Urban areas. 36% of 221 responding to the optional question identified as Racially/Culturally Diverse. We received 19 responses to our survey in Spanish.

### Ages of the Children

294 Family members listed the ages of their children.

54% Birth to Elementary (158 total)  
46% Middle School to Adult (136 total)

### Disability Groups Identified

The largest groups reporting represented children with Autism, Aspergers, and PDD (103), Mental Retardation (71), and ADHD (32). The disability categories of Multiple Disabilities, Orthopedic Impairments, Emotional Disturbance, and Specific Learning Disabilities were each represented by 15-17 responses. Deaf-Blindness, Hearing Impairment, Developmental Delay, Other Health Impairment, Speech, Traumatic Brain

Injury and Visual Impairments were listed 2-5 times each.

### General Questions

76% said they have easy access to the information and training they need.

72% believe they are seen as an equal partner and an informed decision maker on their child's school team.

65% believe the school team understands their perspective as a parent/family member.

62% believe they have access to the services and supports their child needs.

### Information needed on these topics

Given a list of 27 topics related to children and adults with disabilities, respondents were asked to check off all the topics they needed more information on. Top % of requests were:

65% Recreation and leisure activities for children and adults with disabilities

48% Current information on state and federal legislation

46% Self advocacy for my child

44% Transition to adulthood

41% Parent's special education rights and responsibilities

34% of the 70 people responding to the open ended question about "other topics not listed" mentioned concerns related to Transition to Adult Life.

### Top 3 Problems

210 of 303 survey participants responded to the question:

*In my opinion, these 3 issues are the biggest problems for parents accessing the educational system in PA:*

For a total of 548 responses across 3

### open ended responses

Topics listed consistently throughout all responses fall into these main categories (listed in order of greatest number of responses)

1) Lack of access to information needed to support my child, not knowing where to find the answer I need in a timely fashion

2) Lack of communication & teamwork or feeling staff do not value or want their input. (See article on page 2 for ideas on building partnerships.)

3) Lack of access to supports and services my child needs to succeed

4) Lack of support from staff and school system for family issues and needs

5) The need for staff training on a variety of topics including inclusive practices, differentiated instruction, understanding disabilities, co-teaching

### Top 6 choices for the best way for the PEAL Center to share information:

66% Workshops/Trainings in my local community

58% Newsletter

57% Printed Materials

53% PEAL Website

47% Email with a parent advisor for individual assistance

31% Access saved webinars or recordings on the website

### Resultados de Encuesta en Español

La traducción en español de este artículo puede ser obtenido llamando a Astrid Arroyo,

1-866-950-1040, Ext. 19

o enviar un correo electrónico a

[aarroyo@pealcenter.org](mailto:aarroyo@pealcenter.org)

(relación positiva Continued from page 2)

### Tener en cuenta las preferencias de la familia en aspectos de planificación

Profesionales deben utilizar la fortaleza de la familia al mismo tiempo mantener en cuenta sus retos y otras responsabilidades.

**Apoyar a los padres como el mejor defensor de su hijo en la toma de decisiones** Algunos padres hay que recordarles que ellos son quienes toman las decisiones de su niño, y que se valora su aporte.

### Que Pueden Hacer los Padres

Padres pueden tomar pasos para construir y mantener relaciones colaborativas con profesionales al empezar con la presunción de que los profesionales están haciendo lo mejor que pueden para el niño. Padres puede contribuir al éxito de una relación colaborativa al:

#### Agradecer a los profesionales que les han ayudado

No es sorprendente que muchas veces profesionales vayan más allá de las exigencias de su trabajo para ayudar a una familia. Es importante reconocer estos esfuerzos y darle las gracias cuando ocurren.

#### Considerar que profesionales están a veces limitados por el sistema en que ellos trabajan

Profesionales desearían poder proveer más ayuda de lo que son

capaces de ofrecer, pero no siempre tienen la capacidad para hacerlo.

### Ser flexible y considerado de los puntos de vista del profesional

Es importante recordar que nadie entiende las necesidades de un niño con incapacidades de la misma manera que un padre.

Profesionales no pueden entender automáticamente lo que padres han aprendido por experiencia.

#### Cumplir con tus promesas

Cuando un padre se compromete a una acción, se convierte en su responsabilidad para cumplir. Colaboración es una calle de doble sentido, y florece la confianza cuando ambos, padre y profesionales, cumplen con sus acuerdos.

#### Comprometerse a trabajar para encontrar soluciones cuando surgen desacuerdos

Es inevitable que haya momentos cuando padres y profesionales no estén de acuerdo. Por ejemplo, ¿el niño necesita una evaluación, lentes nuevos, pruebas de alergia, o acortar los deberes?

Desacuerdos son honestas diferencias de opinión, no ataques personales. Padres colaboradores efectivos se comprometen a trabajar en soluciones.

*Este artículo, traducido por Astrid Camille Arroyo, es un extracto de "Fostering Parent and Professional Collaboration," producido por ALIANZA de Asistencia Técnica para Centros de Padres. Disponible por \$2, se puede ordenar por computadora a [taalliance.org/publications/books.asp](http://taalliance.org/publications/books.asp) o al llamar al 952-838-9000.*

## Peter Yarrow of Peter, Paul and Mary Benefit Concert

Tuesday, March 16, 8:00 PM in the Four Points Ballroom

**Corporate Sponsor, Lamar Advertizing**

You will not be able to resist the urge to sing along with Peter Yarrow of Peter, Paul and Mary. His messages of peace, harmony and respect are sure to resonate with people of all ages! This is guaranteed to be an event to remember! Join us and you will soon find yourself clapping to the beat and swaying to the music.

The concert is open to the public and tickets can be purchased on line at [www.pealcenter.org](http://www.pealcenter.org) or onsite at the conference. Proceeds from this exciting evening of song and celebration will benefit Peter Yarrow's non-profit foundation, Operation Respect and the PEAL Center.

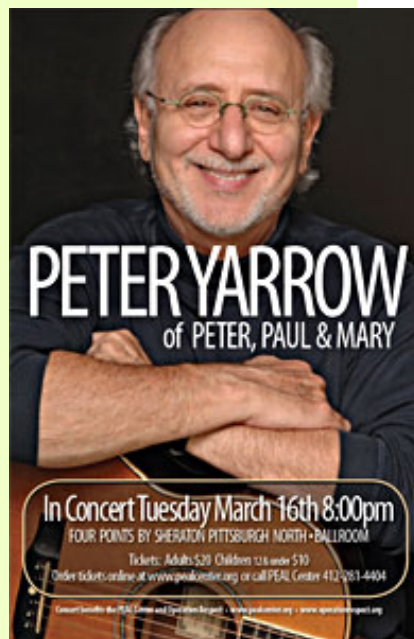
**Tickets are \$20/adults\*\$10/children 12 & under**

The PEAL Center is proud to partner with Peter Yarrow of *Peter, Paul and Mary* and his non-profit organization, **Operation Respect** for this Benefit Concert. The Mission of **Operation Respect** is to assure each child and youth a respectful, safe and compassionate climate of learning. Peter's dedication to the principles of justice and respect have long been evident in his lifetime of work as a musician and social activist.

As a member of Peter, Paul and Mary, he has earned five Grammys and an Emmy nomination, recorded eight gold and five platinum albums, and six Top 10 hits. The late Coretta Scott King once proclaimed, "*Peter, Paul and Mary are not only three of the greatest folk artists ever, but also three of the performing arts' most outstanding champions of social justice and peace.*"

Peter continues his work with this generation to open their minds to the possibility of a world where we accept and respect one another.

[www.pealcenter.org](http://www.pealcenter.org)



[www.operationrespect.org](http://www.operationrespect.org)

## BOOK STORE

Stop by the PEAL Book Store at the Conference and find some amazing resources! You can buy books either authored or suggested by our speakers. You may find a commemorative poster of our Evening Concert with Peter Yarrow. It may be possible to have yours auto-graphed by Peter!



### Conference Graphic

Did you notice our beautiful conference graphic? This year's logo was specially designed by local artist, Mary Hamilton and features the Pittsburgh skyline and whimsical, colorful figures dancing in "Peace and Harmony." Look closely and you can find the image of Puff the Magic Dragon in honor of *Peter, Paul and Mary's* famous song.

For **\$20** you can own one of only 50 original prints numbered and signed by the artist. Take home this wonderful keepsake of Peter Yarrow's visit to the 2010 PEAL Conference!

**REGISTRATION still open** for the PEAL Conference at [www.pealcenter.org](http://www.pealcenter.org)

Parents can still register at the scholarship rate. PQAS credits are available for early childhood providers.

Professionals earning Act 48 Hours be sure to bring your PA Professional ID Number! You will be required to collect Session Codes to verify your attendance. We cannot report hours earned without a PA Professional ID Number.

A Certificate of Attendance will be available to parents and professionals who collect the Session Codes on a Session Verification Form which will be available at the Registration Table.

## SILENT AUCTION

Once again, the PEAL Center will offer an excellent selection of prizes at the Tuesday Silent Auction. You will want to submit a bid for a wide variety of themed baskets, getaway trips, jewelry and fun excursions. Enjoy hors d'oeuvres and the cash bar as you listen to the music of "Mixed Greens".



## HELP the PEAL Center

Donate a basket, a gift or prize to the PEAL Center Silent Auction. Contact [jbadger@pealcenter.org](mailto:jbadger@pealcenter.org) or 866-950-1040 X 918 about prizes **BIG** and **SMALL**! Your generosity will insure the success of the Silent Auction!

**SPEAKERS LUNCHEON**

**Have Lunch with a Conference Speaker**

We are once again offering our conference participants a once in a lifetime opportunity to talk one-on-one with an “expert” in the field of supporting children with disabilities in their schools and communities. Just think! You could win a chance to have lunch with someone who can offer advice on behavior, assistive technology, literacy for young children, conflict resolution or extracurricular activities! Maybe you don’t need advice but could really enjoy a lunch time conversation with a progressive thinker!

Raffle chances are more reasonably priced this year! You can buy **3 chances for \$1 or 20 chances for \$5!** You will be able to “stuff the ballot box” for the chance

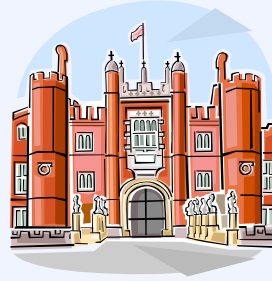
to have lunch with a speaker of your choice.

So, don’t be shy! There is a speaker at the conference that will be very happy to meet you! Watch for our roving ticket sellers in the exhibit area or stop by the registration area to buy your tickets.



**CONFERENCE VOLUNTEERS**

**Give a Day, Get a Disney Day!**



Good news, volunteers! PEAL Center is a Participating Organization for the *Give a Day, Get a Disney Day!*

Disney’s offering an innovative new promotion designed to make people feel better by getting involved and giving back to their communities. In *Give a Day, Get a Disney Day,*

Disney has instituted a program to encourage families to give time to community service. The PEAL Center, as a participating organization, will submit the names of anyone who donates one day of their time at the Conference. For your Conference volunteer efforts you will be rewarded with a free ticket to any Disneyland or Walt Disney World theme park.

Parents who receive a scholarship or a complimentary hotel room are enlisted as volunteers and will be eligible for this offer!

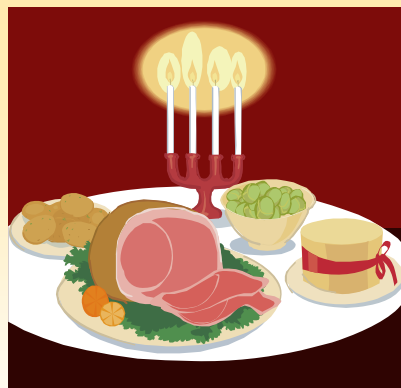
We welcome ALL volunteers, so if you can offer some time at the Conference contact Stephanie Tecza, Volunteer Coordinator, 412 281-4404 X 12 or [stecza@pealcenter.org](mailto:stecza@pealcenter.org)



There is still time to register for this March 15th full day professional development opportunity, specially designed for principals, psychologists, curriculum specialists and supervisors. Spend the day with Michael Remus as he shares strategies for supporting inclusive education that he has learned as a parent, teacher, principal and special education director.

**Parent Leaders Gather at the PEAL Conference**

The PEAL Center offers training institutes throughout the year to support the development of parent leaders in the state of Pennsylvania. At the PEAL Conference each year, both the Project for Parents Engaged in Advocating for Change in Education (PEACE) and the Parent Leadership Institute (PLI) participants gather for dedicated training sessions. They hear from speakers on leadership skills and information that will support their desire to impact the educational and medical care systems in Pennsylvania. This is an opportunity for them to network with colleagues from across the region and learn from one another. We also welcome our past Leadership graduates who come back to share their experiences and offer advice to our emerging parent leaders.



**Make it a NIGHT!**  
Enjoy Dinner & a Concert

Place your final bid at the Silent Auction and then enjoy Dinner and a Concert the evening of March 16<sup>th</sup> at the Four Points Sheraton Pittsburgh North. **Buffet Dinner available at the hotel’s Tremont Café,**

**5:00—7:30 PM for only \$20/person.** After dinner, join us in the **Ballroom for the 8:00 PM Benefit Concert with Peter Yarrow.**



## **NEW** RESOURCES coming from the PEAL Center

### **Inclusive Practices**

Through our grant on Education Rights from the **Pennsylvania Developmental Disabilities Council**, [www.paddc.org](http://www.paddc.org), two of our presenters, Julie Causton-Theoharis and Christi Casa-Hendrickson are developing a pair of publications for the PEAL Center. One will be a guide to inclusive education for professionals. The second will be designed for parents who are advocating for inclusive education for their child. We are in the third year of this Educational Rights Grant and have concentrated our efforts in the Northwest area of the state. These publications will be a valuable resource to parents all over Pennsylvania.



### **Literacy**

Chris Kliewer, another Conference presenter is authoring a booklet for parents on the development of early communication and literacy. The booklet will include many strategies to support the development of communication and literacy for all young children. Parents will find information on the current research on literacy development and how they can apply that important information to their daily lives as their children learn and grow. This project is funded through the **State Professional Development Grant (SPDG)** from the PA Department of Education.

### **Resources are available from the PEAL Lending Library**

The PEAL Center maintains a lending library for families and educators. Materials can be borrowed from our library at no charge. Email [info@pealcenter.org](mailto:info@pealcenter.org) to request a book.



*U.S. Capital photo by Stephanie Tecza*

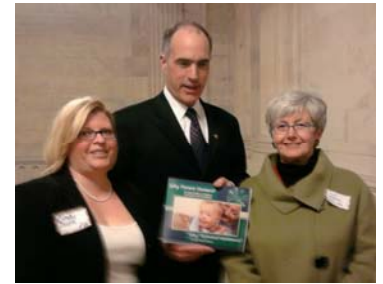
### **PEAL Staff in Washington, DC for Trainings and a Reception on the Hill**

PEAL staff met with **Senator Bob Casey** in February at the *Reception on the Hill* sponsored by the National Coalition of Parent Centers. PEAL was proud to introduce Senator Casey to the

group because of his sustained commitment to children and families. Senator Casey was a leader in the recent CHIP reauthorization that expanded eligibility for CHIP for children with no health insurance. In her comments, **Alexa Posny**, the new Deputy Secretary of the U.S. Department of Education for the Office of Special Education and Rehabilitation Services (OSERS), underscored the federal commitment to partnership between parents and education to improve results for children with disabilities.



*Cindy Duch, Alexa Posny, Liz Healey, and Stephanie Tecza*



*Cindy Duch, Senator Casey, Liz Healey*

### **YOUTH Leaders Continue to Impress!**

Youth leadership development is in full swing at the PEAL Center. The second Leadership Development Institute (LDI) for youth took place in Plymouth Meeting, PA on February 20-21. There were 30 young adults and youth with disabilities who attended this event, making it the largest one to date. Youth were able to enjoy the opportunity to meet other Pennsylvania youth, learn about leadership and disability pride, and have the chance to become involved in various state and local events.

The 30 new emerging leaders from the eastern corner of PA join the first cohort of 25 Leadership Institute attendees from the west. Both groups are invited to attend the PEAL Conference with funding support from The State Implementation Grant (SIG) under a collaborative project with the Department of Health and the PA Chapter of American Academy of Pediatrics on an exciting project. The youth are being mentored and supported to add their voices to the Consortium members who are working to improve services that will improve care for youth with disabilities across the state. At the Conference they will attend a dedicated session specially developed by Josie Badger, our PEAL Center Youth Leadership Coordinator and Dan Wilkins, a disability advocate from Ohio.

During the first Institute in Cranberry, PA several youth agreed to record their stories on video. Following a Private Screening for Youth Leaders at 5:30 PM, they are inviting all conference participants to attend their **Movie Premier** on March 16, 6:30 at the Sheraton. Be the first to see the amazing stories of youth from Pennsylvania and have the opportunity to meet these emerging stars!

If you are interested in future leadership events please contact Josie Badger at [josiebadger@pealcenter.org](mailto:josiebadger@pealcenter.org). Watch the PEAL Website [www.pealcenter.org](http://www.pealcenter.org) for dates and locations for the future Youth Leadership Development Institutes (LDI).

## PEAL Center WEB Watch

### Watch for our PARENT SURVEY

In an effort to be responsive to the needs of the families we support we have posted a Parent Survey to gather your input. Responses are still being accepted for the survey.

### Watch for our new RACK CARD: Top Ten Tips for Positive Behavior Support

Click on RESOURCES

### Watch for the Spring 2010 Mini-Series dates to be offered in April and May in

Johnstown  
Warren County  
Washington County

Brochure and registration information will be posted on the PEAL Center home page.

### Watch for the new publications on inclusive education from our Conference presenters, Julie Causton-Theoharis and Christi Kasa-Hendrickson.

### Watch for the new publication on early literacy from our Conference presenter, Chris Kliewer.

### Watch for more information on new locations and dates for the YOUTH LEADERSHIP DEVELOPMENT INSTITUTE in Central Pennsylvania.

### Watch for dates and locations of trainings with David Gates on MA and Waivers. Brochure and registration information will be posted on the PEAL Center home page.

## Words of Wisdom

### Advice shared by Phyllis Chaffin

1) *Has your child been bullied?*

2) *If yes, what has been a successful response or prevention?*

I took my child to the boy's home, made introductions with the mom and explained the reason for our visit, and asked if she and I could talk to her son to explain the problems that he was causing my son, and to 'demand' that the bullying stops. She made him apologize to my son, and to promise us that there will be no more bullying. The bullying stopped.



In our recent Survey families requested more information on **Recreation and Leisure opportunities**. The Spring 2010 issue of the PEAL News will be devoted to this topic.

Please take a moment to answer our **Words of Wisdom** question: *Where does your child find recreation and leisure opportunities in your community? How have you supported his/her participation in these activities?* Share your story on line at [www.pealcenter.org](http://www.pealcenter.org) and we might publish your ideas!



## PA Developmental Disabilities Council (PADDCC) Children's Survey

The PADDCC is in the process of developing a scale that can help parents evaluate their experience with different types of support, resources, and learning opportunities. Please tell us what you think is important for young children and their families by completing the survey found at:

<http://www.smriusa.com/everydaykids.html>

If you are unable to complete all sections of the survey, please choose some of the themes that interest you the most and complete only those sections.

If you have questions about the survey, please contact Faye Acuff at [facuff@smriusa.com](mailto:facuff@smriusa.com) or you can call 1-800-824-1174.

## Encuesta para el Consejo de Incapacidades de Desarrollo Niños de PA (sigla en Ingles, PADDCC)

Estamos desarrollando una escala de medición que ayudará a los padres a evaluar sus experiencias con los diferentes tipos de apoyos, recursos y oportunidades de aprendizaje. Sería tan amable de decirnos qué le parece a Usted qué es importante para los niños pequeños y sus familias. Para ello, por favor, conteste la encuesta que encontrará en el sitio Web:

<http://www.smriusa.com/everydaykids.html>

Si Usted no puede contestar todas las secciones de la encuesta, por favor, elija las secciones que más le interesan y conteste solamente sobre ellas.

Si tiene alguna pregunta sobre la encuesta, llame a Mónica Murillo al 1-800-824-1182 Ext. # 312 ó al 828-210-8705 (directo) o envíe un email a [mmurillo@puckett.org](mailto:mmurillo@puckett.org)

## 3 Part Mini Series Schedule for Spring 2010

### Washington/Greene

Co-Sponsored by ARC - Washington, Canon-McMillan School District, Peters Township School District

Mondays  
April 12, 19 and 26  
7:00-9:00 PM

Foxpointe Centre  
201 South Johnson Road  
Houston, PA 15342

### Johnstown

Cosponsored by Pressley Ridge Day School Johnstown

Thursdays  
May 6, 13, 20  
5:30-7:30 PM

Pressley Ridge Day School  
Johnstown  
(located in the Greater Johnstown Career and Technology Center)  
445 School House Road  
Johnstown, PA 15904

### Warren County

Final Dates and Locations to be announced for Warren County.  
Watch the PEAL Center website for the latest details on the Spring 2010 Mini-Series. The flyer and registration information will be available soon.



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The PEAL Center serves families of children with disabilities and special health care needs. We provide information and training on education in Central and Western Pennsylvania, and on healthcare needs and support services statewide through the Family to Family Health Information Center.

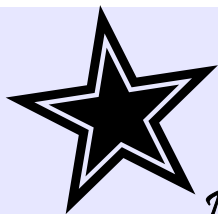
### JOIN OUR MAILING LIST

To receive our email BLAST and NEWSLETTER electronically, click on **mailing list** at [www.pealcenter.org](http://www.pealcenter.org) or call us toll-free at 1-866-950-1040 to receive information in the mail.

Join **The PEAL Center** on **FACEBOOK.com**

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## Red Carpet Event

Presented by

*The Youth Leadership  
Development Institute (LDI)*

*You're invited to a night of laughter, tears, and enlightenment at the 1<sup>st</sup> LDI Movie Premier!*

*Be the first to see the amazing stories of youth from Pennsylvania and have the opportunity to meet these emerging stars.*



*Tuesday, March 16<sup>th</sup>, 2010*

*Four Points by Sheraton Pittsburgh North*

**5:30 pm Private Screening for Youth Leaders only**

**6:30 pm Premier Open to all Conference Attendees**