



# PEAL News

## Parent Education & Advocacy Leadership Center

*Inclusive education is about embracing all . . . an unalienable right to belong.*

- Falvey, Givner & Kimm, 1995

*PERSPECTIVE ON TRANSITION: A young man living with Autism shares his views and experience on transition. Stephen Hinkle will be presenting at this year's PEAL Conference on Extracurricular Inclusion.*

### Life After High School: Transition for the New Century by Stephen Hinkle, San Diego, CA

The experience in the years after high school can be an exciting time for everyone. Many of us have really good memories of this such as going off to college, getting a job for their first time, working towards a long term career path, raising a family, and enjoying adult life. I am sure adults out there reading this have found memories going back to this time in their life, and what an adventure it is.

Back in 1997, I graduated high school from Scripps Ranch High School in San Diego, CA. When I was in high school, I actually graduated with a real diploma at age 18 and then attended San Diego State University part time graduating in 2007 with a degree in computer science. College for me was a little challenging. I was good at some courses like computers. However, some courses like Literature and anthropology were challenging and I had to get some supports. In college, I also got to experience on-campus living which is a good way to learn functional skills in a real environment. I also had many friends and went to games and even worked out at the recreation center after learning social skills. After college, I worked for a year at Health Science High School and then was laid off when the budget cuts hit.

For many special needs children, this time can be exciting. We have come from a world when the expectation was that many people with special needs would not even finish high school with a real diploma and would live in segregated group homes to a world in which many special needs kids now attend college and go on to real career paths. If you have ever seen the movie "The Other Sister", you will see an example of the new transition model in which Carla goes to college, gets her own apartment, and later gets married. The 21<sup>st</sup> century transition model is going to be exactly that, going to college, and becoming a normal member of society. The reason is that there are very few careers available for high school dropouts anymore.

To make the 21<sup>st</sup> century transition model a success for all kids I think many things have to happen. First, we need to include kids with special needs in the academic courses that count instead of keeping them segregated in high school in the "functional skills only" track, making a standard diploma the norm track instead of the alternative for them. Some of the functional skills can be implemented in this new model through consumer and family science curriculum in general ed, dorm life, and working on these skills at home or with friends.

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*PERSPECTIVA SOBRE TRANSICIÓN: Un hombre joven viviendo con Autismo comparte sus opiniones y experiencias sobre transición. Stephen Hinkle va a presentar en la Conferencia de PEAL este año acerca de Inclusión Extracurricular.*

### Vida después de Escuela Secundaria: Transición para el Nuevo Siglo por Stephen Hinkle, San Diego, CA

La experiencia en los años después de la escuela secundaria puede ser un momento emocionante para todos. Mucho de nosotros tenemos muy buenas memorias de esos momentos como cuando fuimos a la Universidad, empezar nuestro primer trabajo, trabajando hacia una carrera, empezando una familia y disfrutar la vida adulta. Yo estoy seguro que adultos leyendo este artículo tienen tiernas memorias de esos tiempos en sus vidas, y la gran aventura que es.

En 1997, yo me gradué de Escuela Secundaria de Scripps Ranch High School en San Diego, CA. Cuando yo estaba en escuela secundaria, yo me gradué con un diploma verdadero a los 18 años, y después estudié en la Universidad de San Diego parcialmente graduándome en 2007 con un grado en Ciencias de Computadora. La Universidad para mí fue un desafío. Yo era bueno en algunos cursos como computadoras. Sin embargo, otros cursos como Literatura y Antropología fueron un desafío para mí y yo tuve que conseguir apoyo. En la Universidad, yo también tuve la oportunidad de vivir en el campus la cual es una buena oportunidad para aprender habilidades funcionales en un ambiente real. Yo también tenía muchos amigos y fui a juegos y también hacía ejercicios en el centro de recreación después de aprender habilidades sociales. Después de la Universidad, yo trabajé por un año en la Escuela Superior de Ciencias de Salud y después fui suspendido a causa de cortes económicos.

Para muchos niños con necesidades especiales, este tiempo puede ser bien emocionante. Nosotros venimos de un mundo donde la expectativa es que muchas de las personas con necesidades especiales no se gradúan con diploma y viven en casa de grupos segregados a un mundo donde muchos niños con necesidades especiales van a la Universidad y se embarcan en su propia carrera de trabajo. Si usted ha visto la película "La Otra Hermana" ("The Other Sister"), usted verá un ejemplo del nuevo modelo de transición donde Carla va a la Universidad, tiene su propio apartamento, y después se casa. El modelo de transición del siglo 21 va a ser exactamente igual, ir a la universidad, y ser un miembro normal de la sociedad. La razón es que hay muy pocas carreras disponibles para aquellos que abandonaron la escuela superior.

Para hacer el modelo de transición del siglo 21 un éxito para todos los niños yo pienso que muchas cosas tienen que pasar. Primero, necesitamos incluir niños con necesidades especiales en los cursos académicos que cuentan en vez de mantenerlos segregados en la escuela superior en la sección de "sólo habilidades funcionales", haciendo que un diploma de estándar sea la norma en vez de una alternativa. Algunas de las habilidades funcionales pueden ser implementadas en este nuevo modelo a través de un currículo de consumidor y ciencias de familia en educación general, vida de dormitorio, y trabajando en estas habilidades en casa o con amigos.  
(continúa en página 2)

**The PEAL Center celebrated it's third anniversary in October. We continue our mission to help 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. Happy Birthday to the PEAL Center!**

Second, we need to bring the colleges and universities into the transition system. After all, when children reach the adult age of 18 or 19 they will not have appropriate peers anymore on the high school campus. At that point, transition should happen on the college and university campuses with the opportunity for the young adults with special needs to enroll in college courses and even obtain college degrees ranging from associate degrees all the way up to doctorate degrees. Taking college courses will allow a person with special needs to access a much greater range of career choices and have access to jobs with a higher class wages. Transition should focus on career paths instead of just one dead end job to accommodate the changing job market. With technology changes, market changes, and others it is likely that people will have to change jobs an average of 13 times in their lifetime according to the US Dept of Labor.

Third, the transition model should be changed in which supports and services do not stop at age 21 or 22 or high school graduation. Instead, appropriate supports and services need to transition easily from the high school system to the college system. Many colleges currently offer limited supports and services for those with special needs and they vary by college. As it is now, many high school students with special needs do not graduate on time in order to access funding from their local school district. More importantly, there are many more special needs students who end up getting worthless diplomas because they only do functional skills instead of academics in high school. I feel that instead, that the transition funds should be sent to the college system for those students needing transition support after age 18, and should remain available until one finishes their college education instead of just till age 21-22. More importantly, these funds should still be available if one graduates high school on time.

Fourth and finally, I feel that transition needs to focus on the whole person. This means allowing the person to choose their career path, living situation, and which college they want to apply to. Additionally, there is far more to ones' life than work and school. Too often plans for the rest of a person's life are not included in transition planning. These may include things like fitness, recreation, leisure, playtime, friendships, relationships, family life, dating, and many other aspects of life. There are many skills that one needs to do well in this side of life including workout skills, sportsmanship, skills to be a friend, relationship skills, manners, etiquette, social networking, community connections, hobbies, dating skills, and others. There are many with special needs who may require support in learning these skills and plans for incorporating aspects of this side of life in all transition plans are paramount.

In order to make this new model of transition happen, the bureaucracy involving so many agencies like Regional Center, DDS, Department of Rehab, Social Security, Colleges, School Districts, etc needs to be simplified and agencies should collaborate with each other. Right now, navigating this complex mess of agencies is a very complicated task, and for those on the higher end of the spectrum one often has to stretch the system to its limits. What we need to do to change this is for the agencies to focus on the whole child and work together to get everything right in a simple manner. This would make it easy for young adults and their parents to get the services one needs easily and in a timely manner.

I believe that improving the model of transition would lead to a much better quality of life for those with special needs and end the culture of poverty among those with disabilities. Allow all children to pursue the path of their dreams!

Segundo, necesitamos envolver los colegios y las universidades en este sistema de transición. Después de todo, cuando los niños alcanzan la edad adulta de 18 o 19 ellos no van a tener compañeros apropiados en el campus de la escuela secundaria. En ese momento, transición debe suceder en el campus del colegio o la universidad con la oportunidad para adultos jóvenes con necesidades especiales de matricularse en cursos colegiales y obtener créditos en empezando con grados asociados hasta grados de doctorado. Tomar cursos colegiales va a permitir que una persona con necesidades especiales tenga acceso a una variedad en opciones de carreras y tener acceso a trabajos con sueldos altos. Transición se debe de enfocar en los caminos de carrera en vez de un solo trabajo sin salida para acomodar el mercado de trabajo cambiante. De acuerdo al Departamento de Labor de los EE.UU., con cambios tecnológicos, cambios de mercadeo, y otros, es posible que la gente vaya a tener que cambiar trabajos en un promedio de 13 veces en su vida.

Tercero, el modelo de transición debe ser cambiado en los cuales apoyos y servicios no sedan a las edades de 21 o 22 o después de la graduación de escuela superior. En vez, apoyos y servicios apropiados necesitan transicionar fácilmente del sistema de escuela secundaria al sistema colegial. Muchos colegios ofrecen actualmente apoyos y servicios limitados para esos con necesidades especiales y varían dependiendo del colegio. Como es ahora, muchos estudiantes de escuelas secundarias con necesidades especiales no se gradúan a tiempo en orden de poder tener acceso a los fondos de su distrito local escolar. Más importante, hay muchos más estudiantes con necesidades especiales quienes reciben diploma sin ningún valor porque ellos nada mas hacen habilidades funcionales en vez de académicos en le escuela secundaria. Yo siento que en vez, los fondos de transición deben ser enviados al sistema colegial para esos estudiantes que necesitan apoyo de transición después de la edad de 18, y se deben de mantenerse disponibles hasta que termine su educación universitaria en vez de cuando cumplan 21-22 años de edad. Más importante aún, esos fondos deben de ser disponibles si uno se gradúa de escuela secundaria a tiempo.

Finalmente cuarto, yo pienso que la transición necesita enfocarse en la persona completa. Esto significa dejar que la persona escoja su propia carrera, situación de vivir, y que colegio quiere aplicar. Adicionalmente, hay mucho más en la vida que la escuela y el trabajo. Muy a menudo planes para el resto de la vida de la persona no son incluidas en el plan de transición. Esto puede incluir cosas como salud, recreación, tiempo libre, jugar, amistades, relaciones, vida familiar, salir, y muchos otros aspectos de vida. Hay muchas otras habilidades que uno necesita hacer bien en este lado de la vida que incluye habilidades de entrenamiento, deportes, habilidades de amistad, habilidades de relación, modales, etiqueta, red social, conexión de comunidad, pasatiempos, habilidades de salir, y otros. Hay muchos con necesidades especiales que requieren apoyo en aprender estas habilidades y planes las cuales son esenciales para incorporar aspectos de este lado de la vida en todos los planes de transición.

En orden de hacer que este nuevo modelo de transición suceda, la burocracia que envuelve tantas agencies como el Centro Regional, DDS, Departamento de Rehabilitación, Seguro Social, Colegios, Distritos Escolar, etc. necesitan ser más simples y las agencies deben colaborar con cada una. Ahora mismo, navegar este complicado lío de agencies es una tarea muy complicada, y para aquellos en el lado del espectro mas avanzado a veces tienen que estrechar el sistema hasta sus límites. Lo que necesitamos hacer para cambiar esto es hacer que las agencies se enfoquen en el niño completo y trabajen juntos para hacer todo correctamente en una manera simple. Esto ayuda a hacer que los adultos jóvenes y sus padres puedan recibir los servicios necesarios fácilmente y en una manera oportuna.

Yo creo que mejorar el modelo de transición va a ser posible que la calidad de vida para aquellos con necesidades especiales sea mejor y va a terminar la cultura de pobreza entre aquellos con incapacidades. ¡Permita que todos los niños sigan el camino hacia sus sueños!

**We have remodeled our website.  
Check out our new look.  
Same address: [www.pealcenter.org](http://www.pealcenter.org)**

## TRANSITION RESOURCES

### Workforce Diversity

"People should be valued for their differences - not in spite of them." Visit the website of Denise Bissonnette, trainer and speaker on career development, job development, workforce development and "true livelihood." Denise was the keynote speaker at the July 2008 PA Community on Transition Conference held in State College. [www.diversityworld.com](http://www.diversityworld.com).



**The annual PA Community on Transition Conference: *Building Leadership to Promote Successful Outcomes***, was held in State College, July 22-25, 2008. It was reported in the Fall 2008 BSE Communicator that 825 participants were in attendance. ([http://www.pde.state.pa.us/special\\_edu/lib/special\\_edu/bse\\_communicatorfall08final.pdf](http://www.pde.state.pa.us/special_edu/lib/special_edu/bse_communicatorfall08final.pdf)) Additional information regarding this year's conference and session handouts can be found at [www.sharedwork.org/patransition](http://www.sharedwork.org/patransition). To access information you will have to register for this website the first time you visit this site. There is lots of good information on this site. Read more about [SharedWork.org](http://SharedWork.org) below.

### SharedWork.org

The IDEA Partnership Communities of Practice are focused on advancing policy and practice in four key areas: (a) the intersections of the No Child Left Behind Act and the Individuals with Disabilities Education Improvement Act (IDEA); (b) school behavioral health services; (c) interagency transition, and (d) teacher quality. As partner organizations work together and with States, districts, local sites and individuals, they form Communities of Practice whose members learn from each other and take action together in coordinated ways. Read more about this collaborative work at the IDEA Partnership website at <http://ideapartnership.org>

The SharedWork.org website is designed to support and facilitate the shared work that occurs among individuals, organizations and agencies at the local, district, state, and national levels. For each community of practice, state, or practice group, you will find the following sections: What's New, Repository, and Discussion. [www.sharedwork.org/patransition](http://www.sharedwork.org/patransition)

### 2008-09 PA Community on Transition Calendar of Events

There are many training and technical assistance opportunities for transition stakeholders throughout the upcoming year. Click on the following link for the "save the date" flyer. [http://sharedwork.org/documents/Transition\\_COP\\_2008\\_2009\\_Save\\_the\\_Dates.pdf](http://sharedwork.org/documents/Transition_COP_2008_2009_Save_the_Dates.pdf). To obtain additional details, please visit [www.pattan.net](http://www.pattan.net).

### The 411 on Disability Disclosure: A Workbook for Youth with Disabilities

The 411 on Disability Disclosure: A Workbook for Youth with Disabilities is designed for youth and adults working with them to learn about disability disclosure. This workbook helps young people make informed decisions about whether or not to disclose their disability and understand how that decision may impact their education, employment, and social lives. Based on the premise that disclosure is a very personal decision, the Workbook helps young people think about and practice disclosing their disability. The workbook does not tell a young person what to do. Rather, it helps them make informed decisions about disclosing their disability, decisions that will affect their educational, employment, and social lives.

MS Word versions of the 411 on Disability Disclosure Workbook are designed specifically for those visitors using screen readers and/or braille translators. Phrases such as "pullout" and "sidebar" will be used throughout the Word documents to give readers with low vision and/or blindness a better understanding of how the text is laid out in the PDF version (with complete graphics). In addition, tables and charts within the documents will be reformatted for clarity.

Download The Complete Guide in PDF at [http://www.ncwd-youth.info/assets/guides/411/411\\_Disability\\_Disclosure\\_complete.pdf](http://www.ncwd-youth.info/assets/guides/411/411_Disability_Disclosure_complete.pdf) or in MS Word at [http://www.ncwd-youth.info/assets/guides/411/411\\_Disability\\_Disclosure\\_complete.doc](http://www.ncwd-youth.info/assets/guides/411/411_Disability_Disclosure_complete.doc)

\*Please note: This is a large document, download time will be longer for users with slower connections.

### TOOLKIT: TRANSITION TO ADULTHOOD FOR CHILDREN WITH DISABILITIES

*Understanding the New Transition Provisions of IDEA 2004 and the Federal Regulations*

<http://www.elc-pa.org/pubs/downloads/english/dis-Toolkit%20Transition%20to%20Adulthood.pdf>

Visit <http://www.elc-pa.org/disabilities/publications.html> for ELC toolkits and fact sheets on many other subjects regarding children with disabilities.

### Think College

Youth with intellectual disabilities have not had many chances to go to college. This is changing as individuals across the country begin to create opportunities for these youth to reap the benefits of postsecondary education. The website provides information and links about the possibilities. [www.thinkcollege.net](http://www.thinkcollege.net)

### After School Program for Older Youth Survey

The National League of Cities would like to ask for your assistance with an effort to collect and disseminate promising practices of afterschool programs for middle school and high school students. They have created an online questionnaire to collect information about the older youth afterschool activities available in your communities. The questionnaire will only take an estimated 10 minutes for you to complete. .

Visit the following link to go directly to the survey. [http://www.surveymonkey.com/s.aspx?sm=yI9xwC\\_2f7FqVNWfs1W90qw\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=yI9xwC_2f7FqVNWfs1W90qw_3d_3d)

## Mentors for Self Determination

Mentors for Self Determination is a statewide group for people with developmental disabilities and their families. The group shares a strong belief in self-determination and a commitment to helping people live self-determined lives. They provide one-on-one mentoring and training that enables people and families to expand their knowledge of and access to services and to navigate support systems. With sound knowledge and solid support, people are able to make choices, improve their quality of life, build healthy and helping relationships, contribute to the community, and gain control over supports they need to have everyday lives.

They are a resource for people with disabilities and family members as they learn about the principles of self-determination with the goal of forming helping partnerships among people with disabilities, their families, and support systems in their counties and throughout the state.

Mentors for Self Determination is building a network of Self Advocates and Family Mentors in all counties in the state. Mentors serve as local resources for other people, family members, organizations, county Mental Retardation offices, and state level committees. Visit [www.mentors4sd.org](http://www.mentors4sd.org) or call 814-547-1577 or 724-813-5702

## Vision for Equality

Vision for Equality, Inc. serves a mission of assisting and empowering people with disabilities and their families to seek quality and satisfaction in their lives. They offer individual assistance, training and monitoring to people with disabilities and their families. They advocate locally, state-wide, and nationally for people with disabilities to have opportunities, equal rights, access to quality services and supports, and to become informed, powerful, and respected members of their communities. They provide training, technical assistance, and mentoring through the Partnership to people with disabilities, their families, and their caregivers across the Commonwealth. Visit [www.visionforequality.org](http://www.visionforequality.org) or call: 215-923-3349 in Philadelphia or 717-233-2424 in Harrisburg.

The Partnership—<http://www.temple.edu/thetrainingpartnership/>

## PA Youth Leadership Network—PYLN

"The PYLN is a group of young adults with disabilities who want to make a difference in the lives of youth in Pennsylvania. The mission of the PYLN is to develop the self-determination, empowerment, and leadership of youth that promotes successful post school outcomes in the areas of education, employment, independent living, and health and wellness among youth and young adults throughout Pennsylvania." Each month the PYLN holds a chat for youth and young adults on topics that are important to their future. These calls are led by youth and young adults who are excited about sharing their experiences and

insights with participants. During each call there is time for youth to share their stories and ask questions. Calls are based upon a new resource developed by youth for youth called the *PYLN Secondary Toolkit*. Visit the PYLN website at [www.pyln.pbwiki.com](http://www.pyln.pbwiki.com).

See times for upcoming chats on page 7 of this newsletter

**The PA Youth Leadership Network is recruiting youth and young adults to join PA Youth Leadership Network.** View Recruitment Letter and Application by clicking on the following links:

[http://sharedwork.org/documents/PLYNRecruitment\\_Letter.doc](http://sharedwork.org/documents/PLYNRecruitment_Letter.doc)  
<http://sharedwork.org/documents>

## PYLN Secondary Transition Toolkit!

The *PYLN Secondary Transition Toolkit*, developed by youth for youth, is now available for on line. Please visit the [www.sharedwork.org/patransition](http://www.sharedwork.org/patransition) site and click on the PA Youth Leadership Network group page for additional information, or link to the page by clicking on the following link: <http://www.sharedwork.org/> or visit [www.pyln.pbwiki.com](http://www.pyln.pbwiki.com).

## National Collaborative on Workforce and Disability for Youth—NCWD/Youth

The National Collaborative on Workforce and Disability for Youth (NCWD/Youth) is a source for information about employment and youth with disabilities. NCWD/Youth assists state and local workforce development systems to better serve all youth, including youth with disabilities and other vulnerable youth. The NCWD/Youth, created in 2001, is composed of partners with expertise in education, youth development, disability, employment, workforce development and family issues. Funded by a grant from the U.S. Department of Labor's Office of Disability Employment Policy (ODEP), the NCWD/Youth is housed at the Institute for Educational Leadership in Washington, D.C. NCWD/Youth offers a range of technical assistance services to state and local workforce investment boards, youth councils and other workforce development system youth programs.

[www.ncwd-youth.info](http://www.ncwd-youth.info)

## Negotiating the Curves Toward Employment: A Guide About Youth Involved in the Foster Care System

"This Guide has been developed to encourage collaborative efforts across the country between workforce development, child welfare, mental health, schools and other community institutions to improve the chances that youth in foster care will make a successful transition into adulthood and be able to lead productive lives including having careers of their choice. The youth involved in the foster care system represent one of the most vulnerable populations in our society and will require the expertise of caring professionals in multiple systems working together to "move the needle" of success upward. For purposes of this Guide, the youth being focused upon are generally in the age range of 14 to 24, the developmental transition stage of life."

Preface: *Negotiating the Curves Toward Employment: A Guide About Youth Involved in the Foster Care System*, NCWD/Youth, funded by funds from the U.S. Department of Labor, Office of Disability Employment Policy.

Download the Guide at [http://www.ncwd-youth.info/resources\\_Publications/foster\\_care.html](http://www.ncwd-youth.info/resources_Publications/foster_care.html)

## Three new fact sheets that provide useful information on employing young people with disabilities:

<http://www.disabilityinfo.gov/digov-public/public/DisplayPage.do?parentFolderId=13>

### HRTW (Health and Ready to Work) Center—National Resource Center

For the first time in this country there is a generation of youth with special health care needs, chronic health conditions and disabilities who have survived beyond their diagnosis / prognosis. For success in the classroom, in the community and on the job, young people with special health care needs must optimize their health potential. This requires an understanding of their health needs and involvement in their health care decision making. Access to quality care as youth become adults will require transition from child centered to an adult oriented systems of care.

In response to these issues the Maternal and Child Health Bureau's Division of Services for Children with Special Health Care Needs (MCHB/ DSCSHN) [www.mchb.hrsa.gov](http://www.mchb.hrsa.gov) has funded the development and demonstration of model Healthy & Ready to Work (HRTW) state programs focused on of children and youth with special health care needs (CYSHCN).

<http://www.hrtw.org/>



### Transition Health Care Checklist

The Pennsylvania Department of Health State Transition Team, agencies, and families, created the Transition Health Care Checklist to address the gap in health care services for youth with special health needs when they leave school. The Checklist will help to guide you and their families during this time of change. For more information about the Checklist, contact: Department of Health, Bureau of Family Health, 7th and Forster Streets, 7th Floor, East Wing, Harrisburg, Pennsylvania 17120—1-877-PA-HEALTH (1-877-724-32584) or Special Health Care Needs Consultants — [www.dsf.health.state.pa.us/health/cwp/view.asp?a=180&q=203689](http://www.dsf.health.state.pa.us/health/cwp/view.asp?a=180&q=203689)

## AT Resources

### Especially for Parents

An online forum for Pennsylvania parents of children and youth with special health care needs to share their own knowledge and offer support. Members are able to start a discussion, share tips, tricks and shortcuts, offer support to others, write a blog, create a group for parents with similar interests or situations, create a virtual meeting spot for a local community group, invite friends to become community members, and promote events. (Sponsored by the EPIC-IC PA Medical Home Initiative) <http://pamedicalhome4parents.ning.com>

### How to Appeal a Medical Assistance Denial of Assistive Technology

You can find the Disability Rights Network of Pennsylvania's new publication, at:

<http://www.drnpa.org/File/publications/how-to-appeal-a-medical-assistance-denial-of-assistive-technology.pdf>

You can find more DRN assistive technology publications at: <http://www.drnpa.org/publications/assistive-technology>

If you need help with assistive technology, please contact the DRN Intake Team at 1-800-692-7443 (voice) or 1-877-375-7139 (TTY)

### PA Recycled and Exchanged Equipment Partnership Online Classifieds ("REEP Classifieds") -

Pennsylvania's Initiative on Assistive Technology (PIAT) supports a variety of programs that may be a source for "previously-owned" assistive devices, usually available at a lower cost than buying new. These efforts help get used assistive technology devices such as wheelchairs, walkers, commodes, lifts, portable ramps, and other devices out of attics and garages and into the hands of people with disabilities who need them. These programs include "exchange" programs such as PIAT's Recycled and Exchanged Equipment Partnership Online Classifieds ("REEP Classifieds") and the national online auction site for assistive technology, AT Match. <http://piat.reep.iodev.org/>



## Autism Resources

### PA Autism Insurance Act

This Act will make changes to how autism services are covered through Medical Assistance and private health insurance. More information about the law and be found at [www.paautisminsurance.org](http://www.paautisminsurance.org), which requires many large group private health insurance to cover treatment of autism spectrum disorders for children under 21 years of age. This law (Act 62) will be in effect July 1, 2009. In addition to the large group private coverage, the PA Department of Public Welfare (DPW) will provide coverage to children enrolled in the Medical Assistance Program who do not have private insurance and for those whose costs exceed the \$36,000 in one year.

### Autism Speaks School and Community Tool Kit

"This tool kit is . . . a support for the general education and administrative school staff who interact with students with autism in various capacities. It is envisioned that this tool kit will provide valuable information and resources that can be employed by special education and administrative staff in their efforts to plan for and support students in general education environments and involvement in the school community as a whole."

[http://www.autismspeaks.org/community/family\\_services/school\\_kit.php](http://www.autismspeaks.org/community/family_services/school_kit.php)

**Autism Spectrum Disorders from A to Z:**

<http://www.asdatoz.com/espanol/index.html>

**Los Trastornos Del Espectra De Autismo De la A a la Z:**

<http://www.asdatoz.com/espanol/index.html>

## Education Resources

**The Office of Special Education and Rehabilitative Services (OSERS)** is committed to improving results and outcomes for people with disabilities of all ages. In supporting President Bush's No Child Left Behind agenda and the New Freedom Initiative, OSERS provides a wide array of supports to parents and individuals, school districts and states in three main areas: special education, vocational rehabilitation and research. <http://www.ed.gov/about/offices/list/osers/index.html>

### **Response to Intervention (RtI): parent materials**

Response to Intervention (RtI): A Glossary for Parents: <http://www.pattan.k12.pa.us/files/RTI/Glossary-Parent.pdf>

Parent Guide to Response to Intervention (RtI) in Pennsylvania: <http://www.pattan.k12.pa.us/files/RTI/ParentGuide.pdf>

Response to Intervention (RtI) Instructional Framework: A Parent's Quick Reference Guide: <http://www.pattan.k12.pa.us/files/RTI/InstructFrmwk.pdf>

Response to Intervention (RtI): A Fact Sheet for Parents: <http://www.pattan.k12.pa.us/files/RTI/ParentFrctSht.pdf>

### **ESY: When and Where Do I Apply for ESY?**

At the annual IEP meeting for every child with a disability, the IEP Team must raise and discuss whether the child needs ESY services. The IEP meeting to consider ESY for children with severe emotional disturbances, autism, moderate and severe levels of retardation or multiple disabilities must occur no later than February 28 of each school year. The IEP that should accompany the Notice of Recommended Educational Placement (NOREP) contains the IEP Team's ESY determination for these children. The NOREP must be issued by March 31 of the school year. The February-March deadlines do not apply for other children with disabilities, but a parent can request an IEP meeting to determine ESY eligibility at any time, and must get a written decision regarding ESY which can be appealed on a speeded-up basis.

For the entire fact sheet on ESY, visit <http://www.elc-pa.org/pubs/downloads/english/dis-ESY%208-07.pdf>

For PA State Code regarding ESY, view PA BEC (Basic Education Circular) at: [www.pde.state.pa.us/k12/cwp/view.asp?A=11&Q=67441](http://www.pde.state.pa.us/k12/cwp/view.asp?A=11&Q=67441)

To listen to the archived PEAL "Can We Talk" session on ESY go to the PEAL website under PEAL Trainings. <http://pealcenter.org/pealtrainings/canwetalkseries.html>

### **Side by side quick reference of Pennsylvania's Chapter 14 and the Federal Regulations—IDEA:**

<http://www.pattan.net/files/LAW/SideBySide091908.pdf>

### **Top 10 List +1**

Based on volume of calls we receive at the PEAL Center, these are the top 10 links we refer to.

ALL Annotated Forms: <http://www.pattan.net/regsforms/EnglishSpecialEducationForms.aspx>

IDEA Federal Regulations: <http://www.pattan.net/regsforms/IDEA2004.aspx>

Chapter 14: [http://www.pattan.net/regsforms/chapter14\(schooldistricts\).aspx](http://www.pattan.net/regsforms/chapter14(schooldistricts).aspx)

Chapter 15 – 504 Service Agreement: <http://www.pattan.net/regsforms/chapter15.aspx>

Chapter 711– Charter Schools: [http://www.pattan.net/regsforms/chapter711\(charterschools\).aspx](http://www.pattan.net/regsforms/chapter711(charterschools).aspx)

ESY Booklet: <http://www.pattan.net/resources/request.aspx?PageNumber=0&MaterialType=Publications&Title=Extended%20School%20year>

ADHD Booklet (This is on the U. S. Department of Education Website) Identifying and Treating Attention Deficit Hyperactivity Disorder: A Resource for School and Home. [www.ed.gov](http://www.ed.gov) click on Publications, at top right of page, in the advanced search box, type in ADHD Booklet

Complaint Process: <http://www.pattan.net/resources/request.aspx?UniqueID=03855>

EI Transition: <http://www.pattan.net/teachlead/Transition.aspx>

Behavior and Discipline: [www.pattan.net/teacherlead/Behavior.aspx](http://www.pattan.net/teacherlead/Behavior.aspx)

Contacts/Who Can Help?: [www.pattan.net/Help.aspx?ContentLocation=/Teacher/Behavior.aspx](http://www.pattan.net/Help.aspx?ContentLocation=/Teacher/Behavior.aspx)

### **PA Parent Guide to Special Education for School Age Children—Sept. 08**

This guide for parents of children receiving special education in Pennsylvania outlines how a child's need for special education is determined, how a child's educational program is developed, the responsibilities and protections guaranteed to parents and children, and the resources available to parents of a child with disabilities. This guide has been revised to reflect the new July 2008 Chapter 14 regulations. <http://www.pattan.net/files/Parent/ParentGd09-08.pdf>

### **Top 5 Topics of Interest on Wrightslaw.com**

According to [Wrightslaw.com](http://www.wrightslaw.com) newsletter, September 23, 2008, these topics generated the most interest in a six month period.

1. Response to Intervention
2. Discrimination: Section 504 and ADA
3. IDEA 2004
4. Individualized Education Programs (IEPs)
5. Autism Spectrum

Find articles on these topics as well as *Wrightslaw's list from A to Z* at [wrightslaw.com](http://www.wrightslaw.com)

### **No Child Left Behind—A Parent's Guide**

<http://www.ed.gov/parents/academic/involve/nclbguide/parentsguide.html>

### **Que Ningún Niño Se quede Atrás: Una guía para los padres**

<http://www.ed.gov/espanol/parents/academic/involve/nclbguide/index.html>

## Upcoming Events in PA

Let us know what's going on in your area so we can keep our newsletter and website current with upcoming events. Visit [www.pealcenter.org](http://www.pealcenter.org) for more upcoming events.

### Autism and Communication

December 12, 2008, 9:00 AM—4:15 PM

Orchard Hill Church, 2551 Brandt School Road, Wexford, PA 15090 — [www.aboard.org](http://www.aboard.org)

### How Do I Choose a Provider for the Supports I Need?

December 14, 2008, 6:30 PM to 8:30 PM

Radisson Hotel Green Tree, 101 Radisson Drive, Pittsburgh, PA 15205

To register, contact Kathy Lesko, 412-995-5000 x509, email: [klesko@achieva.info](mailto:klesko@achieva.info)

Act 48 Credits available (\$10 processing fee).

Training provided at NO COST.

### Service Definitions for the Mental Retardation Waivers (Changes Effective July 1, 2009)

**Webinar**—Will discuss the upcoming changes to the Service Definitions for the Mental Retardation Waivers in Pennsylvania. Service Definitions are descriptions of each service covered under the Consolidated and Person/ Family Directed Support Waivers (P/FDS). Service Definitions provide a standardized definition, unit and billing code for each service. Service Definition revisions made by the Office of Developmental Programs (ODP) will take effect July 1, 2009. Between now and July 1, 2009, in Individual Support Planning meetings, ISP teams will be discussing the changes. Join us for one of these web-based trainings to learn about the changes so you can be prepared for your upcoming ISP meeting.

December 16, 2008: 5:30 PM to 7:30 PM

December 17, 2008: 9 AM to 11 AM

**DEADLINE:** December 11

To Register, call 1-866-865-6170, or EMail:

[jodeval@temple.edu](mailto:jodeval@temple.edu) You will receive instructions for joining the session after registering

Session size is LIMITED, so register TODAY!!!

### PA Youth Leadership Network

#### Its My Life Series!

First Sunday of every month 7 to 8 P.M. EST Call 1-309-946-5255 Enter the access code 376191#

December 7, 2008, 7:00 to 8:00 PM

Accept Yourself: So You have a Disability, Getting to Know Yourself

January 4, 2009, 7 to 8 PM

Accept Yourself: Sometimes You Just Don't Feel Like You Fit In, Learning to Problem Solve

February 1, 2009, 7 to 8 PM.

Declare Yourself: Speak Up for Yourself

March 1, 2009, 7 to 8 PM.

Declare Yourself: Taking Charge of your IEP

April 5, 2009, 7 to 8 PM.

Declare Yourself: Steps to Plan for Your Future

May 3, 2009, 7 to 8 PM.

Empower Yourself: What is It and Why is It Important

[www.pyln.pbwiki.com](http://www.pyln.pbwiki.com)

### Working It Out: How to Resolve Special Education Disputes and Avoid a Hearing

January 21, 2009—9:30 AM-12:00 PM

An audio-teleconference and Webinar training on different ways to resolve special education disputes between parents of school-age students and school districts. Twenty-one (21) locations around Pennsylvania including Altoona, Camp Hill/ Shiremanstown, Downingtown (Chester County IU), DuBois, Eagleville (Arc of Montgomery, Berks, & Bucks Counties), Edinboro (Northwest Tri-County IU 5), Elizabethtown (Elizabethtown College), Erie (Mental Health Assoc. of NW PA), Mansfield, McVeytown (Tuscarora IU 11), Murrysville (Total Learning Centers), New Castle (Disability Options Network), Philadelphia, Pittsburgh (ACHIEVA), Reading (Arc of Montgomery, Berks, & Bucks Counties), Schnecksville (Carbon-Lehigh IU 21), Scranton (NEPA CIL), South Hills (Total Learning Centers), Washington (TRIPIL), Wexford (Total Learning Centers), and Williamsport (CILNCP).

For information contact Irene McClendon at 215-238-6970, ext. 301 or [imcclendon@elc-pa.org](mailto:imcclendon@elc-pa.org). Pre-register by January 7, 2009 to secure a space. Walk-ins are welcome as space permits.

### 2009 Pennsylvania Alternative System of Assessment (PASA) Training of Trainers

January 14, 2009, 10:00 AM - 12:30 PM

Location: PaTTAN-Pittsburgh; PaTTAN-Harrisburg; PaTTAN-King of Prussia; various downlink sites across the state. Act 48 Clock Hours This session will provide updated critical information regarding administration of the PASA in 2009 and will serve as a refresher of key information for teachers as well as for individuals who have responsibility for providing support and training to teachers. Administration manuals used for follow-up training will be available at each of the videoconference sites. Powerpoint presentation materials and any other needed information will be available via the web. Register on-line by visiting [www.pattan.net](http://www.pattan.net) and entering the Registration On-line page. Content Related Info and Questions: Debby Holzapfel at 412-826-6843 or [dholzapfel@pattan.net](mailto:dholzapfel@pattan.net). General Registration Information and Questions: Kristen Olszyk at 412-826-6848 or [kolszyk@pattan.net](mailto:kolszyk@pattan.net)

### New parenting classes from ParentWISE

**Parenting Infants to Teens:** Effective Discipline, Positive Communication, Child Development

January 5 to February 3, 2009 Each Monday from 6:30 to 9:00 PM at the Faith United Methodist Church in Delmont.

**Parenting Your Behaviorally and Developmentally Challenged Child:** Behaviors and concerns about ADHD, ODD, CD, ASD and Early onset Bipolar disorder will be discussed. Participants will learn about managing their child's behaviors.

January 7 – March 4, 2009 Each Wednesday from 6:30 to 8:30 PM at the Mental Health America Office in Greensburg.

**Parenting Your Adolescent:** Learn to understand and communicate with your teen. Development, communication and effective discipline will be discussed.

February 16, 23 and March 2 (Mondays)

7:00 – 8:30 PM at Excelsa Health Westmoreland Hospital.

**Parents Raising Safe Kids Program:** Using the research based curriculum developed by the American Psychological Association, participants will learn child development and the effect of violence on that development. Protective factors and effective parenting skills will be discussed.

January 15 – March 5, 2009 each Thursday from 6:00 – 7:30 M at Westmoreland Community Action in Greensburg.

Tuition for all class series are based on income using a sliding fee scale. Please call 724 837-5410 ext 702 or 704 for more information

### Using Differentiated Instruction to Meet the Needs of ALL Students---PART TWO

February 7, 2009, 9:00 AM—3:00 PM,

Maennerchor Club, Erie

If you attended Part I come for more great practice and ideas and if you missed Part I, come join the learning. Special session for parents, Friday, February 6, 2009. Watch for details.

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

### 2009 Reconnecting the Heart Conference in Oil City, PA for March 5, 6, 7,

2009. [www.heart2heartpa.org/Events.html](http://www.heart2heartpa.org/Events.html)

### Celebrating Common Bonds: Enriching our Inclusive Communities—PEAL Conference

March 17-18, 2009. Pre-conference March 16.

Four Points Sheraton Pittsburgh North.

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

### Bucks Autism Support Coalition (BCASC)

2nd Annual Autism Conference

March 28, 2009, Warrington, PA

### Southeastern Pennsylvania Pediatric Special Needs Trade Show in Philadelphia

sponsored by Bayada Nurses

April 2, 2009, 11:00 AM—6:00 PM .

Hilton of Philadelphia, City Linne Avenue

For more information call Kimberly Biggins at (215) 657-3900 or send e-mail to [kbiggins@bayada.com](mailto:kbiggins@bayada.com)



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**Mark your calendars for  
The PEAL Center's  
Third Annual Conference**

***Celebrating Common Bonds:  
Enriching our Inclusive Communities***

**March 16-18, 2009  
Four Points Sheraton—Pittsburgh North**

Visit [www.pealcenter.org](http://www.pealcenter.org) for details  
as they become available.