



PEAL News

Parent Education & Advocacy Leadership Center

Inclusion isn't about disability, inclusion isn't about schools; inclusion is about what kind of a world we want to live in together" – Mara Sapon-Shevin

PA Special Education Regulations—Chapter 14

By Cindy Duch

Chapter 14 is the section of Pennsylvania law that details Special Education in public schools, excluding charter schools. Through Chapter 14 the state issues regulations to further define the law. In Pennsylvania, Chapter 14 regulation changes were effective July 1, 2008. Many advocacy groups across the state were instrumental in getting pieces added to these regulations to ensure a free, appropriate public education for their children with disabilities. Local Intermediate Units will soon be holding training sessions to explain the many changes to school districts. Parents may want to contact their local IU or school district to find out how they can attend these trainings.

Some of the most important parts of the new regulations include Positive Behavior Support and the limited use of restraints. School-developed behavior support programs must include research-based practices; be based on a functional assessment of behavior and use positive behavior techniques – restraints are a last resort (22 Pa. Code § 14.133(a)). If a district must use restraints on a child to control aggressive behavior, the district must notify the parent and must convene an IEP meeting within 10 days of using the restraint unless the parent waives the meeting in writing (22 Pa. Code § 14.133(c)(1)). Prone restraints, those in which a person is face down, can never be used (22 Pa. Code § 14.133(c)(3)). Students with disabilities who have behavior that may interfere with learning must have a positive behavior support plan based on a Functional Behavior Assessment that is part of the IEP (22 Pa. Code § 14.133(b)).

Regarding the Evaluation process for special education, if a parent makes a verbal request for a special education evaluation to any professional employee or administrator of the district, that individual must provide a Permission to Evaluate form to the parent within 10 calendar days of the oral request (22 Pa. Code § 14.123(c)). When the parent returns the signed Permission to Evaluate form, the district now has 60 calendar days to complete the evaluation. This will not include summer vacation (22 Pa. Code § 14.123(b)).

For those students who require Autistic Support, the new regulations say that the IEP must address certain needs identified by the IEP team. Those needs, as appropriate, may include, verbal and nonverbal communication needs, social interaction skills and proficiencies, the child's response to sensory experiences and changes in the environment, daily routines and schedules and the need for positive behavior support or behavioral interventions (22 Pa. Code § 14.131(a)(1)(i)).

Another positive that came out of the new regulations is that a transition plan, including appropriate measurable postsecondary goals related to training, education, employment and, when appropriate, independent living skills, must begin at age 14 (22 Pa. Code § 14.131(a)(5)).

While this article mentions only a few of the many changes to the Chapter 14 regulations of PA law, in the coming weeks the entire document will be posted in the PA Code and links will be available on the PEAL website.

PA Reglamentos de Educación Especial—Capítulo 14

Por Cindy Duch, traducido por Astrid Camille Arroyo

El Capítulo 14 es la sección de la ley de Pennsylvania que detalla la Educación Especial en Escuelas públicas, excluyendo Escuelas de Preferencia. A través del Capítulo 14 el estado publica reglamentos para definir la ley con mayor detalle. En Pennsylvania, los cambios de reglamentos del Capítulo 14 fueron efectivos el 1 de Julio del 2008. Muchos grupos de Abogacía a través del estado fueron instrumentales en añadir ciertas piezas a estos reglamentos para así asegurar una educación pública apropiada y gratuita para sus hijos con incapacidades. Unidades Intermedias (IU) locales sostendrán pronto talleres de entrenamientos para explicar los cambios a los distritos escolares. Para saber como atender estos talleres, contacte su IU local o distrito escolar.

Algunas de las partes más importantes de los nuevos reglamentos incluyen el Apoyo de Conducta Positiva y el uso limitado de restricciones. Programas de Apoyo de Conducta desarrollados por las escuelas deben incluir prácticas basadas en investigación; ser basado en una evaluación funcional de la conducta y usar técnicas de conducta positiva – restricciones son el último recurso (22 Pa. Code § 14.133 (a)). Si el distrito tiene que usar restricciones para controlar comportamiento agresivo en un niño, el distrito entonces tiene que notificar a los padres y tiene que convocar una reunión de IEP dentro de 10 días de usar las restricciones, al menos que los padres renuncien la reunión por escrito. (22 Pa. Code § 14.133(c)(1)). Restricciones propensa, aquellos en los cuales la persona esta boca abajo, nunca pueden ser utilizados (22 Pa. Code § 14.133(c)(3)). Estudiantes con incapacidades cuyo comportamiento puede interferir con el aprendizaje, deben de tener un plan de apoyo de conducta positiva basado en una Evaluación Funcional de la Conducta que es parte del IEP (22 Pa. Code § 14.133(b)).

Con respecto al proceso de Evaluación para la educación especial, si un padre hace un pedido verbal para una evaluación de educación especial a cualquier empleado profesional o administrador del distrito, ese individuo tiene que proveerle al padre la forma de Permiso para Evaluar dentro de 10 días de calendario del pedido oral (22 Pa. Code § 14.123(c)). Cuando el padre devuelva firmado la forma de Permiso para Evaluar, el distrito ahora tiene 60 días de calendario para completar la evaluación. Este no incluye vacaciones de verano (22 Pa. Code § 14.123(b)).

Para aquellos estudiantes que requieren Apoyo de Autismo, los nuevos reglamentos dice que el IEP tiene que darle frente a ciertas necesidades identificadas por el equipo de IEP. Esas necesidades, en ciertos casos, pueden incluir; necesidades de comunicación verbal y no verbal; destrezas y habilidades de interacción social; la reacción del niño a experiencias sensoriales y cambios en el ambiente, en la rutina diaria y horario; y la necesidad de apoyo de conducta positiva o intervenciones de comportamiento (22 Pa. Code § 14.131(a)(1)(i)).

Otro aspecto positivo que salio de los nuevos reglamentos es que un plan de transición que incluye moderadas metas postsecundarias relacionadas a entrenamiento, educación, empleo y, cuando apropiado, habilidades para vivir independientemente, tiene que comenzar a la edad de 14 años (22 Pa. Code § 14.131(a)(5)).

Mientras este artículo menciona sólo algunos de los muchos cambios a los reglamentos del Capítulo 14 de la ley de PA, en las próximas semanas el documento completo se publicará en el Código PA y "links" estarán disponibles en el sitio de Web de PEAL.

Chapter 14 Resources

Direct Link to Chapter 14: www.pabulletin.com/secure/data/vol38/38-26/38_26_p2.pdf

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

Education Law Center publications:—www.elc-pa.org/disabilities/publications.html

ADA Celebrates 18 Years

July 26, 2008 was the 18th anniversary of the American with Disabilities Act. Rallies were held across the state to commemorate the enactment of the law that gives civil right protections against discrimination and the barriers people with disabilities encounter with accessibility to American Society. - Photo to right — Josie and Joan Badger



At The Core Of The New Freedom Initiative Is A Call For Strong Enforcement Of The American With Disabilities Act (ADA)

By Rebecca Barbush

The Peal Center participated in Three Rivers Center for Independent Living (TRCIL) gathering to commemorate the adoption of the Americans with Disabilities Act (ADA), a comprehensive civil rights law that provides a national mandate for the elimination of discrimination. I am privileged to have attended this rally for the past three years. In those three years I have learned a lot about the ADA and Justin Dart's message, and about having pride in my disability. I understand my disability is just another part of me.

The goal of the ADA is simple - to open up all aspects of American life to people with disabilities. For too long, people with disabilities were held back by old modes of thinking and old methods of building. Prevailing attitudes made it hard for people with disabilities to get an education or to get a job. Barriers in society prevented people with disabilities from getting where they needed to go to build a better life.

The ADA prohibits discrimination on the basis of disability in employment, state and local government activities, public accommodations, commercial facilities, transportation, and telecommunications. The Department of Justice enforces the provisions that apply to more than seven million places of public accommodation, including all hotels, restaurants, retail stores, theaters, health care facilities, convention centers, parks, and places of recreation, in all activities of state and local governments, and in all employment practices of state and local

government.

Justin Dart was known as the father of the ADA. As I researched his life, I realized his hard work and dedication was geared toward ensuring the civil rights for all people. As noted by his obituary in *Ability Magazine*, Justin Dart also advocated for women, African Americans, gays and lesbians.

I am 27 years old and have had my disability most of my life. I am not viewed by my peers with humiliation and pity but I am by other adults because they were not used to seeing people with disabilities active in the community.

I was even forced to change high schools because the teacher and administration could not accept that my disability is part of my life and I was ok if I fell but they were not. I also experienced discrimination in college when they charged me full price for a double room, even though it was a medical necessity.

More than that, it was their attitudes.

Now that I have a bachelor's degree, I am searching for employment. I am faced with questions about accessibility from this viewpoint. Will I be able to use the restroom at my place of work? Will I have any assistance with daily tasks? Will my transportation be dependable? How will my co-workers and boss treat me?

In conclusion, I would like to point out that the ADA benefits all people. It helps to make a more peaceful, accepting and supportive community. But it is not a panacea. Our community must constantly strive to be more accepting and supportive.

National Organization to End the Waitlists

NOEWAIT is a grass-roots, national, social justice movement organized to ensure full opportunity, choices, freedom, and self-determination for people with intellectual and developmental disabilities in every community by eliminating waitlists for services in every state. This will be accomplished through public education, mobilizing people into action, and changing public policy. <http://www.noewait.net/>

Statewide collaborative formed to help recruit, hire, retain, and advance employees with disabilities.

Pennsylvania, May 2008 -- The Disability Rights Network of Pennsylvania (DRN) and Pennsylvania's Initiative on Assistive Technology (PIAT) at the Institute on Disabilities at Temple University have established the statewide Pennsylvania Assistive Technology and Employment Collaborative. One of only four funded programs nationally, the newly formed Collaborative will educate Pennsylvania employers on the benefits of and resources for workplace assistive technology. Ilene Shane, Chief Executive Officer of the Disability Rights Network of Pennsylvania, says, "We are thrilled to be working with a number of talented organizations in Pennsylvania on this very important issue."

Assistive technology can range from simple foam holders that make a pen easier to use to sophisticated adaptations for computer access. The Pennsylvania Assistive Technology and Employment Collaborative will work to increase the likelihood that assistive technology devices and services will be identified and utilized as workplace accommodations to recruit, hire, retain, and advance employees with disabilities.

For more information or to arrange for a free training, please contact Amy Goldman, Associate Director of the Institute on Disabilities at Temple University – telephone: 800-204-7428 (toll-free in-state) or 215-204-3862; TTY: 866-258-0579; email: piat@temple.edu; or log on to the Institute's website: www.disabilities.temple.edu.

Input Requested for National Conference—Crime Victims with Disabilities

The Institute on Disabilities is collaborating with the National Center for Crime Victims and the Joint Center on Violence and Victim Studies to develop and conduct a national conference focusing on the needs of crime victims with disabilities.

To ensure the conference presentations and workshops address the issues that victims and disability provider agencies, family members, self-advocates, law enforcement, educators and others are interested in learning more about we want to hear from you. So, please take a few minutes and tell what is most important to you by taking a web survey. You can access the survey at: <http://disabilities.temple.edu>

The Disability Vote – The Sleeping Giant

By Paul O'Hanlon, Esq.



In a democracy, voting is the great equalizer. No matter one's wealth, power or abilities – we all get exactly one vote. The ballot box is the level playing field which we all seek.

Some people dismiss the importance of voting, saying that all politicians are crooks or liars.

But there are reasons to vote that have nothing to do with the "deservingness" of politicians. We must look to the lesson of American Seniors, who have developed significant political power – not because they vote for one party or the other, but because they vote! Communities that vote wield political power!

There is some confusion about the eligibility of people with disabilities to vote. Here is the essential information about voting:

Requirements to be eligible to vote

To be eligible to vote in November's election, you must be registered by October 6th. The legal requirements to be eligible to register to vote are mostly imposed by state law rather than federal law. In Pennsylvania, you are eligible to vote if you are:

- A citizen of the United States for at least one month before the next primary, special, municipal, or general election.
- A resident of Pennsylvania and the election district in which you want to register and vote for at least 30 days before the next primary, special, municipal, or general election.
- At least 18 years of age on or before the day of the next primary, special, municipal, or general election.

If you satisfy these three (3) requirements: (1) age of 18 years by Election Day; (2) U.S. citizenship; and (3) residency in Pennsylvania – then you are eligible to vote.

You will notice that Pennsylvania does not require any "competency" to be eligible to vote. Competency laws are present in most states, and impose a range of obstacles for people with disabilities to vote. Fortunately, Pennsylvania does not have such a restriction. Nor does Pennsylvania have a restriction against people who have guardians, or who are committed to a mental hospital. We must, however, remain vigilant; "well-meaning" attempts occur periodically to pass these kinds of laws in Pennsylvania.

Assistance in the voting booth

Voters with disabilities are permitted by federal law to have the person of their choice accompany them into the voting booth and provide whatever assistance they require. That person providing the assistance may not, however, be that person's employer, union representative, or that precinct's judge of elections.

Polling place accessibility

Approximately 21% of Pennsylvania's polling places remain inaccessible today. This is a disgrace! There are significant variations from county to county; many counties have zero inaccessible polling places, others have many. There are various "work arounds" to inaccessible polling places, like voting by absentee or alternative ballot. These are not adequate alternatives to accessible polling places – but it's no excuse not to vote!

The Sleeping Giant of Pennsylvania Politics

Approximately two million voting age Pennsylvanians are people with disabilities (that is approximately 22% of Pennsylvanians 21 years of age and older). This is a significant number: people with disabilities are one of the largest potential voting blocks in Pennsylvania:



People with disabilities (21+)	-	1,909,512
Seniors 65 and older	-	1,809,320
Union members and retirees	-	1,400,000
Black or African American	-	1,224,612

When people with disabilities talk with our state and local public officials we are generally treated as charity cases. We have been given the role of "users" of the system. It is time now for us to take the role of "electors."

As a community, we must understand that politicians hear and speak the "language of votes" – if our community is not where the votes are, then politicians understandably will move their positions to where the votes are!

How do we awaken this Sleeping Giant?

We have a powerful tool: The National Voter Registration Act (NVRA). The NVRA (often referred to as the "Motor Voter Law") requires all state-funded organizations which serve people with disabilities to serve as voter registration agencies. All these agencies and organizations are required to offer voter registration opportunities to the individuals they serve, on a regular basis – at intake; recertification; and change of address.

This law covers –

- all local school districts
- all Para-transit providers
- all MH / MR providers
- all Centers for Independent Living
- all Universities within the State System of Higher Education

So, how are we doing? The numbers are bad beyond belief.

For the entire state of Pennsylvania in 2007, the voter registration forms received from these agencies and organizations were:

- all local school districts - 18 registrations (63 counties had zero)
- all Para-transit providers - 9 registrations (64 counties had zero)
- all MH / MR providers - 38 registrations (60 counties had zero)
- all Centers for Ind. Living- 305 registrations (43 counties had zero)
- all Universities within the State System of Higher Education - 7 registrations (63 counties had zero)

These 377 registrations compared with 227,074 received from PennDOT. This is not 22% of PennDOT's registrations – it is less than 1%; just more than one-tenth of 1%.

We must work to have all agencies fulfill their NVRA obligations. The Disability Voting Coalition of Pennsylvania is launching the "We Count!" campaign to work for full compliance with the NVRA. We are asking each school district, each para-transit agency, each MH / MR service provider – to take the "Count Us In" pledge. You can go to www.dvcpa.org to find out more about the "We Count!" campaign, and how you can get involved.

Disability Voting Coalition of PA, DVCPA, is a statewide group of cross-disability advocates for voting rights, access and education.

Visit www.dvcpa.org to register to vote or to find out where to go in your community to register. Voter registration deadline for anyone wishing to vote at their local polling place is October 6, 2008. Information is also available on the DVCPA site about absentee ballots, military votes, etc. The general election will be held November 4, 2008.

Students with Visual Impairment Download Free Books

By Christine Bove

Thanks to special funding from the Office of Special Education Programs *all* US students with a documented visual or print related disability can now download free books, periodicals and text books. Downloaded books can be “read” from a computer, added to your MP3 player or iPod or converted to Braille. Bookshare.org can legally make books available in alternative forms for disabled individuals due to a special provision in US Copyright laws. Bookshare.org is very similar to Recording for the Blind and Dyslexic (RFBD) but you are not required to purchase any special players, all the necessary software is available for download on the Bookshare.org web-site. Also books do not have to be ordered. Once your account is set up you can download any book or daily newspaper whenever you wish and enjoy it in the format that works best for you, either on your computer or MP3 player. The one downside to Bookshare.org is that, unlike RFBD, the voice you hear is not human, rather a computerized voice which reads the text to you. Individual memberships as well as school memberships are easily available through the web-site. *All* US students are eligible for a FREE membership; this includes college and adult education students. For more information visit: www.bookshare.org.

Augmentative Communication Devices Through Medical Assistance (MEDICAID)

Bulletin prepared by the Disability Rights Network—12/14/07

Are you on Medical Assistance (Medicaid)? Medical Assistance (Medicaid) pays for augmentative communication devices, which are also called speech generating devices. These devices produce speech for a person with a communication disability. These devices range from simple devices to sophisticated devices with many features.

The Department of Public Welfare has recently raised the rate that fee-for-service Medical Assistance (ACCESS and ACCESS Plus) will pay for many augmentative communication devices. (Managed care Medical Assistance—HealthChoices or voluntary managed care—cannot pay any less than the fee-for-service rate.)

If you or someone you know is having trouble getting an augmentative communication device through Medical Assistance (Medicaid) because of the rate paid, please contact: Chava Kintisch, Staff Attorney, Disability Rights Network of Pennsylvania, ckintisch@drnpa.org.

Interpreter Services for Medical Appointments with MA Doctors

Doctors and agencies that receive federal money should make interpreter services available to people who do not understand or speak English well enough to obtain services. Medical Assistance doctors are expected to provide free access to an interpreter for people that require language assistance in order to receive medical care. Anyone who receives services through the MA program and is having problems getting an interpreter, contact the Office of Medical Assistance, Bureau of Fee-for-Service Programs and leave a message. 866-872-8969, TTY 866-872-8970, email MA-Interpreter@state.pa.us. When calling, the following information will be needed: Person's name, Person's ten digit Medical Assistance ID number, Doctor's name, address and telephone number, Date and Time of appointment, Language needed, Reason why doctor did not provide interpreter. If you need the help of the Office of Medical Assistance Programs, please call two weeks prior to doctor's appointment. Visit: <http://www.dpw.state.pa.us/ServicesPrograms/MedicalAssistance/003673518.htm>

John Tommasini Talks about how “Parent Collaboration Sets the Stage for Success”

Reprinted in part from the BSE Communicator, Winter 2008

Student success is achieved through a group effort and the collaborations between educators and parents certainly play a major role in building the foundation for student success. John J. Tommasini, Director of the PA Department of Education, Bureau of Special Education, said that the Bureau “partners with four Parent Resource Centers that receive federal funding for training, including: Hispanics United for Exceptional Children (HUNE), The Mentor Parent Program, the Parent Education & Advocacy Leadership (PEAL) Center, and the Parent Education Network (PEN). The Bureau collaborates with these organizations, and many others to increase training opportunities for families with special needs. We recently received a federal school improvement grant, “Improving Student Results: A Focus on Highly Qualified School Personnel,” to support developing the professional development curricula.” Additional parent resources and information, are highlighted on the Pennsylvania Training and Technical Assistance Network (PaTTAN) website, including a Parent Page, at: <http://parent.pattan.net>.” Read more in this issue and other issues of the BSE Communicator at: http://www.pde.state.pa.us/special_edu/cwp/view.asp?a=177&Q=126822

Report Just In! OSEP Scores PA Special Education Services

Pennsylvania must report annually to the public on progress toward meeting its targets for each of 20 performance indicators established by the U. S. Department of Education Office of Special Education Programs (OSEP). Performance data is used to determine if school districts and Pennsylvania overall meet the requirements of Individuals with Disabilities Education Act (IDEA), the federal special education law. Overall, OSEP found that Pennsylvania met its targets, but still struggles in some important areas: graduations rates, drop-out rates, participation rates in statewide assessments, suspension rates, Least Restrictive Environment, parent involvement, resolution sessions, and mediations; and is out of compliance in transition. How Pennsylvania stacks up is important for you to know when you evaluate the special education services and programs being offered to your daughter or son.

To view the OSEP analysis of data reported by Pennsylvania go to: <http://www.ed.gov/fund/data/report/idea/partbspap/index.html#pa> click on Table. To see data reported by Pennsylvania on the 20 indicators go to: http://www.pde.state.pa.us/special_edu/cwp/view.asp?a=3&Q=117687 and scroll down to the link to Annual Performance Report.

Child's Way—Pediatric Extended Care Center

Hannah Umar, The Children's Home of Pittsburgh & Lemieux Family Center

Many parents face the choice of working or staying home to care for their child's special medical needs. But Child's Way, a day care program for children who require medical care throughout the day, can alleviate that strain. It allows parents to work or attend school while knowing that their child is in a safe, nurturing environment that meets all of their medical needs.

Child's Way, a program of The Children's Home of Pittsburgh & Lemieux Family Center, was the first pediatric extended care center in Pennsylvania. It provides a combination of medical and day care services and can care for up to sixty children per day. Since it opened in 1998, there are now 6 centers statewide that used Child's Way as a model.

Child's Way is for children from birth to age eight who are medically fragile, medically at risk, or who would qualify for in-home nursing services.

Medical costs are covered by third party payers and child care costs are paid on a sliding scale or by day care subsidies for those who qualify.

The staff consists of expert pediatric nurses and childcare associates. With one staff for every 3 patients, Child's Way is able to provide continual hands-on, personal care and attention for all children. Nurses constantly communicate with parents, as well as the child's pediatrician, PCP specialists, case managers, and social workers, ensuring coordinated care for the child.

Children receive their necessary health services and much more at Child's Way. The center enables kids to play, learn, and socialize, all of which are fundamental to their development. A licensed teacher plans a curriculum, and with a staff of experienced child care associates, ensures that each child is involved in developmentally appropriate educational activities. Child's Way is also a HeadStart Supplemental Program through Pittsburgh Public Schools, providing additional resources such as art education and staff training. Child's Way hosts Early Intervention services as well. Child's Way's colorful, bright, and spacious center is a fun and therapeutic environment. For referrals or questions, please call 412-365-6065 to speak with the admissions coordinator. More information is also available at www.childrenshomepgh.org.

Electronic Healthcare Notebook Workshop— Build your Own Customized Care Notebook

Family to Family Healthcare Information Center at the PEAL Center is pleased to offer a workshop for parents of Children with Special Health Care Needs to learn how to build an electronic healthcare notebook. The workshop is free to all participants and will provide a 1 GIG Flash Drive to store your notebook.

The workshop is scheduled for **October 9, 2008 from 6:00-8:30 p.m.** at the Allegheny Intermediate Unit, located at 475 East Waterfront Drive in the Waterfront commercial development of **Homestead, Pennsylvania 15120**. To register or inquire about the workshop, please call Joan Badger at 412-281-4404 or email her at jbadger@pealcenter.org. Space is limited.

What is a Care Notebook? The Care Notebook will help parents/caregivers maintain an ongoing record of their child's care, services, providers, and progress notes. The Care Notebook is a great tool in empowering families to become the experts on their child's care. It is also a way to maintain the lines of communication between the many providers and services that help care for a child and their family. Health professionals recommend that parents/caregivers bring this

notebook to all medical appointments, therapies, care conferences, on vacations, etc. Medical offices can copy visits, check ups, immunization records, specialist reports, clinical pathways and give them to families to insert into the notebook.

Why build your own Care Notebook? The Care Notebook is an organizing tool for families and will help you keep track of important information. Care Notebooks are very personal to your child and ideally should be customized to reflect your child's medical history and current information. For this reason, this training has been developed to allow you to build a Care Notebook that best meets the needs of your child.

How will I build my own Care Notebook during training? This training will help you build your health care notebook. Through tutorials and practical exercises, the workshop will guide you through a process to create your own customized Care Notebook. The workshop will last about 2 ½ hours and will be geared for beginners/intermediates/advanced computer users.

Healthcare grants available for Uninsured/Underinsured Children

The United Healthcare Children's Foundation (UHCCF) has announced that new grants are available to help children who need critical healthcare services, treatment, or equipment not covered or not fully covered by their parents' health benefit plans. If approved, the grant will help pay for approved medical expenses after the child's commercial health benefit plan submits payment for services. The grant helps families to help pay for child healthcare services such as speech therapy, physical therapy, occupational therapy sessions, prescriptions, and medical equipment such as wheel chairs, orthotics, and eyeglasses. To be eligible for a grant, children must be 16 years of age or younger. Parents and legal guardians may apply for grants of up to \$5,000 each for child medical services and equipment by completing an online application at the UHCCF Web site. For more information and application visit: http://www.uhccf.org/apply_applicant.html.

Core Principles of PA's Model of Early Intervention (EI)

Early Intervention: provides supports and services to infants/toddlers and young children with disabilities and their caregivers so that they may help the children grow and develop; provides individualized supports and services to infants/toddlers and young children with disabilities and their families; embeds supports and services within learning opportunities that exist in the child's typical routines and within the home and community activities and/or early education progress; builds on existing supports and services in the family, community and early education resources; provides coordinated, flexible, early intervention supports and services

through personnel working collaboratively with the family and each other; provides supports and services focused on the family and child's transition between and among early education programs.

(PDE/Office of Child Development and Early Learning - "A Family Introduction to Early Intervention in Pennsylvania")

EI resources: <http://www.pattan.net/files/EI/EIBrochure013108.pdf> ; www.able.state.pa.us/nclb/lib/nclb/CL-Oct00.pdf ; www.eita-pa.org ; www.elc-pa.org/pubs/downloads/english/dis-Right%20to%20Early%20Intervention%20in%20PA%202007.pdf

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 for more upcoming events.

PEAL Center Tiny Fingers to Tiny Voices Sign Language Class

August 26, Sept. 2, 9, 16, 23, 30, 2008

10:00-11:00 AM—Rainbows & Recreation Station, 289 No. Ave, Washington, PA 15301. Registration required. Space is still available. Contact admin@pealcenter.org.

Adoptive-Foster-Kinship Parent Group

August 26, 2008, 6:00 PM- 8:30 PM

Butler Area YWCA/ Heritage Room (1st Flr.), 120 W. Cunningham St., Butler, PA 16001. Come share coffee & a light meal with other parents in your shoes. "Educating the educators: adoption-foster care issues." No cost but donations are welcome. Sorry, no child-care at this time. For information contact Carol-814.758.1681 or admin@heart2heartpa.org Or Linda at: gmbgroup@zoominternet.net www.heart2heartpa.org

GET TOGETHER for Families and Self-Advocates

September 4, 2008 — Free Trainings

How Do I Choose a Provider for the Supports I Need? (for families) or, SIS and the PA Plus (for self-advocates) 9:30 AM - 11:30 PM.

A working lunch with Deputy Secretary Kevin Casey and a family connection will occur from 11:30 AM - 1:30 PM. Lunch will be provided by the Partnership.

Developing a Good ISP (for families); or What is a Mental Retardation Waiver and How Do I Get One? (for families); or Introduction to Person-Centered Thinking (for self-advocates)

Family Connection 2:00 PM - 4:00 PM.

TRAINING LOCATION: Borough of State College, State College, PA 16801. Registration required. Contact: Debbie Leasure, (814) 547-1577, or dleasure@mentors4sd.org. Act 48 available.

Registration Deadline: August 27, 2008

Fetal Alcohol Trainings & FASD Awareness Week

September 8- 14, 2008

September 9: - Bloomsburg University

September 11: Four Points Sheraton, Mars, PA All participants must register online, using BDAP's Training Management System (BTMS) www.health.state.pa.us/bdap. Both FASD trainings are listed under specialized trainings. Or, call 717-787-2712 for more information

Storywalk 2008—Frick Park, Pittsburgh

September 13, 2008

Books come to life at Frick Park 9:00 AM - 1:00 PM For more information or to become a sponsor, contact Linda Pool or Cindy Taibbi at 412-361-8560. www.behinningwithbooks.org/storywalk.html

Victims of Crime with Developmental Disabilities

Increasing Awareness, Education, and Improving Systems of Support

September 18-19, 2008, Central Region—University of Pittsburgh, The PA Child Welfare Training Center, 402 East Winding Hill Rd, Mechanicsburg, PA 17055. For details and for registration information contact Connie Lupatsky at clupatsky@state.pa.us.

An Overview of the Mental Retardation System in Pennsylvania

September 22, 2008, 7:00 PM - 9:00 PM

Pennwood Library, 301 S Pine St. (Rt.413 & Flowers Ave), Langhorne, PA 19047. To register contact Tina DiBiao, 215-816-1322, or Tina@VisionforEquality.org Act 48 Credits available (\$10 processing fee). Training provided at NO COST. Call toll-free 1-866-865-6170 for more information about The Partnership. www.TheTrainingPartnership.org.

2008 Building Bridges Conference

For people who are part of the Aging Network and Mental Retardation System.

September 23-24, 2008 — 7:45 AM - 4:30 PM

\$85.00 registration fee includes sessions, CEUs, handouts, continental breakfasts, breaks and lunches. Registration deadline is Sept. 15, 2008. Holiday Inn Harrisburg/Hershey, 604 Station Rd., Grantville, PA—Contact: Janet Neidig, janet@p4a.org, or (717) 541-4214

The Crisis Intervention Assoc. of Pennsylvania's Annual Conference— Seven Springs Mt Resort

September 30th and October 1, 2008. Conference will focus on innovative strategies for crisis intervention, wellness and the importance of taking care of ourselves. Visit www.crisispa.org for more information

PEAL Center Family to Family Health Information Center Electronic Healthcare Notebook Workshop

October 9, 2008 from 6:00-8:30 p.m. at the Allegheny Intermediate Unit, located at 475 East Waterfront Dr. Homestead, Pennsylvania. To register or inquire about the workshop, please call Joan Badger at 412-281-4404 or email her at jbadger@pealcenter.org. Space limited.

Advocacy Workshops to Help Disability Advocacy Groups Improve Their Skills!

Fundraising 101 —10:00 AM – 12:00 PM

Lunch Available —12:00 PM– 1:00 PM

Strategic Planning— 1:00 – 3:00 PM

Erie– September 15 @ Voices for Independence

St. Mary's– Sept. 16 @ Community Education Council

Pittsburgh – Sept. 22 @ TRCIL

Scranton– October 6 @ NE PA CIL, IBEW Bldg;

Harrisburg– October 20 @ DRN of Pennsylvania

Philadelphia– October 27 @ Vision for Equality

To enroll or for more information, contact DASH –

866-915-3274 (877-375-7139 tty) OR ldo@drnpa.org

Seating is limited, reservations are required. No charge for workshops, materials or lunch.

PEAL Center Mini Series

Part 1—Developing a Strong IEP

Part 2—Working with School Teams

Part 3 —IEP Clinic

DuBois Regional Medical Center, DuBois, PA.

September 16, 2008—Part 1—6:00-8:00 PM

October 14, 2008— Part 2—6:00-8:00 PM

October 21, 2008— Part 3—6:00-8:00 PM

Grove City Medical Center, Grove City

October 13, 2008—Part 1—6:30-8:30 PM

October 20, 2008—Part 2—6:30-8:30 PM

October 27, 2008—Part 3—6:30-8:30 PM

The Family Center, Sunbury, PA

October 9, 2008—Part 1—6:00-8:00 PM

October 28, 2008—Part 2—6:00-8:00 PM

November 3, 2008—Part 3—6:00-8:00 PM

For more information, call 866-950-1040 or admin@pealcenter.org

Research-Based Interventions for the Three R's

October 3, 2008 — Delaware Valley Friends School,

Paoli, PA —This all-day professional conference of-

fers 12 additional sessions on a variety of topics and *A*

Simulation: Put yourself in the shoes of a person with

dyslexia. Continuing Education Units offered by Act

48, APA, and ASHA. For information regarding mem-

bership, volunteer and scholarship opportunities, regis-

tration and exhibiting please contact [dys-](mailto:dyslexia@pbida.org)

lexia@pbida.org or (610) 527-1548.

PEAL Center Tiny Fingers to Tiny Voices

Sign Language Class

October 14, 21, 28 and November 4, 11, 18, 2008

Northland Public Library, Pittsburgh 10:00-11:00 AM

Woods Run Library, Pittsburgh 12:30-1:30 PM

October 16, 23, 30 & November 6, 13, 20, 2008

Jewish Community Center, Pittsburgh 9:30-10:30 AM

Brookline Library, Pittsburgh, 12:00-1:00 PM

Contact admin@pealcenter.org or 412-281-4404.

PEAL Center Latest Updates on Chapter 14

October 23, 2008—9:30-11:30 AM– Presented by the

PEAL Center Staff at Cameron Wellness Center.

Washington County. Contact admin@pealcenter.org.

Building Blocks for Communication—Education and Support for Parents of children with hearing loss.

8:30-11:30 AM—DePaul School for Hearing &

Speech, Pittsburgh. Refreshments, speaker and

Parent Support Meeting. Following are 2008 dates:

September 17, October 15, November 19, &

December 17. For more information contact Mary

Beth Kernan 412-924-1012 or mkdepaulinst.com

National Bullying Prevention Awareness Week

October 5-11, 2008

Visit: <http://pacer.org/bullying/bpaw/index.asp>

C2P2—Competence and Confidence: Partners in Policymaking for Families of Children in Early Intervention (C2P2EI) 2008—C2P2EI will start in

October of 2008 and end in May 2009. It will be held in

the Pittsburgh, Pennsylvania area.

Applications can be requested by writing to The Insti-

tute on Disabilities, Temple University, 1601 N. Broad

Street, Suite 610, University Services Building,

Philadelphia, PA or contact either: Sue Tuckerman,

Family Advocacy Coordinator 215.204.1772.

susanne.tuckerman@temple.edu or Diane Perry,

Inclusion Coordinator at 215.204.3031

dperry@temple.edu. TTY calls can be made to

215.204.1356.

RESOURCES THAT MAY HELP

If you have information you would like included in our newsletter, please write or email the PEAL Center with a brief description.

ConsultLine

The Consultline is a toll-free help line, established by the PDE Bureau of Special Education, for families and advocates of children with special needs. ConsultLine Specialists are able to assist you with the information you may need about Special Education regulations, rights, protections and other school related concerns. If you have any questions concerning your child's special education program, the laws relating to the provision of services in your child's IEP (Individualized Educational Program) or your child's right to a free and appropriate public education, the ConsultLine may be able to assist you. 1-800-879-2301 (Voice/TTY/TDD)

Office for Dispute Resolution (ODR)

1-800-222-3353, 1-800-992-4334; TTY 1-800-654-5984

The Office for Dispute Resolution coordinates and manages Pennsylvania's special education mediation and due process system. ODR also provides help with procedural safeguards to parents, advocates, school districts, and intermediate units.

Youth Advocate Programs, Inc (YAP)

YAP is a private non-profit organization partnering with public agencies to provide community-based alternatives for youth who are, have been, or may be subject to compulsory placement in public or private institutions. Services are home and community based and include: Advocate Programs, Family Support Programs, Mental and Behavioral Health Programs, Child Welfare Programs, Juvenile Justice Programs, Educational Programs, International Projects and Consultation Projects. YAP has a new location in Erie County — 306 West 11th St, Erie, PA 16501.

Visit www.yapinc.org for more information about YAP and to locate sites in 23 counties in PA.

The Prioritization of Urgency of Need for Services (PUNS) FAQ (Frequently Asked Questions)

PUNS FAQ's available at: <http://www.temple.edu/thetrainingpartnership/resources/>. Audio versions (including a podcast) of the FAQ will be available soon. The Partnership (The Pennsylvania Training Partnership for People with Disabilities and Families) is currently working on FAQs on Mental Retardation Waivers and on Individual Support Plans (ISPs). The Waivers FAQ will be available this summer and the ISP FAQ should be available in the fall.

Community Resources for People with Disabilities in Allegheny County

Resource directory of services in Allegheny County Department of Human Services (DHS), through the Office of Community Relations, has created this resource directory of services in Allegheny County. www.alleghenycounty.us/dhs/disabilityconnection.aspx

FREE — Federal Resources for Educational Excellence

The federal government offers teaching and learning resources on Arts and Music, Health and Physical Education, History and Social Studies, Language Arts, Math and Science. Visit <http://www.free.ed.gov> for more information about FREE and the many resources available. See resources by subject at: <http://www.free.ed.gov/sitemap.cfm> or by topic at: (<http://www.free.ed.gov/sitemap.cfm?page=alpha>).

Reactive Attachment Disorder (RAD) Resource

Association for Treatment and Training in the Attachment of Children is a non-profit to build support, advocacy and training efforts in the realm of Reactive Attachment Disorder and Adoptive/Foster/Kinship families. This is a family condition and as such the whole family needs support and services. For more on this organization you can go to www.heart2heartpa.org or <http://www.attach.org/whatisattachment.htm>

Transition Trends Mixed for Youth with Emotional Disturbances

According to a report released by the National Longitudinal Transition Study-2, students with disabilities have made significant progress in their transition to adulthood during the past 25 years. However, youth with emotional disturbance did not show the same patterns of gains as youth in other disability groups, and in some areas, youth with emotional disturbances lost ground in post-school outcomes.

<http://www.nlts2.org/gindex.html>

New ELC Report on School-Wide Positive Behavior Support: A Plan for Pennsylvania

School-Wide Positive Behavior Support (PBS) is a research-based, highly effective approach to creating, teaching, and reinforcing students' social, emotional, and academic learning skills that improves and sustains academic achievement and mental and emotional well being of all students. Other states that have implemented PBS have reduced disciplinary referrals, increased students' academic achievement, and improved school climate and safety. Pennsylvania has already started to implement PBS through a small pilot project. Every school in Pennsylvania needs PBS. This will require state level commitment and leadership, and the resources to take PBS to scale throughout the Commonwealth. Read the report at: <http://www.elc-pa.org/pubs/downloads/english/imp-PBSBriefingBookJune2008.pdf>. For more information, call (215) 238-6970 or email dklehr@elc-pa.org.

Bullying and Harassment of Students with Disabilities—From the Disability Rights Network

Harassing or bullying a student with a disability can be illegal. If another student or school personnel has seriously intimidated or engaged in abusive behavior towards your child because of your child's disability, use the resources below to help you become informed of yours and your child's rights. Visit www.drnpa.org/ for more information and resources.

School and Community Tool Kit from Autism Speaks

Tool kit provides information and resources for special education and administrative staff to help in plans to support students in the general education environments and in the school community. Visit: www.autismspeaks.org/community/family_services/school_kit.php



PEAL Center
1119 Penn Avenue, Suite 400
Pittsburgh, PA 15222

◆◆◆
412-281-4404
Toll Free 866-950-1040
TTY - 412-281-4409
Fax—412-281-4408
info@pealcenter.org
www.pealcenter.org

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Plan Now To Join Us For

The PEAL Center's 3rd Annual
Inclusive Education Conference

March 17-18, 2009

Four Points Sheraton—Pittsburgh North

Keynote Speakers include:

David Pitonyak

LeDerick Horne

Christi Kasa-Hendrickson

Jamie Burke

