Family Matters Parent
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FamilyMattersPTIC

The mission of FMPTIC is to build upon families’ strengths, to empower parents and professionals to achieve the strongest possible outcomes for students with disabilities and to enhance the quality of life for children and young adults with disabilities.

We provide disability-related information, referral, linkage, telephone and email consultation regarding individual issues, parent training, training for professionals and support staff, lending library, informational packets on special education issues, and educational record review.

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New Illinois Regulations - Good for Parents and Students

HB 3586, signed by the Governor on August 23, 2019, became effective as Public Act 101-0515 on that date. Some of the changes to Section 14 of the Illinois School Code apply only to the Chicago Public Schools. The following changes apply to all Illinois schools:

- These changes require that no later than 3 school days prior to a child’s individualized education program (IEP) meeting for eligibility or to review the IEP, the school district must give the child’s parent or guardian, copies of all written material that will be considered by the IEP team at the meeting so that the parent or guardian may participate in the meeting as a fully-informed team member.
- The written material must include, but is not limited to, all evaluations and collected data that will be considered at the meeting, a copy of all IEP program sections that will be discussed by the IEP team, except for the parts related to the number of minutes for services and the placement (because those can only be determined after goals are written).
- School districts must make related service logs, which track the type of service and the number of minutes, available to the child’s parent or guardian at the annual review IEP meeting. It also requires the district to provide the log of related services and times to parents or guardians at any time that they request it.
- The Act also requires local school districts to inform the child’s parent or guardian within 20 school days from the beginning of the school year or when an IEP is developed, of their right to request those related services logs.
- Another change requires school districts to notify parents within 3 school days if the services written in the IEP are not implemented within 10 days of the start date listed in the IEP. That notice must contain information about the parent’s right to request compensatory services. (This doesn’t include days when the child missed services due to the child’s absence from school).
- Section 14-8.02 gives a definition of “response to scientific, research-based intervention” and “multi-tiered systems of support”. It means that the school uses a tiered process of support based on differentiated instructional strategies at each level of support. The strategies are based on research and evidence that they work, and are monitored to make sure they are working for the student. The data about the student’s progress is then

Continued on Page 2
used when making educational decisions and developing interventions for the student.

- This section clarifies that school districts may use the data from the multi-tiered systems of support (MTSS) in an evaluation to find out if a child is eligible for special education services in any of the categories of disability.
- It further says the MTSS process must involve a collaborative team approach with the parent or guardian as a member of that team. It requires that the parent be involved in the data-sharing and decision-making process for levels of support.
- The final change amends the Illinois School Student Records Act by requiring that information contained in the service logs for related services now become part of the student temporary record.

So, if your child has an IEP you can now expect to receive written copies of evaluation reports, goal updates, progress reports, and IEP information 3 school days prior to an IEP meeting. If your child receives related services like speech, or other therapies, you should expect copies of those service logs when you attend your annual IEP review meeting, and you can ask for those logs at any time.

Another new Illinois regulation, HB 2830, approved and signed by the Governor on August 23, 2019, became Public Act 101-0486. It amends the School Visitation Rights Act and allows employees to use school visitation privileges for academic and behavioral meetings in addition to school conferences. It prevents employers from firing employees for using school visitation privileges for these purposes. This law goes into effect on August 1, 2020.

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### Conferences for Parents of Children who are Deaf and Hard of Hearing 2020

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**Conference Topics:**

- Special Education Rights
- Social Skills

**Registration will open later this fall:**

[http://www.illinoisdeaf.org/Outreach/Events.html](http://www.illinoisdeaf.org/Outreach/Events.html)

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**Congress just passed the Autism CARES Act of 2019!** The legislation now heads to the President’s desk to be signed into law.

The passage of Autism CARES ensures continued federal support for autism research, monitoring, training and services at the National Institutes of Health (NIH), Centers for Disease Prevention and Control (CDC) and Health Resources and Services Administration (HRSA). The legislation authorizes more than $1.8 billion in funding over the next five years and places an increased emphasis on reducing health disparities and improving services for people with autism throughout the lifespan.
U.S. DEPARTMENT OF LABOR ANNOUNCES FUNDING TO SUPPORT EMPLOYEE POLICY DEVELOPMENT FOR YOUTH WITH DISABILITIES

WASHINGTON, DC - The U.S. Department of Labor has announced the award of $4 million for a four-year cooperative agreement to operate a policy development center focused on youth with disabilities. The center will build on the work of the Department's Office of Disability Employment Policy (ODEP) National Collaborative on Workforce and Disability for Youth.

During the performance period, the awardee – the Council of State Governments – will develop and manage the center. The center will conduct research, engage with the workforce system and its partners, identify effective policies and practices that support youth with disabilities, and provide resources and training to help support the transition of youth with disabilities to employment.

"The Department of Labor's Office of Disability Employment Policy is intent on making a difference in the lives of youth with disabilities," said Deputy Assistant Secretary of the Office of Disability Employment Policy, Jennifer Sheehy. "Using evidence-based practices and proven collaborative strategies with the Council of State Governments' management of the Center, we can develop policies that help these young people transition from school to adulthood and to make a valued contribution to the workplace."

ODEP's mission to develop and influence policies and practices that increase the number and quality of employment opportunities for people with disabilities. Learn more about ODEP and this cooperative agreement: https://www.dol.gov/odep/

The mission of the Department of Labor is to foster, promote, and develop the welfare of the wage earners, job seekers, and retirees of the United States; improve working conditions; advance opportunities for profitable employment; and assure work-related benefits and rights.

Agency   Office of Disability Employment Policy
Date   August 28, 2019
Release Number   19-1417-NAT
Contact: Bennett Gamble
Phone Number   202-693-6587
Email   Gamble.Bennett@dol.gov

Occasional Relief from Caregiving

Are you a parent or caregiver of a family member with a disability? Do you need to rest or recharge? Do you need to replenish your own reserves? If you expend all your time and strength taking care of others, sooner or later, something has to give.

Families who have sons and daughters with developmental disabilities often have more extensive caretaking responsibilities than families of typically developing children. The Illinois Department of Human Services Division of Developmental Disabilities offers a Respite program meant to provide parents or caregivers some occasional short-term relief and time away from caretaking of their child or adult family member with a disability. This provides time to recharge and to do things for the benefit of the caregiver.

Community Support Systems offers this program to families in Clay, Crawford, Cumberland, Edwards, Effingham, Fayette, Jasper, Lawrence, Richland, Wabash, and Wayne counties. Families choose their own providers. For more information, call 217-717-8015. Various agencies offer Respite programs in other areas of Illinois. Contact Family Matters for assistance in locating the provider in your area if you are in need of a break from caregiving and are not already enrolled in a Respite program.
USDOE Offers Guidance on Dual Enrollment for High School Students with Disabilities

U.S. Secretary of Education Betsy DeVos has announced that vocational rehabilitation (VR) and Individuals with Disabilities Education Act (IDEA) funds can be used to support dual enrollment, comprehensive transition and other postsecondary education programs for students and youth with disabilities. A Q & A document has been created to clarify when funds could be used to help students and youth with disabilities access these educational options.

The Q & A was issued jointly by the Office of Special Education and Rehabilitative Services (OSERS) and the Office of Postsecondary Education (OPE), and describes how State educational agencies, local educational agencies, and State VR agencies may coordinate to assist students and youth with disabilities, including students and youth with intellectual disabilities, in preparing for postsecondary success. The document reinforces the appropriate use of funds under the IDEA and the Rehabilitation Act of 1973, as amended by Title IV of the Workforce Innovation and Opportunity Act.


October is National Bullying Prevention Month

October 23, 2019 is Unity Day.

Wear orange in support of bullying prevention.

Unite together for kindness, acceptance, and inclusion.

To learn more about bullying prevention, visit www.pacer.org/bullying

Speak Up and Speak Out Summit 2019!

October 28 – 30, 2019

Wyndham City Centre (formerly Hilton Hotel)

700 East Adams St.

Springfield, IL 62701

This is a yearly opportunity for self-advocates to come together from throughout the state and participate in training and activities designed to help each achieve the highest level of independence and self-direction in their life as possible. To learn more or to register click HERE: https://www.speakupspeakoutsummit.org.
4 Things Teachers Shouldn't Be Asking Their Students to Do
By Justin Minkel

Spider-Man’s Uncle Ben could have been speaking directly to teachers when he said, "With great power comes great responsibility."

As teachers, we can make kids do almost anything we want. They’re smaller than us. We have all kinds of power over them, from getting them in trouble at home to taking away the things that make school tolerable, like going outside for recess or sitting with their friends in class. But just because we can make our students do what we want doesn’t mean we should.

Children aren’t just smaller versions of adults. They are their own kind of being. They need to move, talk, question, and explore more than we do, because they’re in the midst of that mind-boggling explosion of cognitive, physical, and social-emotional growth that marks childhood in our species. When it comes to behaviors like staying quiet or sitting still, it doesn’t make sense to hold young children to norms better suited to adults, because the way they experience the world is fundamentally different from the way grownups do.

In school, we often ask children to do things that are unreasonable given their developmental level. Worse still, we sometimes ask them to do things we would never expect of adults.

Take these four examples.

1. Silence

Many schools expect a monastic code of silence while students are traveling the halls. The rationale makes sense at first glance, and it’s one I’ve explained to my class many times: "Other students are working right now, and we don’t want to disturb them."

Still, if I were a kid, I’d wonder: "If that’s true, why aren’t teachers silent in the hall?"

Every time I run into a colleague in the hallway, we talk together while we walk to wherever we’re going. We chat about anything and everything, from the chances we’ll get a snow day tomorrow to the latest season of "True Detective." This kind of conversation doesn’t seem to bother the kids working in classrooms off the hallway. Why would the voices of kids be any different?

Chatter in the hallways, or even the squeaking of wet shoes on the floor as a class returns from recess or P.E., doesn’t seem to bother most students. In fact, the only occasions when I’ve seen kids completely distracted by what’s happening out in the hall are those times when a teacher is reprimanding his or her class—often at a far greater volume than whatever commotion their students were causing to incur the reprimand.

We should take a close look at the times we expect kids to be silent in school. We need to distinguish between those times it’s truly for the good of the students, and when it has more to do with the appetite for control so deeply inculcated in adults placed in charge of children.

2. Sitting Still for a Long Time

Teacher Alexis Wiggins shadowed high school students for two days, doing whatever the students did, and was shocked at what she experienced.

"I literally sat down the entire day, except for walking to and from classes. We forget as teachers, because we are on our feet a lot—circling around the room to check on student work, kneeling down to chat with a student … we move a lot. But students move almost never. And never is exhausting."

For young kids, sitting still is even harder. There’s a lot we can do to make it easier on them.

- Build in strategies like Total Physical Response for learning vocabulary, so students are moving while they learn.
- Take brain breaks—including dance parties. There are plenty of great videos on websites like GoNoodle, or you can make up motions to classic children’s songs like Raffi’s "Biscuits in the Oven" and "Tingalayo."
- Let students get up—without raising their hand for permission—whenever they need to get a book from the class library, grab a pencil, or just stretch their legs for a minute.
- Above all, keep the teacher talk time to a minimum. A useful guideline is that students should be able to listen attentively for their age in minutes—five minutes for a kindergartner, 15 for a sophomore in high school. Save most of your words for conversations with students one-on-one or in a small group.

Children, like adults, learn the most when they’re engaged in meaningful work—not sitting and listening while the teacher does all the talking and thinking.

3. Forced Apologies

I have definitely been guilty of this one. I’ll break up a heated argument, then immediately demand that one
or both kids apologize to one another, while their faces are still flushed with emotion from their recent conflict. The early-childhood program my daughter attended never made the children tell each other, "I’m sorry," because an apology extracted by an authority figure isn’t a true expression of remorse.

Forced apologies don’t seem to offer much satisfaction to the child who receives them, either—seeing the other child mutter "sorry" while glowering at his shoes pretty much never makes the recipient of the apology feel better. Turbulent emotions take a long time to settle. We need to give kids that time.

4. Zero Tolerance for Forgetfulness

My friend and 1st grade teacher Cameron McCain has a great line when teachers start grumbling about our students: "It's like we're dealing with a bunch of 7-year-olds around here!"

His point is well taken. I get frustrated when Josh, who has been in my class for 17 months now, still forgets to check out a book or do his lunch choice when he gets to school. But like most adults I know, I’m a lot like Josh. I once turned on the coffeemaker without putting the coffeepot in first. (I didn’t realize what I’d done until hot, fragrant coffee started splattering onto my kitchen floor.)

I forget sometimes that not only are my students human, they’re really young humans. When they lose their lunch tag for the third day in a row, or ask the exact same question two other kids asked 30 seconds ago, we need to take a deep breath and offer them a sizeable dollop of grace.

Intelligent Lives

From award-winning filmmaker Dan Habib comes INTELLIGENT LIVES, a catalyst to transform the label of intellectual disability from a life sentence of isolation into a life of possibility for the most systematically segregated people in America.

INTELLIGENT LIVES stars three pioneering young American adults with intellectual disabilities – Micah, Naieer, and Naomie – who challenge perceptions of intelligence as they navigate high school, college, and the workforce. Academy award-winning actor and narrator Chris Cooper contextualizes the lives of these central characters through the emotional personal story of his son Jesse, as the film unpacks the shameful and ongoing track record of intelligence testing in the U.S. INTELLIGENT LIVES challenges what it means to be intelligent, and points to a future in which people of all abilities can fully participate in higher education, meaningful employment, and intimate relationships.

Family Matters has purchased the film, INTELLIGENT LIVES, and will use it to provide public screenings and discussions in communities throughout our service area in Illinois. If you are interested in working with us to host a film screening in your community, please contact Debbie Einhorn at 217-717-8016 or deinhorn@fmptic.org to discuss the process. Please join us at the Effingham Public Library on October 7, 2019 from 6:00pm to 8:00pm. Learn more: http://www.fmptic.org/node/4356

Kids Are Kids. That’s Exactly Who They Should Be

We need to think hard about the demands we place on our students. Just because they obey the strictures we lay down doesn’t mean those edicts are fair.

We can’t expect the children in our care to behave like miniature adults. They need to move around more than we do. They need to make more noise than we do. They need to experience new concepts with their fingers, senses, and imaginative ability to consider not just the world as it is, but as it could be. Their curiosity, enthusiasm, and sense of wonder will never lend itself to straight lines and silent deskwork.

We spend so much time bending them to our way of doing things. We should pay more attention to theirs.

Justin Minkel teaches 1st and 2nd grade at Jones Elementary in Springdale, Ark., a high-performing, high-poverty school where 85 percent of the students are English-language learners. A former Teach For America corps member, Minkel was the 2007 Arkansas Teacher of the Year. In his instruction, he is focused on bringing advanced learning opportunities to immigrant and at-risk students. Follow him at @JustinMinkel.
“Inclusion” is a word that we hear a lot, in many different places. And it means so much to so many of us. But, is there a definition for inclusion? This year we celebrate the 10-year anniversary of a very special event. In 2009, two early childhood professional organizations, the National Association for the Education of Young Children (NAEYC), and the Division for Early Childhood of the Council for Exceptional Children (DEC), released a position statement defining inclusion. In Illinois, and around the early childhood community, professionals and families have chosen to use this definition to build a shared understanding of what early childhood inclusion is. This definition can be helpful to bring to a meeting with your child’s school, or to inspire you to define what inclusion means for your family. Here is what NAEYC & DEC stated:

“Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports. “

This definition was so important, we used it in Illinois to develop a brochure about inclusion that you can download and share. It is available in English and Español. If you would like more copies, please contact us at inclusion@eclre.org

Tag us in social media to let us know what inclusion means to you!

Facebook Instagram Twitter

To learn more about DEC and NAEYC:
DEC NAEYC The Joint Position Statement on Inclusion

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Illinois Early Intervention Clearinghouse

Providing Trauma-Informed Supports to Students with Disabilities

With Senate Resolution 0099, Illinois declared May 15, 2019 as Trauma-Informed Awareness Day to highlight the impact of trauma and the importance of prevention and community resilience through trauma-informed care. Trauma can be defined as family violence, abuse, illness, neglect, maltreatment, or family separation.

When a child incurs trauma, there can be significant repercussions. For example, trauma can impact a child’s brain development. Specifically, trauma can impact a child’s health, emotional development, and cognition. Further, trauma between a parent and a child can impact the child’s attachment to their family. Altogether, the effects of trauma are multi-pronged, impacting the child and family.

There are many strategies to address trauma among young children. Such strategies include:
• Teach coping strategies. Talk to your child about expressing their emotions in a healthy way. Acknowledge their feelings.

• Notice behavior that seems unusual for your child. Pay attention to their behavior. Talk with your healthcare provider if you have concerns.

• Model optimism and positivity. This will help demonstrate resilience.

• Demonstrate empathy. Show your child your concern through your actions.

The Early Intervention Clearinghouse (EIC) has several resources about trauma including books, videos, organizations, articles and web resources. To find the resources, click here:

https://eiclearinghouse.org/guides/stress-trauma/

Or you can contact the EIC directly to identify relevant resources at: 217-333-1386 or 877-275-3227 or via email at: illinois-eic@illinois.edu.

In addition, The Early Childhood Collective (ECC) has a list of resources for training to increase awareness for everyone in this vital work with young children. These resources include webinars, articles, tipsheets, and resource guides. The resources are for families and professionals. For the list, see: https://earlychildhoodcollective.illinois.edu/bundles/trauma-neglect/

**BridgingApps Reviews**

BridgingApps just published the following BridgingApps Reviews App on their site:

**Sign School** is a free reference app that uses video to teach the correct form to use when signing words and phrases in ASL (American Sign Language). This is a great app for people wanting to learn ASL or for those who just want to have a dictionary of signs available to them if they encounter someone who is deaf or hearing impaired.

Click on the link below for full review:

https://search.bridgingapps.org/apps/2130f32a-761b-44d8-990b-d8f78c180ddd

**myBlee Math** is an app designed by teachers that contains practice activities and lessons for kindergarten through sixth grade. This app may benefit those students who need more practice on certain skills or those who might be really advanced in math and need more challenging activities beyond what is being offered at their current grade level. The activities are well laid out and engaging in our reviewer’s opinion, and the video lessons are helpful, especially completing the example problem before the child begins trying independently.

Click on the link below for full review:

https://search.bridgingapps.org/apps/ef9427bd-66c8-4681-8440-0e183fe4f294

**iTrace**- handwriting for kids is an app for kids to see correct formation of letters and numbers, with built in practice on a tablet or smartphone. iTrace- Handwriting for kids is a nice, simple way for early learners to practice handwriting. The free version has some great features to let users get started and see if they like it before purchasing the paid version. The paid version is available for a one time fee of $3.99. This app would be great for those children who do not typically enjoy writing, as it seems more like a game and they are using their fingers (or try a fun stylus!) rather than using a traditional writing utensil.

Click on the link below for full review:

https://search.bridgingapps.org/apps/710ec2d3-0f55-4756-80d2-f33c76815383
SPREAD THE NEWS

Our new fiscal year begins October 1st and we are starting to schedule live trainings and webinars for the upcoming months. We could use your help. Please assist us in reaching as many people as possible by forwarding our emails, linking people to our website, or bringing our flyers to your local schools. If you can share the information with your local newspaper, radio station, or television station, we would greatly appreciate the assistance. Your efforts will help us increase the number of families who will benefit from knowledge about disability topics and information on special education rights and responsibilities. Thanks for your collaboration and support!

Family Matters PTIC’s Hours of Operation During the School Year

Monday and Wednesday  8:00 AM to 6:30 PM
Tuesday, Thursday, and Friday 8:00 AM to 4:30 PM
866-436-7842

Family Matters’ Board of Directors

If you have an interest in serving as a Board member, please visit our website and complete an application.

www.fmptic.org/sites/default/files/prospective%20board%20member%20questionnaire2.pdg

We welcome parents that fulfill demographic needs including geographical locations; parent representation of disability types; representation of age ranges, gender, and diversity; related professional interests; and volunteer experiences.

Family Matters would benefit if you would go to smile.amazon.com/ch/20-5808691 when you shop amazon rather than just going to the general amazon.com website. Once you type in that URL, you will get to the amazon.com site and everything will be exactly the same as if you just went to amazon.com (you will have the same data stored there about your address and credit card, etc.), and Family Matters will get a donation from amazon based on a tiny percentage of your purchases. We never see WHO used it, we just get a small quarterly deposit in our bank account from amazon. It is an easy way for you to donate to us without committing extra funds. Thanks in advance for using smile.amazon.com/ch/20-5808691 for your holiday shopping!
The Guide to Writing Quality Individualized Education Programs, published in 2007 and one of the older books in the Family Matters lending library, is still a well-organized and brief summary of the process for developing effective IEPs. It reflects the Individuals with Disabilities Education Act’s (IDEA) 2004 regulations, which is the year of the most recent reauthorization of the federal special education law.

The introduction to the Guide explains IDEA’s definition of special education and its important provisions. It describes what happens during an IEP meeting and the steps followed by IEP teams to develop individualized programs for students who have been determined eligible for special education services. There is also a link to the actual publication of the federal regulations for IDEA.

The Guide begins by listing and explaining the procedural safeguards available to parents during the IEP process including:

- Independent educational evaluations
- Required written notice to parents
- Required informed written consent from parents
- Access to student records
- Participation in meetings
- Placement decisions during disagreements
- Interim educational settings
- Parent placement of children in private schools at public expense in certain circumstances
- Conflict resolution procedures

Readers are then introduced to four different students, each with different disabilities, whose IEPs are used as examples throughout the rest of the book, and each of the seven steps as the authors describe the process of developing IEPs.

Step 1, or the starting point for IEP development is the summary of a student’s present levels of academic achievement and functional performance (PLAAFP). The authors discuss where IEP teams get that information, explain the difference between academic performance and functional performance, give actual examples of PLAAFP statements for each of the 4 students and, in addition, provide examples of common errors teams make when writing PLAAFP statements. Throughout the Guide, this practice of providing both correct and incorrect examples is helpful to the reader.

In Step 2, the authors describe the roles of the IEP team members and break down the elements of writing measurable goals. They illustrate that goals need to contain the conditions under which they will occur, a description of the specific measurable behavior, the criteria for achievement, a statement of generalization, and a statement of maintenance. In this step, they show the difference between goals and benchmarks or short-term objectives.

Step 3 is the process of measuring and reporting student progress. The authors explain how and when to evaluate progress, using measures such as test results, curriculum-based measures, work samples, portfolios, teacher observation, checklists, and behavior observations.

During Step 4, IEP teams determine the services needed by the student. The authors show how the student’s goals drive the services and placement. Among the considerations in this step, are the least restrictive environment, related services (like therapies), services for school personnel (like training and consultation), specially designed instruction, and supplementary aids and services (like an aide and assistive technology). Gibb and Dyches use this section to explain other special factors for consideration, like behavior that interferes with a student’s learning or the learning of others, limited English language skills, blind or low vision factors, communication needs, and assistive technology needs. They explain common

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**Book Review: Guide to Writing Quality Individualized Education Programs**

*By: Gordon S. Gibb and Tina Taylor Dyches*

Reviewed By: Debbie Einhorn

Continued on pg. 11
Errors during this step, such as confusing “services” with “location”.

Step 5, is a process for determining the extent a student will not participate with their non-disabled peers in regular education classrooms, extra-curricular activities and non-academic activities. The authors discuss the process for determining the least restrictive environment.

In Step 6, Gibb and Dyches show how to list the accommodations necessary to measure student achievement on state and district-wide assessments, discussing regular assessments and alternate assessments.

The final step, Step 7, includes the transition planning process for students at the high school level. Here, the authors discuss vocational evaluations, graduation, and the post-secondary needs for further training, employment, post-secondary education, independent living, and daily living skills. They include information about the student age of majority and the importance of student participation in the IEP and transition planning meetings.

Although I would like to see some additional topics included in this guide, such as behavior intervention plans and functional behavior analysis, it is a good basic primer for IEP development and understanding measurable goals. We have frequent calls to our office from parents who want to learn more about how to write goals in their kids’ IEPs. This resource can help parents learn how to work with IEP teams to write measurable goals. You can borrow this book from our library: www.fmptic.org/library, or you can speak with our staff if you have questions or concerns about IEP goals and services.

**Recent Archived Webinars You May Have Missed**

Our webinars are available any time of day as archived recordings on our website. Learn beneficial information as your schedule allows. Just visit [www.fmptic.org/recordings/family-matters-recordings](http://www.fmptic.org/recordings/family-matters-recordings) and choose a topic of interest. Click on the event you plan to watch, submit basic registration data (name, email, etc.), and the webinar will begin.

**ARCHIVED WEBINARS include:**
- Know Your Rights: Advocating for Parental Rights Under IDEA
- The Hidden Curriculum
- Relationships & Resiliency
- Restraint & Seclusion of Students
- Using Non-Adversarial Advocacy Strategies to Access Services

**Items Available From Our Lending Library**

**Quirky, Yes-Hopeless, No - Practical Tips to Help Your Child with Asperger’s Syndrome Be More Socially Accepted**

Useful tips to help your out-of-the-box thinker function better at home and at school.

**1001 Great Ideas for Teaching and Raising Children with Autism or Asperger’s**

Resource for tips, advice and strategies that speak to the variety of developmental levels, learning styles, and abilities inherent in children with autism or Asperger’s.

**How to Teach Life Skills to Kids with Autism or Asperger’s**

Ideas for creating opportunities for children to learn in natural settings and situations so that they develop good habits and improve skills.

**Now I See the Moon - A Mother, a Son, a Miracle**

How art and music are used to connect with children with autism.

Go to [www.fmptic.org/library](http://www.fmptic.org/library) to borrow these items free of cost!
Test Your Knowledge About…Specially Designed Instruction

Questions:

1. Special Education is Specially Designed Instruction and Related Services. True or False?

2. Specially Designed Instruction includes all of the following: program modifications, accommodations, supplementary aids and services, and assistive technology devices and services. True or False?

3. Individualized Education Program (IEP) goals are examples of specially designed instruction. True or False?

4. Self-contained special education classrooms and vocational services settings are examples of specially designed instruction. True or False?

Answers:

1. True. According to the Individuals with Disabilities Education Act (IDEA), the law that mandates that all children in our country are entitled to a free, appropriate, public education, special education is defined as: specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including- (i) instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; (ii) instruction in physical education. Specially Designed Instruction includes speech-language pathology services, or any other related service if this service is considered specially designed instruction rather than a related service under State standards. (34 CFR 300.39)

2. True. The same section of the federal regulations for IDEA (34 CFR #300.39) goes on to say-Specially designed instruction means adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction- (i) to address the unique needs of the child that result from the child’s disability; and (ii) to ensure access of the child to the general curriculum, so that the child can meet the education standards within the jurisdiction of the public agency that apply to all children. Adapting means providing modifications and/or accommodations. Supplementary aids and services are defined in 34 CFR 300.42 as: aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and non-academic settings, to enable children with disabilities to be educated with non-disabled children to the maximum extent appropriate.

3. False. Specially designed instruction (SDI) includes anything specifically or uniquely needed by the student that will assist them in accessing their education. Goals are the specific behaviors or skills that the student should learn when the appropriate SDIs meet their individual needs. SDIs are based on instructional assessments that show the student’s needs.

4. False. Remember that SDIs are accommodations, modifications, supplementary aids and services, and assistive technology. Classrooms and settings are locations where services are provided and are only places where specially designed instruction happens. Other types of SDIs not yet mentioned are: transition services, behavior intervention plans, travel training, job coaching, adapted P.E., specific methodologies like Applied Behavior Analysis (ABA), or Orton Gillingham type reading programs, counseling, training for parents and training for teachers, and vocational education. Other SDIs could be classroom or individual aids, audio books, enlarged print, graphic organizers, modifications to the student conduct code, social skills supports, alternate grading scales, movement breaks, reduced amount of assignments, balance balls for seating, etc. This is not an inclusive list; the list is as long as the variety of needs that students have. SDIs are specifically developed for each student with an IEP or Section 504 plan according to their individual needs. They range in diversity from a few minimal accommodations, to intensive support through alternate learning standards and multiple related services.

For more information about specially designed instruction, you can call 866-436-7842 and speak with Family Matters; staff.
What’s New at Illinois Association of Microboards and Cooperatives (IAMC)

By Kish Pisani
Executive Director, IAMC inclusion@iambc.org

The timing is ideal that the topic for October is Being a Part of a Decision-Making Group. This concept is at the heart of what the Illinois Association of Microboards and Cooperatives (IAMC) advocates. Everything we do centers around true person-centered planning ensuring that the individual with the disability has a voice with their hopes, dreams, and needs being central to all decisions.

We can say the same about an organization! In April IAMC had a change in leadership with the retirement of Vicki Niswan-der after over a decade of working with IAMC. I assumed the executive director position as someone new to this organization. To be honest, I wasn’t 100% clear about what the IAMC does except the basics from attending presentations at Arc events as the parent of a 21-year-old with I/DD. I “sort of” knew what a microboard was and I had heard about the “PATH thing,” but I too had not taken the next step. My lack of clear understanding and for once, my procrastination, has led to an opportunity for IAMC as I have been looking at things from the outside in. As I changed views from the inside-out, it became clear that we needed a renewed focus and to develop our organizational circle. So, we asked people working in the disability world, parents, self-advocates and volunteers to help us think about the future of this organization.

More than 25 people came together on a Saturday in August to help us create a PATH (Planning Alternative Tomorrows with Hope) in the same way we would with an individual. It was a powerful, inspirational and effective few hours resulting in an amazing meeting of the minds, an extensive PATH, and Next Steps we’ve already begun implementing. What made this unique? Each attendee was an integral part of this decision-making group, in the same way attendees at a focus person’s PATH or MAPs gathering are essential. Except, in this case, the focus was IAMC and what we can do to continue offering true solutions to person-centered planning and living.

What does this mean? Look for exciting announcements – a name change perhaps – new education and training opportunities, toolboxes, and more soon. We’ve launched a new webinar series with the first one taking place Wednesday, October 9 at from 7-8:30 pm. This first webinar topic is Microboards 101: An Illinois Perspective for a Person-Centered Solution. We selected this time so that you can watch from home. Do register even if you can’t attend live, you will have access to a recording. You’ll learn what a Microboard is and what it can do in Illinois, as well as the importance of circles of supports as self-advocates, families, and friends navigate services and support to live the most inclusive and self-directed life in the community.

If you are interested in hosting a PATH or MAPs training or informational meeting on different person-centered solutions for any age, contact us is inclusion@iambc.org. We’ve also recently elected eight new board members and IAMC is represented throughout the state. Our vision is collaboration and offering training and information that is unique to our mission so that we can complement the work being done by so many wonderful organizations in Illinois, like Family Matters. If you’re attending the Arc of Illinois Statewide Transition Conference, we’ll be there on Friday presenting: CrowdSourcing the Community: Brainstorming Possibilities for a Better Life so join us!

Email inclusion@iambc.org with questions, suggestions or your organizational news and be sure to follow our Facebook business page and Group Discussion page for more.
Upcoming FMPTIC Workshops

Register at:  www.fmptic.org/events/trainings

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