PASS39

Parent Association for Student Services

District 39

Parent-to-Parent

A Resource Guide for Parents of Children with Special Needs

Strategies & Suggestions for Pro-Active Participation
In the Special Education Process

Modified by PASS39 from NSSED APS Parent Resource Guide 2003

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Welcome to the world of special education. It is not a path most of us choose, but it is a walk that PASS39 hopes we can help make shorter and less difficult for you. It is not a path you need to walk alone.

District 39's education philosophy is one of providing a range of options to support the individual needs of your child. They do this in collaboration with parents. In that spirit, a parent group (PASS39) was established in 2002 to facilitate communication and teamwork among parents and the district staff. This resource guide, developed by parents in this and other neighboring districts (the North Suburban Special Education District Association of Parents & Staff), compliments the district's information on the process and legal rights. It also provides parent-to-parent tips and information on outside resources.

This **Parent-to-Parent Resource Guide** is intended to help you understand your role as a parent in the special education process as well as tips on the parenting of a child with special needs. Together with the **District 39 Student Services Handbook**, you will find some of your questions and concerns answered and contacts for those questions not yet formed.

Our thanks go to Dr. Ray Lechner, Administrator of Student Services in District 39 for his participation in PASS39 and NSSED APS for their effort in making this publication available to you.

If you have any questions, suggestions please contact us. We hope you will join our membership.

PASS39
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Dear Parents,

Through the years, at formal meetings, during casual conversations, or at impromptu get-togethers, the same words have been spoken over and over by parents of children with special needs; "I wish someone would have told me…". "I wish someone would have told me about my legal rights." Or, "I wish someone would have told me to follow-up in writing." Or, "I wish someone would have told me about the support out there."

Our goal with this Parent Resource Guide is to share what we, as parents of children with disabilities, wish we had known as we began the process of securing special education services for our children. Of course it's impossible to cover every issue and answer every potential question. Numerous books have been written on the subject and can provide a more comprehensive review. But we wanted to speak to you, parent to parent, in the hope it can make the road you are about to travel a bit smoother.

The Parent Resource Guide contains a wide variety of material relating to special education including; how the process works, who's who, legal rights, *Parent-to-Parent Tips*, outside resources and more. Some information may be relevant to you now, other in the future. Whenever you refer to it, we hope you'll find it of some value.

Please keep in mind that the beginning of anything new is always the most difficult. As you learn more about special education and talk to other parents, the whole process will become easier and less overwhelming. You'll begin to feel more comfortable in the role of parent advocate and gain confidence in making decisions involving your child.

We wish you the best of luck on your journey and look forward to seeing you on the road!

North Suburban Association of Parent and Staff
NSSED APS
www.nssed-aps.org

Parent-to-Parent Resource Guide

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PREFACE

The Parent Resource Guide has been developed to provide information and advice about the special education process based on what experienced parents have themselves found helpful.

The first section, "Getting Started", contains general advice on how to educate and prepare yourself for your role as a parent of a child who has special needs. It is what every parent involved in the special education process should consider regardless of his/her child's particular needs.

The second section on "The Special Education Process" informs you how to navigate the special education system. This section is not meant to give a full and complete explanation of the process, but rather tips for doing the best job and avoiding the pitfalls while advocating for your child. This advice, called "*Parent-to-Parent Tips*", has been culled from the experience and knowledge of many parents and professionals.

The third section is comprised of general information about your rights under the special education laws, student services personnel and terms particular to special education. This information should be used as a reference.

The fourth section, on resources, is an invaluable aid to parents trying to learn about everything from Illinois special education law to the details about a particular disability. The Internet has allowed us to inform ourselves in many areas quickly. It is a wonderful ally.

Best efforts have been used to provide you with factual and up-to-date information. However, this is only a Guide and not a substitute for the *ISBE A Parents' Guide:The Educational Rights of Students with Disabilities* or the *Explanation of Procedural Safeguards*.

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I. Getting Started

As parents of children with special needs, we all participate in the special education process in uniquely different ways. What we have in common is our desire to do what's best for our children. For most of us, it's our first experience with the special education system. We need to learn everything about our child's special needs and how the special education system can help. Included in this guide is factual and legal information for you to successfully navigate the system and make informed decisions for your child. But, beyond the facts, beyond the legal requirements, there are lessons to be learned from others who have already been there. We've included *Parent-to-Parent Tips* throughout this Guide and hope you find them helpful. The following are tips to keep in mind when first getting started.

Know your legal rights.

Knowing your child's legal rights takes you from an observer to an active, knowledgeable participant in your child's education. You cannot effectively advocate for your child if you do not learn the special education laws and understand the special education process. Each district is unique and it's up to you to make sure your school provides what your child is entitled to under the law. The Illinois State Board of Education (ISBE) provides a free, basic resource, called *A Parents' Guide: The Educational Rights of Students With Disabilities* and can be obtained by calling your local school building or ISBE at (312) 814-8498 (Chicago), (217) 782-5589(Springfield). The Family Resource Center on Disabilities (312-939-3513) provides general information and rights training seminars as well as a pamphlet entitled A Parents' Guide to Special Education Rights. You can also refer to the "Explanation of Procedural Safeguards" which is distributed to parents by the local school district.

If you are concerned about your child, pursue it.

No one knows your child better than you do. If you feel that something is not right, find the help you need to understand what's going on with your child. That help may come from a pediatrician, psychologist, speech therapist, teacher, social worker, or other parent. Talk to them. Listen to what they have to say and weigh it against what you know and feel inside about your child. Not everyone you consult necessarily has the expertise to figure out your child's problem, or determine if there even is a problem. Keep looking.

If you think your child may need special education services, you can start the process by calling the principal at your students building. District 39 has formal intervention plans called "Flexible Service Delivery Plans" whereby strategies, support and/or adaptations are provided for the child in the area of difficulty immediately. If you suspect a disability or the interventions are not effective, you can initiate a "referral" for the school to conduct a formal evaluation.

It is the school district's responsibility to conduct a full and complete individual evaluation for your child. Work with your district to ensure they understand the specifics of your concerns so that they can use the appropriate assessment tools. In addition, many parents also choose to have assessments completed privately or to have the school's assessment reviewed by an outside source. If you pursue an outside evaluation, the school district must consider this in their planning. You also have the right to request an independent educational evaluation at public expense when you disagree with the evaluation conducted by the school. Whatever direction you take, pursue it until you feel comfortable and your gut tells you you're on the right track.

Recognize that you and the school have different roles in your child's life.

Your child's school is not legally required to provide everything to meet your child's special needs. The school is only obligated to provide an education that is "appropriate". As a parent, you want what is best and should advocate for services within the school day. But because you and the school have different roles, and therefore different concerns, you need to take a proactive position in your child's entire life, in and out of school. To that end, many parents have found it beneficial to utilize outside providers and/or services to maximize their child's progress. Outside providers can also assist by attending IEP meetings, collaborating on goals and recommending therapies, interventions and supports.

Put all important communication in writing.

Communicating in writing is a business-like way of keeping an accurate record. It's a good way to clarify quickly any misunderstandings and lets other people on the child's educational team know what's happening. By communicating in writing you will also start the clock ticking on any response time required of the school. Your communication should be in writing if:

1. You are making any request;
2. You are confirming any change, agreement, disagreement; or
3. You are giving information.

In short, if the information is important enough to remember, then put it in writing and keep a copy.

Learn the language of special education.

Becoming familiar with the terminology will help you understand and allow you to fully participate in any meetings pertaining to your child. Use the Family Resource Center or the *ISBE A Parent's Guide* as resources. There is a glossary of terms on the District 39 website at www.wilmette39.org in the Student Services section. There are also helpful books published on the topic, some of which are listed in the Resources for Parents section of this Guide.

Establish a strong partnership with the school.

In most cases, your child will be at his/her school for several years. It is in your child's best interest for you to establish a positive working relationship with the school staff. A relationship built on mutual respect, open communication, and collaboration will allow you to problem solve together when disagreements do arise.

Learn about available resources.

Read everything you can. A good place to start is to get information on the Internet by contacting organizations for specific disabilities and special education issues. Networking with other parents of children with similar needs and/or joining a support group can also be beneficial. For more information, contact PASS39, NSSED Association of Parents & Staff, or refer to the Resources for Parents section in this Guide or the District 39 website.

Make your energy productive.

The life of a parent with a child with special needs is sometimes incredibly difficult and sometimes wonderfully rewarding. Many parents find it helpful to join a group or see a professional for emotional support and guidance. Remember, this is an ongoing process, not a short-term problem to be solved quickly. If you begin to accept what you can't change, you can channel your energy more constructively. Don't expect to be perfect; just do the best you can. One of the most important lessons you will ever teach your children is how you manage the challenges in your life.

II. The Special Education Process

Special Education Eligibility Process Chart at End of Document

The first thing that parents want to know if they think that their child has special education needs is "what is the special education process" and "what am I supposed to do?" An overview of the process will help you understand how it works.

The steps in the special education process are:

Step One: Referral

Step Two: Evaluation

Step Three: Eligibility Conference

Step Four: Individualized Education Program (IEP)

Step Five: Annual Review.

Recognize that the special education process can take a long time. It is measured in school days, every one of which is very precious. Do insist that the school keep the process moving in a timely manner. Do your part to participate as best you can. Your work with the school should be approached with care, thought and in the spirit of co-operation. A sense of humor might also help. Always remember that you are the only one who is with your child year to year, and you are full partners on a team trying to maximize your child's success.

You should always refer to the *ISBE A Parents' Guide* and the *Explanation of Procedural Safeguards* to learn about the process and fully understand your and your child's rights. To help you, we are sharing our brief overview and *Parent-to-Parent Tips*:

Step One: The Referral

A referral is a formal request that your child be evaluated for special education. You or a school professional may make a referral if a disability is suspected. A disability can be any physical or mental problem or condition that significantly affects a child's ability to perform at school. You may make the referral verbally, but it is best to do it in writing, expressing your areas of concern.

- ***If at any time you think that your child may have a disability, you should request a referral immediately.*** You should make the request in writing and give your reasons. Suggest areas that you feel need to be examined. By making a referral, you start the special education ball rolling.

- ***If your child is experiencing difficulties in school, consider requesting an intervention plan*.** If you and/or the school have noticed that the child's performance falls below appropriate expectations and *no disability is suspected*, the school may suggest interventions instead of a referral for a full and individual evaluation. Interventions are strategies, support and/or adaptations for the child in the area of difficulty. District 39 has a formal intervention plan called "Flexible Service Delivery Plans." If you and the school agree that the interventions might be successful, it may be reasonable to delay the referral and wait to see if the interventions succeed. However, if after one marking period your child does not make reasonable progress, then you should consider making a referral so the entire child is looked at without further delay.

- ***If the school agrees to your referral for an evaluation of your child, discuss with the school's staff how they will complete the evaluation and IEP process*.** It is to your advantage to understand what your school will do and how you can be involved.

Step Two: The Evaluation

An evaluation is the collection of information from formal and informal testing or assessments of the student, and records, observations, and interviews that discuss special learning needs, strengths and interests. Formal tests and assessments are scaled on national, not local standards. The information is used to make key educational decisions for your child. Once your consent is given, an evaluation by the school district must be completed within 60 school days. This can seem like a very long time when you feel your child needs help. It is very important to get the evaluation started so that you do not lose valuable time which can be used later to help your child learn.

A thorough understanding of your child's strengths and weaknesses will give you a head start in getting the services he or she needs. Consult with any outside professionals who may be familiar with your child and have them provide as much information as possible. Private providers may include: Social Worker, Psychologist, Pediatrician,

Neurologist, Speech and Language or Occupational therapists, or a Tutor. Neighbors, friends and family may also have valuable input.

- ***Before the evaluation is conducted, review the areas of your child's development on which the evaluation will focus.*** Meet with the school personnel and discuss your concerns, the tests to be administered and the areas or domains pertinent to your child's issues. These domains are academic achievement, motor abilities, language and communication, intellectual abilities, social/emotional status, health, hearing and vision. If the evaluation misses looking at an area of concern, then the child will not be eligible for services in that area.

- ***In lieu of or in addition to the school's evaluation, many parents choose to have an evaluation conducted by a private psychologist or other appropriate professional.*** If you disagree with the school's evaluation, you have the right to request an independent evaluation at the school's expense. If the reports do not accurately describe your child or do not cover the areas of your child's needs, you should also request an independent evaluation or assessments of additional areas. In addition, if the school is unable to comply with time limit for the evaluation, you can request an independent evaluation. The school must consider all independent evaluations.

- ***You can request a re-evaluation at any time*.** A child must be re-evaluated every three years by law. If your child has problems that indicate that his/her special education needs and services need to be changed, you can request a re-evaluation at any time.

Step Three: The Eligibility Conference

Once the evaluation is completed, you, a group of school professionals, and any private providers you choose to assist you advocating for your child, will meet to interpret your child's evaluation results. Together you decide if your child has a disability as defined by the Individuals with Disabilities Education Act (IDEA). If it is decided that your child has a disability, an Individualized Education Plan (IEP) will be written either at the same meeting or a later one scheduled within 30 school days.

- ***Consider asking for the conference to be separate from the Individualized Education Program (IEP) meeting.*** Whether your child is eligible for special education services will be

determined at the eligibility conference. Most of the time schools request that these meetings be held together so that assessment can be directly linked to any changes needed in your child's education. Considering the amount of information to be discussed and absorbed especially during the initial eligibility conference, you may want to have the meetings separated so that you can prepare for each meeting.

- ***Request and read the evaluation report before the conference***. You need to understand the tests that were performed, why they were performed and what they indicate. If necessary meet with the school's professional who did the testing and have him/her explain it to you. Discuss it with your child's outside providers before the conference and consider having them accompany you to the meeting.

- ***If the report indicates that the child has a disability, the disability must impact the child's school performance in order to qualify for special education*.** Not every disability qualifies a child for special education. You should make sure you understand how a child's particular disability impacts or could impact his performance. Be prepared to gather information and discuss how you think that your child's disability impacts his/her educational performance.

- ***Consider whether the special education category selected for your child is the one most appropriate.*** Your child may be eligible for services under more than one special education category. Consider choosing the category, which is the most appropriate "label" for him/her. Your child's specific needs will be addressed by the IEP regardless of the category under which he/she is eligible.

Step Four: The Individualized Education Program or IEP

The Individualized Education Program (IEP) is the cornerstone of special education. It contains a description of your child's unique educational needs and it is a commitment in writing of the resources the school will provide to help them. The IEP serves as a means of cooperative decision making by parents and school staff in the best interest of the student. A well-thought out, comprehensive IEP will be a road map for the professionals providing services to your child and it will provide you with a means of evaluating your child's progress. As parents you are in a unique position to lead and coordinate the IEP

process; you know your child best and you are the only ones who interact regularly with both the school staff and the child.

The IEP Meeting

The IEP meeting is where the actual IEP is written. It is developed by a team that includes a school administrator, teachers, and other school staff involved with your child, you, and your child, if appropriate. You may bring along outside consultants such as your child's therapist, tutor, etc. Others may attend the meeting at the discretion of the school and/or parent.

One of the best ways to ensure a successful IEP meeting is to prepare ahead of time. Consider these *Parent-to-Parent Tips* when preparing for your meeting:

- ***Visit the classroom***. If it's not too distracting for your child, make an appointment to visit and observe him/her in class. Spend some time just sitting and watching.

- ***Review your child's evaluation in advance***. The evaluation determines the specific special education programs and services to which your child will be entitled. Before the IEP meeting, you should review and fully understand the evaluation results. Often times a separate meeting is held prior to the IEP meeting to thoroughly discuss the evaluation results and implications. Do not hesitate to request a separate meeting if you feel it will be helpful.

- ***Review your child's other records***. Re-familiarize yourself with any past evaluations, assessments and/or reports. You may also want to review his/her records at the local school district office, asking for an explanation of anything you don't understand. If you already have an IEP, be sure to take another look over the existing goals and objectives.

- ***Set your priorities.*** The IEP meeting can be more productive if you prioritize your issues BEFORE the meeting. Try to narrow down the major considerations that you feel are most critical to your child's progress. Having a priority list can help avoid spending too much time on secondary issues and can keep the meeting focused on what's really important for your child.

- ***Make a list of what you want to discuss.*** It's easy to forget a question or concern during the give-and-take of an IEP meeting. A list of questions, ideas, and suggestions developed ahead of time will help you focus your time and energies and ensure you don't forget any important issues.

- ***Request a rough draft of preliminary goals and draft your own.*** By reviewing rough, preliminary goals ahead of time you can think about them in a non-pressured environment as well as discuss them with any private providers. Many individual team members may also be willing to meet with you to develop preliminary goals together. This can go along way in fostering a spirit of collaboration and shared responsibility for your child's success. Additionally, it helps reduce the possibility of being surprised by an unexpected change and allows time to try and resolve any differences before the IEP meeting.

- ***Share what you know about your child and his/her disability.*** As the parent, you are the expert on your child. Your knowledge and input are invaluable. Share information about his/her behavior at home, hobbies, interests and the progress you've seen. Include a short list of tasks your child does well and those that are difficult. Also share the expertise of any outside providers (i.e. psychologist, therapist, and tutor) involved with your child. Provide the school with copies of reports or evaluations conducted privately and consider having private providers attend the meeting to offer additional input. It is difficult for everyone to be an expert in all areas of special education and the staff may not be knowledgeable about your child's specific disability. Do what ever you can—share articles, suggest books, mention new therapies, bring in private providers—to enhance the team's overall understanding.

- ***Talk with your child.*** Ask your child about classes, friends, and activities. Try to determine what is going well or what he/she would like to see changed.

- ***Know all the players ahead of time.*** The parent notification of the conference lists all the individuals invited to attend. Call your LBS if there are staff members not listed you would like to attend. Be sure you know all the team members and the role

they play in your child's education. Don't hesitate to call any team members you haven't met. If you are bringing someone to the meeting (i.e. friend, outside provider, advocate) notify the school ahead of time. If it's an Annual Review and next year's teacher has been determined, ask that he/she attend the meeting. This will provide an early opportunity for the new teacher to learn about your child and you can start to build a relationship with each other.

The IEP Document

The actual IEP document will follow a written format, which varies from school to school and district to district. The particular format is not important as long as the document provides clear guidelines for moving your child closer to meeting his/her educational objectives. Don't hesitate to ask for draft goals in advance of the meeting and share them with outside providers for input. Key IEP content areas include:

- Present level of educational performance (PLOPS)
- Annual goals and short-term instructional objectives/benchmarks
- Progress toward annual goals and how parents will be informed
- Specific special education related services, supplementary aids and services and a statement of program modifications or supports for school personnel(accommodations)
- Beginning date, amount, frequency, provider, location and anticipated duration of services and modifications
- Extent of participation in regular education programs
- Placement
- Extended School Year (Summer School Programs)

Although there is no formal requirement for parents to describe their child, remember that you know your child best. Consider writing a brief introduction about your child. Share your hopes and dreams for your child. Think about your own long-term goals and short-term objectives. You and the school team can translate your hopes for your child in to appropriate, understandable, and measurable goals.

During the actual IEP meeting, you may find it helpful to remember these *Parent-to-Parent Tips:*

- ***Bring someone with you***. Ideally, it's best for both parents to attend IEP meetings. If that's not possible, you may want to

have a friend, relative or other person not emotionally involved come to the meeting with you. They can pick up on comments you may have missed and provide important moral support. Private providers can also play an important role at the IEP meetings offering valuable insight as well as specific recommendations for your child.

- ***Greet everyone at the meeting***. It's always more pleasant for everyone to begin by exchanging greetings and introducing those persons who don't know each other. If there is someone there that you were not notified was attending, you do have the right to postpone the meeting. Conversely, if there is someone absent who should be there, you may ask to have the meeting rescheduled.

- ***Set a positive tone with positive comments.*** Everyone likes to hear positive feedback on the job they're doing. Be sure to compliment the team on what they're doing well and let them know you appreciate their efforts.

- ***Choose your battles.*** Refer to your priority list of issues to determine what things you can give on and what things you can't. When the team sees that you can be flexible about some things, it strengthens your position on matters that you think, with good reason, should not be compromised.

- ***Speak up if you have questions, or don't understand something.*** Education has a language all its own. If something comes up that is not clear to you, don't hesitate to ask for an explanation. Your questions are not an interruption; they are an important part of the process.

- ***Make sure the IEP, as it is written, reflects what the team agrees to.*** The team may need to have critical portions of the IEP read back during the meeting just to confirm that everyone understands and is in agreement. It is impossible to remember everything that's said at an IEP meeting. You will need to take notes on key agreements reached and areas for follow-up. <u>If it isn't in writing and in the IEP, it doesn't exist.</u>

- ***Capitalize on the team's collective experience.*** Every member of the team—special ed teachers, regular ed teachers, therapists, social workers, principal, private providers and

parents—everyone brings a unique and valuable perspective to the process. Regardless of his or her role on the team, everyone has the potential to offer an idea or suggestion that might benefit your child.

- ***Understand the support services your child will be receiving.*** Services are delivered in a variety of different ways. How they are provided depends upon the type and severity of your child's disability, the age or grade level, and the curriculum. It is important to understand whether your child is receiving remediation to address the underlying skill deficit or accommodations and/or modifications. Often a combination of services is the most appropriate. Factors to be considered are 1) whether remediation exists that can improve the child's underlying deficit, 2) whether it's desirable to pull the child out of the regular classroom to receive services and 3) what the priorities are for the child. (Note that the IEP should include a clear description of the services to be provided, the person responsible for providing them, as well as the frequency and duration of the service.)

- ***Discuss the learning environment in which your child is successful***. Each child responds differently to different learning environments. Some children thrive in a structured classroom, others in a more informal environment. Whatever your child's learning style, be sure to discuss it especially when determining the type of teacher that would be appropriate for your child in the coming year. Also discuss the environments and settings in which your child has difficulty performing.

- ***Know that your child's placement is determined by goals, not the other way around.*** Schools cannot decide placement (i.e. select a classroom or program) before goals are written and agreed upon. The goals dictate how the school should address your child's educational needs.

- ***Establish an effective form of communication between school and home.*** Parents and schools working together leads to greater benefits for your child. Whether it's a daily notebook, weekly phone calls, email, meetings or a monthly note home, reach an agreement on what types of communication will take place and include it in the IEP.

- ***Focus on the problem, not the person.*** If you have disagreements or concerns, be clear and specific as to what those issues are and how they are adversely affecting your child. Be constructive with your comments and avoid making accusations. Use child-focused language, e.g. "Drew works best when…"

- ***Ask about related services.*** Given the complexity of many IEP meetings, it's easy to overlook other services that might benefit your child. For example, your child may qualify for an extended school year (summer school programs) or may be entitled to assistive technology or other specialized equipment. Be sure it's discussed and considered at the meeting if you think it's appropriate for your child.

- ***Don't feel pressure to end the meeting***. If you are running out of time but do not feel all the issues have been adequately addressed, ask to reconvene the meeting for another date and time.

- ***Your signature on the IEP form does not indicate your agreement to the IEP***. It only is a record of your attendance. The only time your signature indicates your consent on the IEP is on the initial or very first IEP document.

After the IEP Meeting

The IEP document is referred to year round and provides guidance for the professionals in the schools who work with your child. Once the IEP has been agreed upon consider the following *Parent-to-Parent Tips*:

- ***Review the completed IEP***. Make sure the completed document reflects what you agreed to in the meeting. Review your notes. Be sure you understand your role in your child's education and what the school plans to do. If appropriate, discuss the IEP with your child.

- ***Put it in writing.*** Many agreements are reached that aren't necessarily written into the formal IEP. Sending a written note to the meeting's participants to confirm what was agreed upon is essential. Documenting what has been said or done is easier

than trying to reconstruct the information later and avoids misunderstandings. Compliments and expressions of appreciation should also be put in writing, including copies to the appropriate supervisors.

- ***Maintain communication with the school.*** The basis of any positive relationship is good communication and it's no different with the parent/school relationship. Talk to your child's teacher and other members of the team. Read the progress notes you receive. Attend all parent-teacher conferences and annual reviews. Keep the lines of communication open by sharing both the good and the not so good about your child.

- ***Review your child's IEP every grading period.*** You will be receiving progress reports on your child's IEP goals' coinciding with your school's marking periods. Consider if the plan is working as intended, if your child is happy and progress is being made. The IEP is not set in stone for an entire school year exempt from any changes or modifications. If changes need to be discussed, ask for a team meeting.

- ***Schedule regular check in meetings.*** It can be very helpful to have regularly scheduled check in meetings to track progress or discuss issues or concerns that may arise. It's not always necessary that the entire team attend; just those directly affected. If your child is entering a new program or has a new teacher, ask when an observation or meeting would be appropriate.

- ***Plan home activities that reinforce what your child is learning at school.*** His/her teacher and other special ed staff will be happy to suggest home activities that will help your child make progress.

- ***Pursue issues you feel strongly about.*** If you strongly disagree with the team's decisions about your child, you have the right to pursue it further. Follow-up in writing with your special education administrator reiterating your concerns. If you are still dissatisfied, contact your local district administrator (e.g. assistant superintendent, superintendent, etc.). Be sure to save this type of action for major issues of critical concern for your child.

- ***Network with other parents.*** Other parents are a great source of information, advice and support. Ask them about their experiences and how they faced particular challenges.

- ***Give yourself a break.*** Parenting a child with special needs can be extremely difficult and emotionally draining. Be sure to take care of yourself and allow time for rest and rejuvenation. Do something nice for yourself!

Step Five: The Annual Review

As your child is continually monitored and the IEP kept up-to-date, new goals and needs may become apparent. The IEP may be reviewed at any time, but it must be reviewed at least annually. If you or any school personnel are concerned about the current relevance of the IEP, it is vital that you address these concerns promptly. It is important to keep the communication lines with your child's teacher and school staff open. As you move through the IEP process, you and the school staff will fine-tune the IEP to your child's specific needs.

Note:
Sometimes even with the best intentions, school districts and parents do not always agree. You may file a challenge with the state education agency and request mediation or a hearing if you feel that the school has not adequately addressed your child's needs. There are many complex legal issues involved with the IEP process. For more information, consult the *ISBE A Parents' Guide* or contact the Illinois State Board of Education at (312) 814-5560.

III. General Special Education Information

1. Your Key Rights Under the Special Education Laws

Federal and state laws guarantee certain rights to children, parents of children being considered for placement in a special education program and parents of children enrolled in special education. You should consult the "Explanation of Procedural Safeguards" that districts provide to parents and "The Parents' Guide: The Educational Rights of Students with Disabilities" issued by the Illinois State Board of Education. The following is a summary of some of these important rights:

- **The right to request to have your child evaluated for special education needs.** You should make your request, or "referral", in writing. Your school district has ten days to respond to your request. If it agrees to an evaluation, the school district has sixty school days (at least 3 months) to complete the evaluation and hold a conference on eligibility. If it does not agree with the referral, the school district must notify you in writing. You may then request a due process hearing.

- **The right to written consent to a full evaluation of your child's needs or reevaluation by the school district.** Your written consent is necessary whether the evaluation was requested by you or by the school district. If you disagree with the results from your school district, you have the right to make a written request for an independent evaluation by a qualified professional at the school district's expense. If the school district's evaluation is determined to be incomplete, inappropriate, or insufficient, the school may be required to pay for the independent evaluation. A child receiving special education and related services must be reevaluated every three years or more frequently.

- **The right to consent to your child's *initial* placement in a special education program.** After the initial placement, any significant changes in your child's placement are determined by an IEP meeting.

- **The right to see your child's records, including test results, grades, staff reports, and all other information about his/her education.**

- **The right to privacy.** The only people who may see your child's records without your permission or prior notice are the child's teacher and other local, state, and federal education or civil rights officials who require access to student records for educational or administrative purposes. Law enforcement or medical officials who must take emergency action on behalf of your child or others may have access to student records, and records may be released without parental consent in response to a court order or subpoena.

- **The right to have your child attend, to the maximum extent appropriate and with accommodations and modifications, classes with other students who are not special education students, i.e., the "least restrictive environment."** Placement considerations must always consider first the "least restrictive environment", which is the regular education classroom the child would attend if not disabled in the child's home school. Only if that doesn't meet the child's needs, can a more restrictive environment be considered. Your child also has the right to an equal opportunity to participate in nonacademic services and extracurricular activities with supplementary aids and services.

- **The right to participate in your child's eligibility and Individualized Education Program (IEP) meetings and to help develop the IEP.**

- **The right to have someone, at your own expense, assist and represent you at meetings about your child's special education program.** You may invite another parent, a parent advocate, your child's private educational psychologist or other outside provider, an attorney, a teacher, a friend, etc.

- **The right to disagree with the school's decisions about your child's special education program.** The law has established a due process hearing system to address parent objections to their child's special education program. Prior to a due process hearing, parents are encouraged to agree to mediation through the Illinois State Board of Education to informally help both parties resolve the disagreement.

The law also requires that certain participants must be included in the IEP meeting:

- You, the **parents**, if you choose to attend. Ideally, both parents should attend the meeting.

- **Other individuals requested by you, such as private providers.** You may wish to invite persons who you think have knowledge or expertise regarding your child, such as an educational psychologist, tutor, or therapist. You may also wish to have a friend or relative or some other person not emotionally involved to lend moral support. They may also pick up on comments you may have missed.

- A **general education teacher** if your child is or may be participating in regular education. If your child doesn't have a regular education teacher, but is expected to receive at least some regular education, a regular education teacher of his or her grade level should be included.

- A **special education teacher** or, if appropriate, a **special education provider**. This should be the person who is or may be responsible for implementing your child's IEP.

- A **representative of the local school district**, other than the teacher, who is qualified to provide or supervise the provision of specially designed instruction, is knowledgeable about the general curriculum, is knowledgeable about the availability of resources, and has the authority to commit services.(Inform your child's LBS is there are specific staff members you would like invited.)

- An **individual who can interpret the instructional implications of the evaluation (e.g. school psychologist).**

- Your **child**, when appropriate or requested by you.

- **Other individuals invited by the school district**.

In addition, **other participants** are required, if appropriate:

- If behavior is an issue, a person knowledgeable about positive behavioral strategies.

- If your or your child's ability to hear or communicate in English is an issue, a bilingual specialist or interpreter.
- If transition services are needed, a representative of any agency likely to provide the services.
- If placement in a day or residential facility is possible, a representative of a non-public special education facility.

If all participants are unable to attend, you may request that the IEP be rescheduled.

Note:
You can obtain more information about you and your child's legal rights by contacting District 39, Dr. Ray Lechner (847-256-2450), or the Illinois State Board of Education, Department of Special Education (217/782-6601).

2. Student Services Personnel—Who's Who

Adapted physical education teacher. An adapted physical education teacher helps a child who is experiencing difficulties in the gross motor area and motor planning skills, which affect his/her ability to participate in the school's physical education program.

Case-manager. The case-manager is the supervisor of a child's special education program. This is your child's LBS.

Intervention specialist. An intervention specialist, who is typically a school psychologist or social worker, provides support to students, staff and families in the areas of educational consultation, assessment, intervention design and evaluation, and mental health efforts in the schools.

Learning and Behavior Specialist (LBS), In the State of Illinois, this is the title given to special education teachers. They teach special education programs or classes in which a child may participate. The LBS is also your child's Case-Manager, responsible for working with other members of the team to implements a child's IEP.

Occupational therapist (OT). An occupational therapist helps a child with fine motor development, daily living skills, and functional adaptations as they relate to the educational environment.

Paraprofessional (Parapro) Paraprofessionals assist teachers in the implementation of Individual Education Plans or Flexible Service Delivery Plans. Teachers provide instruction and paraprofessionals reinforce teaching. Most paraprofessionals are "classroom" assistants serving a small cluster of special education students in the classroom. There are also "individual" paraprofessionals assigned to a single student. Individual paraprofessionals are provided for students who require significant personal assistance (e.g. personal care, behavior monitoring).

Physical therapist (PT). A physical therapist helps a child with gross motor development, functional mobility, and muscle development.

Psychologist. A school psychologist conducts assessments and evaluations of a child's skills and abilities and devises interventions. The school psychologist is responsible for explaining the assessments and evaluations and provides educational consultation to the educational team

Regular education teacher. A child may have a regular education teacher who will discuss the child's performance in the classroom.

Social worker. A social worker or counselor assesses the child's counseling needs. He or she may also help a child improve his/her self-concept or help him/her integrate into the classroom.

Special education administrator. Dr. Ray Lechner is the administrator who is in responsible for special education, health and counseling services, and bullying and teasing programs.

Special education coordinator, Each building has a district representative assigned to help students, staff and administrators by providing technical assistance, staff development, and securing additional resources as needed.

Special education teacher In the state of Illinois, this is the title given to special education teachers. They teach special education programs or classes in which a child may participate. The LBS is also your child's Case-Manager, responsible for working with other members of the team to implements a child's IEP.

Speech/language pathologist. The speech/language pathologist provides evaluations and treatment for a child in the comprehension and use of language as well as speech production.

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3. A Mini-Dictionary of Special Education Terms

Accommodation
Accommodations are instructions for the adults working with a student on how to alter the conditions that exist for a particular assignment, test and/or environment including any assistive technology to be provided. For example, an accommodation for a test may be a reader to read the directions or having extended time. An accommodation within the environment may be to provide priority seating to a particular student.

Annual Review
The required meeting each year at which your child's progress during the past year is reviewed and plans are discussed for the year ahead. It is attended by the child's educational team: you, your child's teacher(s), a representative of your school district and other professionals who you or the school wants to include.

Behavior Management Plan
A written plan designed to target and change specific inappropriate behaviors that interfere with a student's ability to benefit from their educational program, and/or to develop and maintain relationships.

Best Practices in Special Education
Research documented, proven methods to enhance outcomes in specific areas of special education.

Early Childhood Education
Educational programs and support services available to meet the needs of the child from three through five years of age.

Eligibility Conference
A conference held to determine, change or terminate a student's eligibility for special education.

Evaluation
Diagnostic procedures conducted within an established time frame to provide information about your child, the nature of the difficulties affecting educational performance, and the type of intervention needed to help your child benefit from education.

Extended School Year
Special education and related services that are provided to a child with a disability beyond the school year as designated in the child's IEP. The child is eligible for such services when the educational team determines that the child's educational skills will significantly regress over the summer months if no educational program is provided.

Flexible Service Delivery Plan A general education intervention plan that may be implemented, with parental consent, to assist students that have not been identified as eligible for special education. Interventions are strategies, support or/adaptations for the child in the area of difficulties. Interventions are devised using both general and special education resources for a specific, short-term period of time, preferably not more than one grading period.

Free, Appropriate Public Education (FAPE)
Federal law (IDEA) mandates the right of students with disabilities to receive special education and related services which will meet his or her needs, at no cost to the parents.

Individuals with Disabilities Education Act (IDEA)
The federal law that ensures a free, appropriate public education to students with certain disabilities.

Individualized Education Program (IEP)
A written plan indicating your child's present levels of educational performance (PLOP), which includes educational goals and short-term objectives and describes the special education program and related services which will be provided to help the child reach goals. The IEP identifies the dates when these services will be in effect, criteria for measuring progress, and projected dates of achievement.

Inservice
A staff development training session given to teachers and staff at a school on a particular relevant topic.

Intervention Plan
A general education intervention plan that may be implemented, with parental consent, to assist students that have not been identified as eligible for special education. Interventions are strategies, support or/adaptations for the child in the area of difficulties. Interventions are devised using both general and special education resources for a

specific, short-term period of time, preferably not more than one grading period.

Least Restrictive Environment (LRE)
An appropriate educational setting which includes regular education children as much as possible. Special classes and separate schools are considered only when the severity or complexity of a child's disability prevents the child from making satisfactory progress in a regular class.

Modification
A change in the curriculum content or the expectations of any given assignment or project. An example of a modification would be to reduce the required number of math problems on a worksheet. Long term modifications, like reduced workload, should be reflected on the Accommodations page of the IEP.

Remediation
Instructing students to improve his/her specific skills or correcting information that he/she either learned incorrectly or did not learn when initially presented. The purpose of remediation is to raise the student's level of competence in a specific area.

Referral
The procedure established by the local school district in order to request a case study evaluation. A referral may be made by a parent or other persons who believe that a child may need special education.

Related Services
The developmental, therapeutic and other supportive services required to help a disabled child benefit from special education. These include speech pathology and audiology, psychological services, physical, occupational, and vision therapy, recreation, early identification and assessment, counseling services, possible medical services for diagnostic or evaluation purposes, transportation, school health services, social work services, and parent counseling and training.

Section 504 of the Rehabilitation Act
A civil rights law that requires special accommodations to a student's program if the student has a substantial mental or physical impairment that limits one or more of his/her major life activities.

IV. Resources for Parents

The following are some of the organizations that will provide you with helpful information. Your local public school, District 39, PASS39, and NSSED will also provide you with resources.

1. General Information

Beach Center on Disability
University of Kansas
Haworth Hall, Rm. 3136
1200 Sunnyside Ave.
Laurence, KS 66045
(785) 864-7600
www.beachcenter.org

Council for Exceptional Children
National: 1110 North Globe Rd.
Suite 300
Arlington, VA 22201
(703) 620-3660
TTY (703) 264-9446
www.cec.sped.org

Educational Resources Information Center (ERIC)
www.eric.ed.gov

Exceptional Parent Magazine
www.eparent.com

The Family Village
Waisman Center
University of Wisconsin—Madison
1500 Highland Ave.
Madison, WI 53705-2280
www.familyvillage.wisc.edu

Higher Educational and Adult Training for People with Handicaps
HEALTH Resource Center
1 Dupont Circle
Washington, D.C. 20036-1193
(800) 544-3284
(202) 854-8200 (voice/TT)

National Easter Seal Society
230 W. Monroe St., Suite 1800
Chicago, IL 60606
(800) 221-6827
(312) 726-6200
(312) 726-4258 (TTY)
www.easter-seals.org

National Information Center for Children and Youth with Disabilities (NICHCY)
P.O. Box 1492
Washington, D.C. 20013
(800) 695-0285
(202) 854-8200
www.nichcy.org

National Center for Youth with Disabilities
Adolescent Health Program
University of Minnesota
Box 721-UMHC
420 Delaware St., S.E.
Minneapolis, MN 55455
(612) 626-4032

TTY (612) 624-3939
www.peds.umn.edu/Centers/ihd/ncyd.html

National Easter Seal Society
230 W. Monroe St., Suite 800
Chicago, IL 60606
(800) 221-6827
(312) 726-6200
TTY (312) 726-4258
www.easter-seals.org

National Information Center for Children and Youth with Disabilities
P.O. Box 1492
Washington, D.C. 20013-1492
(800) 695-0285 (voice/TT)

National Organization on Disability
910 16th St, N.W., Suite 600
Washington, D.C. 20006
(202) 293-5960
TTY (202) 293-5968
www.nod.org

National Parent Network on Disabilities
1130 17th St., N.W., Suite 400
Washington, D.C. 20036
(202) 463-2299

Wrightslaw
www.wrightslaw.com

2. Services and Resources in Illinois

Illinois State Board of Education
http://www.isbe.state.il.us/

a. Parent's Guide

The Illinois State Board of Education has developed A Parent's Guide: The Educational Rights of Students with Disabilities for parents and others to learn about the educational rights of children who have disabilities and receive special education services. The Guide is not meant to replace the Explanation of Procedural Safeguards that school districts are required to provide to parents of eligible children at specific times. Additional copies of the Guide can be obtained for free from the Illinois State Board of Education (312)814-8498 or (217)782-5589.

b. Compliance

Parents with questions regarding a possible violation of a special education rule or regulation may contact special education program consultants in the Special Education Compliance Division of the Illinois State Board of Education (217)782-5589 in Springfield, or (312)814-5560 in Chicago.

c. Parent Training and Information Centers

In Illinois, there are four Parent training information Centers, funded by IDEA, to answer questions about the special education services. The centers in our area for parent information and advocacy:

Family Resource Center on Disabilities
20 East Jackson Blvd., Room 300
Chicago, IL 60604
(312)939-3519
www.fred.org
(extensive information and training)

Designs for Change
29 E. Madison, Suite 950
Chicago, IL 60602
(312)236-7252
(800)851-8728

Family T.I.E.S. Network
830 South Spring St.
Springfield, IL 62704
(217)544-5809
(800)865-7842

National Center for Latinos with Disabilities
1915-77 South Blue Island Ave.
Chicago, IL 60608
(312)666-3393
(800)532-3393

The website for the **Northern Suburban Special Education District** is:
http://www.nssed.k12.il.us/

Helpful web sites for resources and information for persons with disabilities in Illinois are:

www.familyvillage.wisc.edu/comm/illinois.html

Family Support Network of Illinois
www.familysupportnetwork.org

Infinitec Inc.
www.infinitec.org
Assistive technology

Northern Illinois Center for Adaptive Technology
3615 Louisiana Rd.
Rockford, IL 61108-6195
(815)229-2163
www.nicat.atacess.org

North Suburban Special Recreation District (NSSRA)
Provides fun recreational programs, including Special Olympics, for ages 3 thru adult. They also provide inclusion aids for regular park district activities and programs with the Wilmette Park District.

3105 MacArthur Boulevard
Northbrook, IL 60062
847.509.9400
info@nssra.org

3. Resources by Specific Disability or Issue

ADOPTION

General Information

Adoption Learning Partners
Provides online interactive course on adoption topics (e.g., transracial adoption.
www.adoptionlearningpartner.org

Adoption Specialists Listing Nationwide:
www.peds.umn.edu/iac/physicians/otherprofessionals.htm

CASE - Center for Adoption Support and Education - adoption information and articles
www.adoptionsupport.org

COMEUNITY-ADOPTION
Over 200 articles on adoption and adoptive parenting.
www.comeunity.com/adoption/index.html

NACAC - North American Council on Adoptable Children (651) 644-3036 or
www.nacac.org

NAIC - National Adoption Information Clearinghouse
Comprehensive resource on all aspects of adoption www.calib.com/naic/index.htm

Parent Network for the Post-Institutionalized Child (PNPIC)
(724) 222-1766
Email: *PNPIC@aol.com*

The Adoption Guide
Reports fraud & other unethical practices by adoption professionals and agencies.
www.theadoptionguide.com

U.S. Department of State
International adoption information by country, citizenship, immunization, guidelines for travel and more
http://travel.state.gov/adopt.html

Adoption Conferences

Chicago Area Families for Adoption (CAFFA) Parenting Through Adoption Conference. April, Location: Oak Brook
www.caffa.org

MidWest Adoption Conference (MAC) sponsered by Adoptive Families Today (AFT) Stars of David and Families with Children from China (FCC). Month: November, Location: Palatine
www.adoptivefamiliestoday.org

NACAC Conference Month: June-July
www.nacac.org

Books for Adoptive Parents

Attaching in Adoption:Practical Tools for Today's Parents, Deborah D. Gray. 2002. Perspectives Press. Indianapolis, IN.

Being Adopted: The Lifelong Search for Self, David M. Brodzinksy et. al., 1992. Doubleday, New York.

Help for The Hopeless Child: A Guide for Families, Ronald S. Federici. 1998. Dr. Ronald Federici and Associates

The Explosive Child: A New Approach for Understanding and Parenting Easily Frustrated, Chronically Inflexible Children by Ross W. Greene, Ph.D.(2nd Edition).2001. Quill/HarperCollins Publishers Inc.,New York.

The Highly Sensitive Child: Practical Solutions for Out-of-Bounds Behavior by Karen Smith and Karen Gouze. 2004. Harper Resource, New York.

SenseAbilities: Understanding Sensory Integration by Maryann Colby Trott et. al. 1993. Therapy Skill Builders. San Antonio, TX. [1800-228-0752]

The Sensory Sensitive Child by Elaine N. Aron. 2002. Broadway Books, New York.

Books with Adoption Themes for Children

Adoption is For Always by Linda Walvoord Girard. 1986. Albert Whitman & Co.

A Mother for Choco by Keiko Kasza. 1996. Puffin Books, New York.

Beginnings: How Families Come to Be by Virginia Kroll. 1994. Albert Whitman and Co. Morton Grove, Illinois.

Families are Different by Nina Pellegrini. 1991. Holiday House, New York.

I Don't Have Your Eyes by Carrie A. Kitze. 2003. EMK Press, New Jersey

Let's Talk About It….Adoption by Fred Rogers. 1998. Paperstar Books, New York.

Mama, Do You Love Me? By Barbara Lavallee. 1991

Mommy Far, Mommy Near: An Adoption Story by Carol Antoinette Peacock. 2000. Albert Whitman and Co, Morton Grove, Illinois.

One Wonderful You by Francie Portnoy. 2001. The Children's Home Society of North Carolina

The Mulberry Bird: An Adoption Story-Revised by A.B. Brodzinsky. 1996. Perspectives Press, Indianapolis, Indiana.

Twice Upon-A-Time: Born and Adopted by Eleanora Patterson. 1987. EP Press.

Why Am I Different? by Norma Simon. 1976. Albert Whitman and Co. Morton Grove, Illinois.

Adoption Support Groups for Parents

AFT - Adoptive Families Today
P.O. Box 1726 Barrington, IL 60011-1726 (847) 382-0858
www.adoptivefamiliestoday.org

CAFFA - Chicago Area Families for Adoption
www.caffa.org

PBM
108 1212 S.Naper Boulevard Suite 119
Naperville , IL 60540-8360
(630)585-4680

CHEER
Children of Eastern European Regionswww.cheerchicago.org

FCC
Families with Children from China
www.fwcc.org

FRUA
Families for Russian and Ukrainian Adoption including neighboring countries.
www.frua.org

Los Ninos de Nuestros-Guatemala Support Network-Listserve of over 800 families– email: *thomasschiller@msn.com* (Thomas & Karen Schiller)

KAAN – Korean American Adoptee, Adoptive Family NetworkPO BOX 5585, El Dorado Hills, CA 95762
www.kaanet.com

OCDF – Our Chinese Daughters Foundation, Inc.
A non-profit foundation that supports families with children adopted from China.): PO Box 1243 Bloomington, IL 61702-1243 - for a complimentary newsletter email: *gberry1223@aol.com*

PNPIC
The Parent Network for The Post-Institutionalized Child (Eastern Europe)
www.pnpic.org

RESOLVE
The National Infertility Association, network of chapters nationwide
(888) 623-0744
www.resolve.org

Stars of David
3175 Commonwealth Ave., Suite 100
Northbrook, Il 60062-1915
(847)-509-9929
www.starsofdavid.org

VAN

Vietnamese Adoptee Network, Inc.
www.van-online.org

Adoption Support Groups for Children

AFT
Adoptive Families Today
P.O. Box 1726 Barrington, IL 60011-1726 (847) 382-0858
www.adoptivefamiliestoday.org

Adoption Monthlies

Adoptive Families Magazine
www.adoptivefamilies.com

Adoption Medical News at
www.adoptionnews.org/pub3.html

Adoption Today Magazine at
www.adoptionshop.com

Fostering Families TODAY Magazine
www.adoptionshop.com

Cultural Resources - Catalogs

Asia for Kids:Your Key to Cultural Connections
www.asiaforkids.com

Culture for Kids (513) 563-3100 or
www.cultureforkids.com

Multicultural Kids at
www.multiculturalkids.com

Perspectives Press at
www.perspectivepress.com

Tapestry Books: An Adoption Book Catalog (800) 765-2367 or
www.tapestrybooks.com

AIDS

CDC National AIDS Hotline
American Society Health Association
P.O. Box 13827
Research Triangle Park, NC 27709
(800) 342-2437
(919) 361-8400
www.ashastd.org

ALLERGIES & ASTHMA

Asthma and Allergy Foundation of America
1233 20th St., N.W., Suite 402
Washington, DC 20036
(800) 727-8462
(202) 466-7643
www.aafa.org

ADD/ADHD

Children and Adults with ADD/ADHD
CHADD
National: 8181 Professional Place
Landover, MD 20785
(800) 233-4050
(301) 306-7070
www.chadd.org

Local: CHADD North Suburban
(847) 501-5662

CHADD Lake County
(847) 470-4288

National ADD Association
1788 Second St., Suite 200
Highland Park, IL 60035
(847) 432-ADDA
www.add.org

APRAXIA

Childhood Apraxia Network of Chicago
Contact: Holly Olmsted-Hickey
E-mail: chicagoapraxia@attbi.com

Apraxia Kids
http://www.apraxia-kids.org/

ASSISTIVE TECHNOLOGY

Family Guide to Assistive Technology
http://www.pluk.org/AT1.html

Assistive Technology Act of 1998
http://www.section508.gov/docs/AT1998.html

IDEA Practices, Resources on Assistive Technology
http://www.ideapractices.org/resources/topic.php?subcatID=73

The Illinois Assistive Technology Project (IATP). Statewide, non profit agency funded under the Technology-Related Assistance for Individuals with Disabilities Act of 1998.
http://www.iltech.org/

TechIDEAS (reports): Synthesis on the Use of Assistive Technology with Infants and Toddlers (Birth Through Age Two). U.S. Office of Special Education Programs, Susan Mistrett (SUNY at Buffalo) and staff at the American Institutes for Research. February 2001.
http://www.air-dc.org/techideas/reports.html

TechIDEAS (reports): Synthesis on the Selection and Use of Assistive Technology. American Institues for Research for the U.S. Office of Special Education Programs. December 2000.
http://www.air-dc.org/techideas/reports.html

TechIDEAS (reports): Promising Practices in Technology: Supporting Access To, and Progress In, the General Curriculum. Office of Special Education Programs. June 2000.
http://www.air-dc.org/techideas/reports.html

TechIDEAS (reports): Reaching for the Sky: Policy to Support the Achievement of Students with Disabilities. A collaborative product of the National Association of State Boards of Education and the Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education. 1999.
http://www.air-dc.org/techideas/reports.html

TechIDEAS (reports): Technology for Students with Disabilities: A Decision Maker's Resource Guide. A Collaborative production of the National School Boards Association and the Office of Special Education Programs, Office of Special Education and Rehabilitative Services, and U.S. Department of Education. 1997.
http://www.air-dc.org/techideas/reports.html

INFINITEC
A Broad spectrum site for parents of teachers of children with many different disabilities. It is the assistive technology program of the United Cerebral Palsy Association of Greater Chicago. The mission of Infinitec is to advance independence and promote inclusive opportunities for children and adults with disabilities through technology. Services provided through Infinitec include information services, access to assistive technology equipment, training and education programs, as well as access to specialists.
www.infinitec.org

Infinitec Members Site
www.coalitionconnection.org/members/mo-login.cfm

ATAXIA

National Ataxia Foundation
2600 Fernbrook Le., Suite 119
Minneapolis, MN 55447
(763) 553-0020
www.ataxia.org

AUTISM

Autism Research Institute
4182 Adams Ave.
San Diego, CA 92116
(619) 281-7165
www.autism.tv

Autism Society of America
7910 Woodmont Ave., Suite 300
Bethesda, MD 20814
(800) 328-8476
(301) 657-0881
www.autism-society.org

Autism Society of Ilinois
2200 S. Main St., Suite 317
Lombard, IL 60148
(630) 691-1270
www.autismillinois.org

Autism-Asperger's Digest magazine
Future Horizons
721 W. Abram St.
Arlington, TX 76013
(800) 489-0727
www.autismdigest.com/

CAN (Cure-Autism Now)
5455 Wilshire Blvd., Suite 715
Los Angeles, CA 90036
(888) 8-Autism (288476)
(323) 549-0500
www.canfoundation.org

Interdisciplinary Council on Developmental and Learning Disorders
4938 Hampden Lane, Suite 800
Bethesda, MD 20814
(301) 656-2667
www.icdl.com

O.A.S.I.S. (Online Asperger Syndrome Information Site)
www.udel.edu/bkirby/asperger/frame2.html

www.teacch.com

autism-society.org

www.futurehorizons-autism.com

Current information on autism
www.autism-biomed.org

Maap Services
P.O.Box 524
Crown Point, IN 46308
(219) 662-1311
www.maapservices.org

BRAIN INJURY

Brain Injury Association
105 N. Alfred St.
Alexandria, VA 22314
(800) 444-6443
(703) 236-6000
www.biausa.org

CEREBRAL PALSY

UCP National (a/k/a)
United Cerebral Palsy Association
1660 L St., N.W., Suite 700
Washington, DC 20036
(800) 872-5827
(202) 776-0406
TDD (202) 973-7197
www.ucp.org

UCP of Greater Chicago
(312) 368-0380

CLEFT PALATE

Cleft Palate Foundation
(American Cleft Palate-Craniofacial

Association)
104 South Estes Dr., Suite 204
Chapel Hill, NC 27514
(919) 933-9044
www.cleftline.org

CRANIOFACIAL DISORDER

About Face USA
1407 ½ N. Wells
Chicago, IL 60610
(888) 486-1209
www.aboutface2000.org

DEATH OF A CHILD

Compassionate Friends, Inc.
P.O. Box 3696
Oak Brook, IL 60522-3696
(877) 969-0010 (toll free)
(630) 990-0010
www.compassionatefriends.org

DEVELOPMENT DISABILITIES

The ARC of the United States
1010 Wayne Ave, Suite 650
Silver Spring, MD 20910
(800)433-5255
(301)565-3842
www.thearc.org

Illinois:
1820 Ridge Road
Suite 303
Homewood, IL 60430
(708) 206-1930
www.thearcofil.org

Glenkirk ARC
3504 Commercial Ave.
Northbrook, IL 60062
(847) 272-5111
www.glenkirk.org

DOWN SYNDROME

National Association for Down Syndrome (NADS)
P.O. Box 4542
Oak Brook, IL 60522-4542
(630) 325-9112
www.nads.org

National Down Syndrome Society (NDSS)
666 Broadway
New York, NY 10012
(800) 221-4602
(212) 460-9330
www.ndss.org

National Down Syndrome Congress
1370 Center Dr., Suite 102
Atlanta, GA 30338
(800) 232-6372
(770) 604-9500
www.ndsccenter.org

DYSLEXIA

Dyslexia Research Institute, Inc.
5746 Centerville Rd.
Tallahasse, FL 32308
(850) 893-2216
www.dyslexia-add.org

International Dyslexia Asso.(IDA)
Chester Building, Suite 382
8600 LaSalle Rd.
Baltimore, MD 21286-2044
(800) 222-3123
(410) 296-0232
www.interdys.org

Illinois Branch of IDA
751 Roosevelt Rd., Suite 301
Glen Ellyn, IL 60137
(630) 469-6900

Recording for the Blind & Dyslexic
20 Roszel Rd.
Princeton, NJ 08540
(609) 452-0606
www.rfbd.org

EPILEPSY /SEIZURE DISORDERS

American Epilepsy Society
342 North Main St.
West Hartford CT 06117
(860) 586-7505
www.aesnet.org

Epilepsy Foundation of America (EFA)
4351 Garden City Drive
Landover,MD 20785
(800) 332-1000
(301) 459-3700
www.efa.org

FETAL ALCOHOL SYNDROME/ EFFECT

Family Empowerment Network Support for Families Affected by Fetal Alcohol Syndrome
610 Langdon St., Room 517
Madison, WI 53703
(800) 462-5254
(608)262-6590

FRAGILE X SYNDROME

National Fragile X Foundation
P.O. Box 190488
San Francisco, CA 94119
(800) 688-8765
www.fragilex.org

HEARING IMPAIRMENT

National Association of the Deaf (NAD)
814 Thayer Ave.
Silver Spring, MD 20910-4500
(301) 587-1788
TTY (301) 587-1789
FAX (301) 587-1791
www.nad.org

HEART DISORDERS

American Heart Association
7272 Greenville Ave.
Dallas, TX 75231-4596
(800) 242-8721
www.americanheart.org

IMMUNE DISORDERS

Immune Deficiency Foundation (IDF)
40 W. Chesapeake Ave., Suite 308
Towson, MD 21204
(800) 296-4433
www.primaryimmune.org

LEARNING DISABILITIES

(See also Nonverbal Learning Disabilities)

Learning Disabilities Association of America(LDA)
National:
4156 Library Road
Pittsburgh, PA 15234
(412) 341-1515
www.ldanatl.org

Illinois: 10101 S. Roberts Road
Palos Hills, IL 60465
(708) 430-7532

www.ldanatl.org/affiliates/IL

LD Online
(The Coordinated Campaign for Learning Disabilities)
www.ldonline.com

Schwab Learning Foundation
www.schwablearning.org

All Kinds of Minds
www.allkindsofminds.org

MENTAL HEALTH RESOURCES

NAMI-Cook County North Suburban
Offers resources and courses for parents of children with brain-based emotional and behavioral disorders.
847-724-1460
www.namiccns.org

National Alliance for the Mentally Ill
www.nami.org

Child & Adolescent Bipolar Foundation
www.bpkids.org

Depression and Bipolar Support Alliance
(National Depressive & Manic-Depressive Association)
www.dbsalliance.org

Bipolar Network News
National Institute of Mental Health
http://www.bipolarnews.org

Depressive and Related Affective Disorders Association (DRADA)
John Hopkins Hospital
www.drada.org

National Mental Health Association
www.nmha.org

National Institute for Mental Health
www.nimh.nih.gov

American Academy of Child & Adolescent Psychiatry
www.aacap.org

Depression & Related Affective Disorders Association
www.drada.org

Anxiety Disorder Association of America
901-231-9350
www.adaa.org

American Foundation for Suicide Prevention
www.afsp.org

Conduct Disorders
www.conductdisorders.com

National Eating Disorder Information Center
www.nedic.ca

National Center for Post Traumatic Stress Disorder
www.ncptsd.org

Mental Health Reading Materials:

Cytrn, L. & McKnew, D.H., (1996) Growing Up Sad: Childhood Depression and It's Treatment

Fieve, R.R. (1989), Moodswing

Goodwin, F. & Jamison, K.R., (1990), Manic-Depressive Illness

Greene, R.W. (1998), The Explosive Child: A new Approach for understanding and parenting Easily Frustrated, Chronically Inflexible Children

Hales, Dianne R., (1995), Caring for the Mind

Jaminson, K.R. (1993), Touched with Fire:Manic Depressive Illiness and the Artistic Temperament

Jamison, K.R., (1995), An unquiet Mind

Koplewicz, H.S., It's Nobody's Fault: New Hopes for Difficult Children and their Parents

Koplewicz, H.S., (2002), More Than Moody: Recognizing and Treating Adolescent Depression

Lee, J. & Simpson, C., Coping with Anxiety and Panic Attacks

Levine, Mel, (2002), A Mind at a Time

Miklowitz, D.J. & Goldstein, M.J., (1997), Bipolar disorder: A Family-Focused Treatment Approach

Miller, T.W., Children of Trauma: Stressful Life Events and their Effects on Children and Adolescents

Monti, P.M., Colby, S.M. & Colby, S.M. (Eds.) (2001), Adolescents, Alcohol and Substance Abuse: Reaching Teens Through Brief interventions

Nattenshorn, A., When Your Child Has An Eating Disorder: A Step by Step Workbook for Parents and Other Caregivers

Papolos. D. & Papolos J., (2002), The Bipolar Child: The Definitive and Reassuring Guide to Childhood's Most Misunderstood Disorder (2nd Ed.)

Turecki, S., The Difficult Child

Williams, J.M.G., The Cry of Pain: Understanding Suicide and Self-Harm

Local Mental Health Centers

Josselyn Center
Full spectrum community health center. Individual and FamilyTherapists, Social Skill Groups, Diagnostic Testing, Psychiatric Services.
405 Central Ave., Northfield, Il
(847)-441-5600
www.josselyn.org

Family Service Center of Glenview, Kenilworth, Northbrook Wilmette
Individual and Family Therapists
1167 Wilmette Ave., Ste. 201, Wilmette
2320 Glenview Rd., Glenview
1830 Techny Ct., Northbrook
847-251-7350
www.familyservicecenter.com

Family Service Center of Winnetka/Northfield
Individual and Family Therapists
992 ½ Greenbay Rd., Winnetka
847-446-8060
www.familyservicewn.org

MUSCULAR DYSTROPHY

Muscular Dystrophy Association
3300 E. Sunrise Drive
Tucson, AZ 85718
(800)572-1717
(520)529-2000
www.mdausa.org

NONVERBAL LEARNING DISABILITES

Asperger Syndrome Coalition of the U.S.
(section on NLD)
P.O. Box 351268
Jacksonville, FL 32235
1-866-4ASPRGR
www.asperger.org

LD Online
(section on NVLD)
www.ldonline.org

NLDline.com
www.nldline.com

NLD on the Web!
www.nldontheweb.org

Nonverbal Learning Disability Association
2446 Albany Ave.
West Hartford, CT 06117
(860)570-0217
www.nlda.org

The Lighthouse Project
www.thelighthouseproject.com

OBSESSIVE COMPULSIVE DISORDER (OCD)

OCF of Metropolitan Chicago
2300 Lincoln Park West, Chicago, IL 60614
(773)880-1635
www.ocfchicago.org

Newsletter, Resources, Local Support Groups, Training, Advocacy and Much More!

Obsessive Compulsive Foundation (OCF)
P.O. Box 9573, New Haven Connecticut 06535
(203) 401-2070
www.ocfoundation.org

National advocacy organization for information on OCD and the OC Spectrum Disorders and for treatment referrals. The OCF publishers a bimonthly newsletter, maintains an extensive website that includes a section for adolescents and young adults, and among other projects, holds an Annual Conference.

Obsessive Compulsive Information Center (OCIS)
Madison Institute of Medicine
7617 Mineral Point Rd, Madison, WI 53717
www.miminc.com

Provides articles and pamphlets on OCS and OC Spectrum Disorders and will do literature search.

OCD Children's Books

Arturo, Jose and Benson, Rena, You Do That Too?

Foster, Connie, Kids Like Me

Foster, Constance H., Polly's Magic Game: a child's view of obsessive-compulsive disorder

Moritz, E. Katia and Jablonsky, Jennifer, Blink, Blink, Clop, Clop:Why We Do Things We Can't Stop

Niner, Holly L, Mr. Worry

Wagner, Aureen Pinto, Up and Down the Worry Hill: A Childrens Book about Obsessive-Compulsive Disorder and its Treatment.

Hesser, Terry Spencer, Kissing Doorknobs

Reading for Adults

Worried No More: Help and Hope for Anxious Children, Pinter Wagner Aureen, PHD. For concerned school personnel and parents who want to learn strategies for working with OCD and behavior therapy.

Obsessive-Compulsive Disorder: Help for Children and Adolescents. Waltz, Mimi. For parents and professionals involved in the treatment of young people with OCD.

Obsessive Compulsive Disorder in Children and Adolescents: Johnston, Hugh M.D. and Fruehling, J. Jay, M.A. Guide to understanding children and adolescents with OCD.

Getting Control: Overcoming Your Obsessions and Compulsions, Baer, Lee, PHD. Provides step–by-step program to evaluate symptoms, establish goals and design exercises to regain control.

Anxiety disorders in children and Adolescents, March, John, MD. Overview of the causes and treatment of anxiety disorders written by a physician for mental health professions.

PHYSICAL DISABILITIES

Shriners Hospitals for Crippled Children
2900 Rocky Point Drive
Tampa, FL 33607
(800)237-5055
(813)281-0300
www.shrinershq.org/hospitals

March of Dimes Birth Defects Foundation
1275 Mamaronick Avenue
White Plains, NY 10605

(888)663-4637
(914)428-7100
www.marchofdimes.com

National Rehabilitation Information Center
4200 Forbes Blvd, Suite 202
Lanham, MD 20706
(301)459-5900
(800)346-2742
www.naric.com

RARE DISORDERS

National Organization for Rare Disorders
55 Kenosia Ave.
P.O. Box 1968
Danbury, CT 06813
(800) 999-6673
(203) 744-0100
www.rarediseases.org

Genetic Alliance
4301 Connecticut Ave., Suite 404
Washington, DC 20008-2304
(202) 966-5557
www.geneticalliance.org

SCOLIOSIS

National Scoliosis Foundation
5 Cabot Place
Stoughton, MA 02072
(800)673-6922
(781)341-6333
www.scoliosis.org

SICKLE CELL DISEASE

Sickle Cell Disease Association of America
200 Corporate Pointe, Suite 495
Culver City, CA 90230
(800)421-8453
(310)216-6363
www.sicklecelldisease.org

SPINA BIFIDA

Spina Bifida Association of America
4590 MacArthur Blvd., NW, Ste.250
Washington DC 20007-4226
(800)621-3141
(202)944-3285
www.sbaa.org

SPINAL CORD INJURIES

National Spinal Cord Injury Association
6701 Democracy Blvd., Suite 300-9
Bethesda, MD 20817
(800) 962-9629
(301)588-6959
www.spinalcord.org

STUTTERING

National Center for Stuttering
200 E. 33rd Street
New York, NY 10016
(800)221-2483
(212)532-1460
www.stuttering.com

TAY-SACHS DISEASE

National Tay-Sachs and Allied Diseases Assoc.
2001 Beacon St., Suite 204
Brighton, MA 02135
(800) 906-8723
www.ntsad.org

TOURETTE SYNDROME

Tourette Syndrome Association
National:
42-40 Bell Boulevard
Bayside, NY 11361-2820
(718)224-2999
www.tsa-usa.org

VESTIBULAR DISORDERS

Vestibular Disorders Association
P.O. Box 4467
Portland, OR 97208-4467
(503) 229-7705
www.vestibular.org

Recording for the Blind & Dyslexic
20 Roszel Rd.
Princeton, NJ 08540
(609) 452-0606
www.rfbd.org

VISUALLY IMPAIRED

American Foundation for the Blind
11 Penn Plaza, Suite 300
New York, NY 10001
(800) 232-5463
(212) 502-7600
www.afb.org

National Association for Parents of Children with Visual Impairments
P.O. Box 317
Watertown, MA 02471
(800) 562-6265
(617) 972-7441
www.spedex.com/napvi

National Association for Visually Handicapped
22 W. 21st St.
New York, NY 10010
(212) 255-2804
www.navh.org

4. Publications

Special Education Advocacy Books:

Better IEP's, How to Develop Legally Correct and Educationally Useful Programs by Barbara Bateman and Mary Anne Linden, Sopris West Publishing (303) 651-2829.

Negotiating the Special Education Maze, A Guide for Parents and Teachers, Woodbine House (800) 843-7323.

The Complete IEP Guide, How to Advocate for Your Special Ed Child by Lawrence M. Siegel, Nono Press (800) 992-6656.

From Emotions to Advocacy, The Special Education Survival Guide by Pam and Pete Wright,
www.wrightslaw.com

Publishing Sources:

ADD Warehouse
Online catalog of books, videos and other products for all developmental disorders.
www.addwarehouse.com

Pacer Insititute
Insititute on Community & Integration
University of Minnesota
104 Pattee Hale
150 Pillsbury Drive, SE
Minneapolis, MN 55455
(952) 838-9000
www.pacer.org

Special Needs Children:
Resources for parents at the Wilmette Public Library

Adult Collection

Anderson	Negotiating the Special Education Maze: A Guide For Parents and Teachers (371.9/AN)
Beck	Expecting Adam: A True Story of Birth, Rebirth, and Everyday Magic, (362.1983/BE)
Berube	Life as We Know It: A Father, a Family and an Exceptional Child (649.15/BE)
Boyles	The Learning Differences Sourcebook (370.1523/BO)
	Parenting a Child With Attention Deficit/Hyperactivity Disorder (649.153/BO)
Breggin	Talking Back to Ritalin: What Doctors Aren't Telling You About Stimulants for Children (618.9285/BR)
DeGrandpre	Ritalin Nation: Rapid-Fire Culture and the Transformation of Human Consciousness (618.9285/DE)
Diller	Running on Ritalin: A Physician Reflects on Children, Society, and Performance in a Pill (616.8589/DI)
Flick	ADD/ADHD Behavior-Change Resource Kit: Ready-to-Use Strategies & Activities For Helping Children With Attention Deficit Disorder (618.9285/FL)
Greenspan	The Child With Special Needs: Encouraging Intellectual and Emotional Growth (649.15/GR)
Hall	Straight Talk About Reading: How Parents Can Make a Difference During the Early Years (372.41/HA)
Haller	Learning Disabilities 101: A Primer For Parents (371.9/HA)
Hallowell	WhenYou Worry About the Child You Love: Emotional and Learning Problems in Children (618.9289/HA)
Hodgdon	Visual Strategies for Improving Communication (371.9/HO)
Holbrook, ed.	Children With Visual Impairments: A Parent's Guide (649.1511/CH)
Hurford	To Read Or Not to Read: Answers to All Your Questions About Dyslexia (616.8553/HU)
Lelewer	Something's Not Right: One Family's Struggle With Learning Disabilities, an Autobiography (371.9/LE)
Levine	What to Do When Your Child Has Trouble at School (371.9/LE)
Marschark	Raising and Educating a Deaf Child (362.42/MA)

March, ed.	From the Heart: On Being the Mother of a Child With Special Needs (649.15/FR)
Mate	Scattered: How Attention Deficit Disorder Originates and What You Can Do About It (616.8589/MA)
Pierangelo	Parents' Complete Special Education Guide: Tips, Techniques, and Materials For Helping Your Child Succeed in School and Life (371.9PI)
Sears	The ADD Book: New Understandings, New Approaches to Parenting Your Child (618.928589/SE)
Shin,ed.	Learning Disabilities Sourcebook: Basic Information About Disorders Such As… (REF/371.92/LE)
Siegel	The Complete IEP Guide: How to Advocate For Your Special Ed Child (371.9/SI)
Silver	The Misunderstood Child: Understanding and Coping With Your Child's Learning Disabilities (618.9285/SI)
Smith	Learning Disabilities A to Z: A Parent's Complete Guide to Learning Disabilities From Preschool to Adulthood (371.92/SM)
Sternberg	Our Labeled Children: What Every Parent and Teacher Needs to Know About Learning Disabilities (371.92/ST)
Sweeney	The Special Needs Reading List: An Annotated Guide to the Best Publications for Parents and Professionals (REF/362.4/SW)
Vail	Smart Kids With School Problems: Things to Know and Ways to Help (371.95/VA)
Wright	Wrightslaw: Special Education Law (371.9/WR)
Zimmerman	The ADD Nutrition Solution: A Drug-Free Thirty Day Plan (616.8589/ZI)

Parent-Teacher Collection (Youth Services Department)

Babb	Adopting and Advocating For the Special Needs Child: A guide for Parents and Professionals (P/T J362.73/BA)
Connelly	A World Upside Down and Backward: Reading and Other Learning Disorders (P/T J371.91/CO)
Greene	Finding Help When Your Child Is Struggling in School (P/T J371.19/GR)
Seligman	Ordinary Families, Special Children: A Systems Approach to Childhood Disability (P/T J362.4/SE)
Simons	After the Tears: Parents Talk About Raising a Child With a Disability (P/T J649/SI)
Singer	Coping With Your Child's Chronic Illness (P/T J618.92/BA)

Staub	Delicate Threads: Friendships Between Children With and Without Special Needs in Inclusive Settings (P/T J302.3/ST)
Sumar	Yoga For the Special Child (P/T J615.82/SU)
Thompson	Raising a Handicapped Child: A Helpful Guide for Parents of the Physically Disabled (P/T J649/TH)

Videos

Educating Peter (VHS 371.928/ED)
How Difficult Can this Be? Understanding Learning Disabilities (VHS 371.9/HO)
A New Idea For Special Education: Understanding the System and the New Law
(VHS 371.9/NE)
Successfully Parenting Your Baby With Special Needs (VHS 649.15/SSU)
Your Child and ADD/ADHD: A Parent's Guide (VHS 616.8589/YO)

Web Sites

Children With Disabilities
www.childrenwithdisabilities.ncjrs.org/
LD OnLine: The Interactive Guide to Learning Disabilities For Parents, Teachers, and Children
www.ldonline.org/
National Information Center for Children and Youth with Disabilities
www.nichcy.org/
Special Needs Resources
www.schoolnet.ca/sne/e/snewww.html

Wilmette Public Library, 847/256-5025,
www.wilmette.lib.il.us

Magazines

Autism-Asperger's Digest magazine
Future Horizons
721 W. Abram St.
Arlington, TX 76013
(800) 489-0727
www.autismdigest.com/

McKenzie School Parent Resource Center 9/2003

Book and Video List- compiled by Kathy Brandeisky, LCSW

Raising Lifelong Learners Lucy Calkins

How to Parent So Children Will Learn Sylvia Rimm

Why Bright Kids Get Poor Grades Sylvia Rimm

The Read Aloud Handbook Jim Trelease

Real Boys William Pollack

Raising a Son Don Elium

Raising a Daughter Jeanne Elium

Growing Up: It's a Girl Thing* Mavis Jukes

The Care and Keeping of You: the Body Book for Girls* Valorie Lee Schaefer

Reviving Ophelia Mary Pipher

Ritalin Nation Richard J. DeGrandpre (re: Rough Spot theory)
I Never Get Anything! Thomas Phelan

123 Magic (books and 2 videos) Thomas Phelan

The New Dare to Discipline James Dobson

Pick Up Your Socks and Other Skills Growing Children Need Elizabeth Crary

Survival Guide for Parents of Gifted Children Sally Yahnke Walker

Childhood Speech, Language and Listening Problems Patricia McAleer Hamaguchi

The Out-of-Sync Child: Recognizing and Coping with Sensory Integration Dysfunction Carol Stock Kranowitz

Aspergers Syndrome: A guide for parents and professionals Tony Attwood

Attention Deficit Disorder & Learning Disabilities Ingersoll & Goldstein

The Difficult Child Stanley Turecki

Dr. Larry Silver's Advice to Parents Larry Silver

The Misunderstood Child Larry Silver

Raising Your Spirited Child Mary Sheedy Kurcinka

Special Kids Need Special Parents Judith Loseff Lavin

Teaching Your Child The Language of Social Success Duke, Nowicki & Martin

Playground Politics Stanley Greenspan

Helping the Child Who Doesn't Fit In Stephen Nowicki

Ready or Not: What Happens When We Treat Our Children as Adults Kay S. Hymowitz

Freeing Our Families From Perfectionism Thomas Greenspon

Perfectionism: What's Bad about Being Too Good Miriam Adderholt

The Irreducible Needs of Children Brazelton and Greenspan

Best Friends/Worst Enemies Michael Thompson (2)

The Good Divorce Constance R. Ahrons

Easing the Teasing Guide (4) Judy Freedman

Rough Spot Training: a Manual for Teachers and Parents (10) London/Monjes

Emotional Intelligence Daniel Goleman

Moral Intelligence of Children Robert Coles

Raising Adopted Children Lois Ruskai Melina

Making Sense of Adoption: a Parent's Guide Lois Ruskai Melina

Normal Children Have Problems Too Stanley Turecki

The Hurried Child David Elkind

Keys to Parenting Your Anxious Child Katharina Manassis

New Parent Power John Rosemond

The Explosive Child Ross Green

Discipline with Dignity Richard Curwin

How Your Child is Smart Dawna Markova

Homework Without Tears Lee Canter

The Defiant Child Douglas Riley

Thinking, Feeling, Behaving Ann Vernon (re: Rough Spot)

Easing the Teasing (2) Judy Freedman

Eating, Sleeping & Getting Up: How to Stop Daily Battles with Your Child Carolyn Crowder

Mind at a Time (2) Mel Levine

Myth of Laziness Mel Levine

How to Behave So Your Children Will Too Sal Severe

Moving with Children Olkowski& Parker

Parenting A Struggling Reader Susan Hall & Louisa Moats

Straight Talk About Reading Susan Hall & Louisa Moats

Siblings Without Rivalry (rev.) Adele Farber/Elaine Mazlish

The Shy Child Ward Swallow

The Secure Child Stanley Greenspan

Silver Spoon Kids: How Successful Parents Raise Responsible Children Eileen Gallo & Jon Gallo

Caring For Your School-Aged Child Ages 5-12 American Academy of Pediatrics

S.T.E.P.: The Parent's Handbook (revised) Dinkmeyer & McKay

Developing Talent in Young People Bloom, ed. (donated by Margo Brewer)

In Their Own Way Thomas Armstrong (donated by Margo Brewer)

Awakening Your Child's Natural Genius Thomas Armstrong (donated by Margo Brewer)

Discipline with Dignity Curwin and Mendler (donated by Margo Brewer)

Literacy: Helping Children Construct Meaning J. David Cooper (donated by Margo Brewer)

The Bookfinder 5: When Kids Need Books Sharon Spredeman Dreyer

Social and Emotional Development of Gifted Children Neihart, Reis, Robinson & Moon, Ed. (donated by Jim Schopp/Ellie Logan)

You Read to Me and I'll Read to You Janet Schulman, selector (donated by Cinda Axley)

Video: "A Walk in Your Shoes" Noggin's Disabilities Awareness

(McKenzie School Library donation)

Dinosaur's Divorce* Laurene Krasny Brown

My Life Turned Upside Down, But I Turned It Rightside Up*

Mary Blitzer Field

The Bear Who Lost His Sleep: a story about worrying too much* Jessica Lamb-Shapiro

The Lion Who Lost His Roar: a story about facing your fears*

Marcia Shosanna Nass

The Hyena Who Lost Her Laugh: a story about changing your negative thinking* Jessica Lamb-Shapiro

The Penguin Who Lost Her Cool: A story about controlling your anger* Marla Sobel

Let's Talk about Having Allergies* Elizabeth Weitzman

Taking Cerebral Palsy to School* Mary Elizabeth Anderson

Taking Food Allergies to School* Ellen Weiner

Taking Diabetes to School* Kim Gosselin

Taking A.D.D. to School* Ellen Weiner

Taking Seizure Disorders to School* Kim Gosselin

Taking Cystic Fibrosis to School* Cynthia S. Henry

Taking Asthma to School* Kim Gosselin

I'm Tougher than Diabetes * Alden R. Carter

The Berenstain Bears and the truth* Stan Berenstain

The Berenstain Bears get in a fight* Stan Berenstain

The Berenstain Bears learn about strangers* Stan Berenstain

The Berenstain Bears and the bad dream* Stan Berenstain

The Berenstain Bears: no girls allowed* Stan Berenstain

The Berenstain Bears get the gimmies* Stan Berenstain

The Berenstain Bears-the trouble with friends* StanBerenstain

The Berenstain Bears and the bully* Stan Berenstain

The Berenstain Bears and the blame game* Stan Berenstain

The Berenstain Bears and too much teasing* Stan Berenstain

Every Time I Blow My Top I Lose My Head* Laura Slap-Shelton

Bullies are a Pain in the Brain* Trevor Romain

A Volcano in my Tummy: Helping Children Handle Anger* Whitehouse and Pudney

The Lovables in the Kingdom of Self Esteem* Diane Loomans

Wemberly Worried* Kevin Henkes (donated by Kathy Brandeisky)

Just the Way You Are* Marcus Pfister (donated by Kathy Brandeisky)

Sometimes I Feel Like I Don't Have Any Friends* Tracy Zimmerman

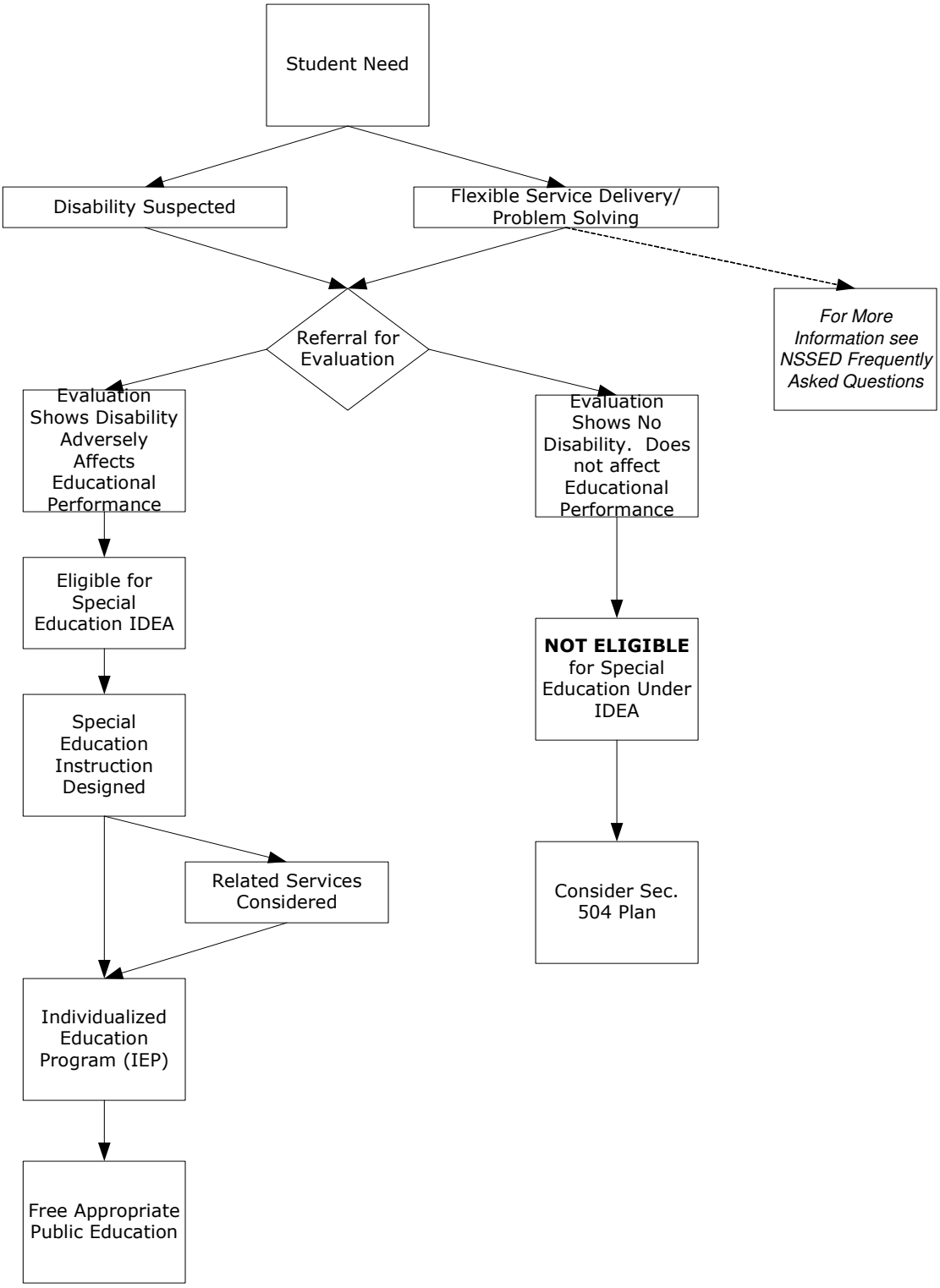
New Additions 9/03

Backtalk Audrey Ricker and Carolyn Crowder

The Overscheduled Child Alvin Rosenfeld and Nicole Wise

Emotionally Intelligent Parenting Elias, Tobias & Friedlander

The Friendship Factor Kenneth Rubin

*books for parent/child reading & discussion compiled by Kathy Brandeisky, L.C.S.W. McKenzie School Social Worker

Special Education Eligibility Process