

THE UTAH Special EDUCATOR

VOL. 18 NO. 1 SEPTEMBER 1997

Published and edited by: Utah Learning Resource Center, 2290 East 4500 South Suite 220, Salt Lake City, UT 84117, 272-3431, 1(800) 662-6624, FAX# 272-3479



Features

From The Editors: Are You Up For The Challenge?	2
Guest Editorial: One Staffer's Perspective On The Reauthorization Of IDEA	3
A New IDEA for Special Education	4
Creation Of A "User's Manual" Explaining Current Procedures For Implementing IDEA 1997	5
The IDEA 1997: Reaffirming Our Commitment To Fairness And Opportunity	7
Reauthorization Of IDEA...What To Expect (I+D+E+A x 1997 - H = C)	9
Some Thoughts About IDEA And I-15 Reconstruction	10
Deaf Are Different	11
A Great Opportunity	11

And...

*Monthly Updates
Announcements
Service Directory*

New Opportunities, New Challenges...

IDEA 1997 What to Expect

For the first time in the history of special education, federal legislation focuses on improving educational outcomes for students with disabilities. The IDEA reauthorization outlines broad goals for the field that will help ensure students with disabilities receive a quality education and identifies the tools educators need to provide quality educational services.

Nancy D. Safer,
Executive Director
Council for Exceptional Children

From The Editors

Are You Up For The Challenge?

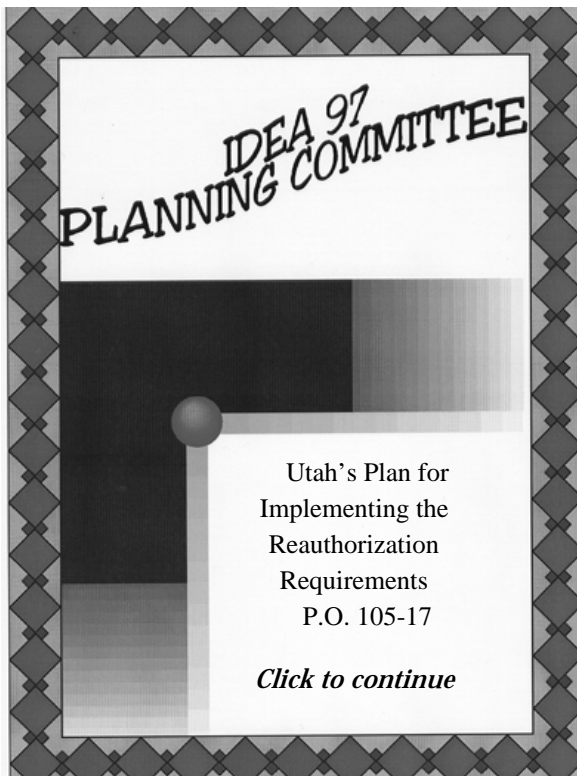
Jerry Christensen and Randy Schelble, ULRC Program Specialists

On June 4, 1997, President Clinton signed into law the reauthorization of the Individuals with Disabilities Act (IDEA). With this signing our State is faced with many new opportunities and challenges. What do the changes in IDEA mean for the state, districts, individual teachers, children and families? The ongoing theme of this year's *Utah Special Educator* is "New Opportunities, New Challenges..." In this initial issue, we focus on responses from various agencies to this reauthorization. Future issues address other changes affecting special education—discipline, assessment, general education involvement, and mediation.

Although some of the components of the reauthorization went into effect this past July, many of the changes impacting schools will not be required until

IDEA 1997 Planning Committee Website

<http://www.monitoring.sdl.usu.edu/re3.htm>



July, 1998. One of the opportunities and challenges Utah faces is how to be involved during this transition year. We are faced with two choices—sit back and allow the Office of Special Education Programs (OSEP) to develop guidelines for the statute or be proactive and interpret the new legislation by developing our own guidelines in line with OSEP. We have chosen to be proactive by creating an IDEA 1997 Planning Committee who in the next year will be creating guidelines in a "user's manual" format for educators across the state. The progress of the IDEA 1997 Planning Committee can be accessed on a specially created homepage (<http://www.monitoring.sdl.usu.edu/re3.htm>). Check it out if you have questions. In addition, Utah's Federation Council for Exceptional Children representative, Steve Hirase, will be seeking input and answering questions from Utah educators by holding open forums in individual districts.

With all of the challenges we face, it is important to remember the spirit of the law—providing appropriate educational programs for students with disabilities. IDEA 1997 reauthorization moves the focus from ensuring students with disabilities receive educational services to ensuring they have the supports they need to learn and achieve in appropriate educational settings. In Utah we have done a good job in providing a range of services for students with disabilities, from special schools to being fully included in general education classes. We now have the opportunity to increase our teaching skills which will in turn lead to greater student learning and achievement.

As we face these new

opportunities and challenges, in the upcoming year, the enormity of the task requires greater collaboration among agencies and families. It also requires greater involvement by each of us. Take time to read the following articles, access the updates from the IDEA 1997 Planning Committee, offer input at local forums, and help move education for students with disabilities into the 21st century. Are you up for the challenge?

THE UTAH Special -E D U C A T O R

The *Utah Special Educator* is published and edited by the Utah Learning Resource Center, Carriage Hill Office Building, 2290 E. 4500 S., Suite 220, Salt Lake City, Utah 84117, (801) 272-3431, (800) 662-6624. The Utah Special Educator is a publication of the Utah Special Education Consortium. The consortium board members are: Ted Kelly, Vickie Ahlstrom, Cindy Maw, Tammy Abernathy, Helen Post, Ken Reavis and Stevan Kukic.

The Utah Learning Resource Center Staff:

Coordinator

Bruce Schroeder

Program Specialists

*Jerry Christensen

Karen Marberger

*Randy Schelble

Tracy Stewart

Davalee Saley Miller

*Editors of this issue.

Secretarial Staff

Mary Baldwin

Cheryl Smith

The purpose of the *Utah Special Educator* is to serve as a medium for the dissemination of information related to promising practices and other dimensions in the provision of a Comprehensive System of Personnel Development. The *Utah Special Educator* is also available in alternative formats.

All views and opinions expressed represent the authors and do not necessarily reflect the views and opinions of the Utah Learning Resource Center, the Utah Special Education Consortium, or the Utah State Office of Education.

The Utah Learning Resource Center is a project funded through the Utah State Office of Education to the Utah Special Education Consortium for a Comprehensive System of Personnel Development.

One Staffer's Perspective On The Reauthorization Of IDEA

Rebecca Dean Shipp, Legislative Assistant,
Office of Senator Orrin G. Hatch

When I was studying for my Master's Degree in Education at Boston University, we were all required to take a course on "Special Education" issues. This was the first time I ever heard of the Individuals with Disabilities Education Act (IDEA). Little did I know that three years later, I would be a part of an emotional debate over a piece of legislation which is arguably one of the most important congressional achievements in the area of disability policy.

As everyone knows, there are extremely sensitive issues associated with IDEA and a lot of very well meaning people often find themselves on opposite sides of the debate. The challenge was how to reconcile these issues without destroying the underlying commitment to children with disabilities.

We watched as during the 104th Congress the process to reauthorize IDEA slowing unraveled. Amid the emotion and tumult of then Majority Leader Dole's last day as a United States Senator, there were efforts to pass IDEA reauthorization. It was a personal priority of Senator Dole to accomplish this on his last day in the Senate, and I'm sure, a disappointment when it could not be done. Senator Dole's maiden speech in the Senate was on disability policy. I remember feeling very discouraged that, if on his final day as a United States Senator, Majority Leader Dole could not get unanimous consent to pass IDEA, I was not sure that IDEA would ever pass, especially if the strategy was to pass it by unanimous consent where it only takes one senator to object.

As the 105th Congress began, most everyone working on IDEA realized that IDEA was a "now or never" proposition. The main section of IDEA is permanently authorized and so, if we were not

...I can also appreciate that the perfect should not become the enemy of the good. The political fact remained that IDEA could be endlessly debated by numerous groups who all have legitimate interests and may want to promote changes. Eventually it is in everyone's best interest to reach closure and pass the bill.

successful in making changes to the program during the 105th Congress, momentum to take on the cause again, would steadily diminish. Senator Hatch was particularly aware of how well Utah did under the discretionary elements of IDEA and how Utah's important research efforts might be compromised if authorization lapsed.

A working group of leadership and committee staff was convened. They worked mostly behind closed doors in order to facilitate compromise. However, I was able to communicate Utah's concerns to members of the working group. I believe that we were successful in bringing attention to the issue of the "flow through" provisions which Utah has utilized to support collaboration

between the Utah State Office of Education and institutions of higher learning, parents of children with disabilities, and local school districts. Senator Hatch felt very strongly that the ultimate decision on the best use of IDEA funds should be left to the state. He communicated his concerns to Senator Jeffords, Chairman of the Committee on Labor and Human Resources.

After an extended period of negotiation, the working group released elements of their proposal and moved quickly to scheduling floor time. While I can certainly appreciate the need to negotiate in secret, I did find it a little frustrating not to be able to review the proposal while it was in development. Moreover, the bill was being presented as a bill that must pass unamended. Any amendment would be tantamount to killing it. This put members of Congress in the awkward position of wanting to support the underlying bill, but still having concerns about being unable to make improvements.

But, I can also appreciate that the perfect should not become the enemy of the good. The political fact remained that IDEA could be endlessly debated by numerous groups who all have legitimate interests and may want to promote changes. Eventually it is in everyone's best interest to reach closure and pass the bill. In the end, the 105th Congress demonstrated its commitment to educating students with special needs and to funding IDEA at a level more consistent with IDEA's authorization levels.

Assisting Senator Hatch on this legislation was an honor for me. It was a pleasure for me as well to be able to work with the dedicated professionals in Utah and the many committed parents of children with disabilities.

A Message from...

State Director Stevan Kukic and
Special Education Coordinator Mae Taylor-Sweeten

A New IDEA For Special Education

On June 4, 1997, President Clinton signed Public Law 105-17, the most comprehensive change to special education since PL 94-142 in 1975. The reauthorization battle is over. It is time to get to the business of implementing this paradigm for special education. In this article, we will summarize major changes in IDEA 97. In addition, we will describe the Utah strategy for implementing this new law.

IDEA 1997: A Brief Listing Of Changes

While it is impossible to write a thorough and brief summary of IDEA reauthorization changes, I will outline several of the major and critical issues that most directly affect special education teachers.

As of June 4, 1997, the following changes are in force:

Evaluation:

- A. Parents' consent required for reevaluation (with some exceptions);
- B. Evaluation information must include, among others, information about access to and progress in the general curriculum;
- C. Reevaluations still every three years, but the team (includes parents) may determine that no additional testing data is needed (notice and rights provided to parents).

Classification (Eligibility):

- A. Parents are required to be part of the eligibility determination;
- B. Team report provided to parent;
- C. Students are not eligible, if the determinant factor is the lack of instruction in reading or math, or limited English proficiency.

Placement:

- A. Parents must be members of the placement team;
- B. If a district made FAPE available to a student, and parents placed the student in a private school, special education services are not due to the student as an entitlement;
- C. Private school reimbursement may be reduced or denied if:
 1. Parents did not inform the IEP team of concerns and intent to place student in private school at public expense, or
 2. Failed to provide written notice of such intentions 10 days before privately placing the child, or
 3. Parents failed to make the child available for an evaluation.

Discipline:

- A. Regular disciplinary actions (10 day rule) still applicable, as for non-disabled peers;
- B. Not later than 10 days after taking disciplinary action, the district shall convene an IEP meeting to develop or review/modify a functional behavioral assessment plan;
- C. Interim Alternate Educational Setting (IAES) placement, up to 45 days:
 1. May be ordered if the student brings weapons, or possesses, sells, or uses illegal drugs/controlled substances at school,
 2. Must be an IEP team decision,
 3. IAES must enable student to participate in the general curriculum, although in another setting (this means content, not location),
 4. IAES must provide services/modifications described in current IEP, to enable student to meet IEP goals, and
 5. IAES must provide services/modifications to address the

behavior "so that it does not recur;"

- D. If the student is deemed dangerous to self or others, the district may request a hearing officer order placing the student in an IAES for up to 45 days (with certain conditional requirements).

Manifestation Determination (Re: Discipline):

This is required if there is a question about the cause of the behavior if:

- A. Disciplinary action is over 10 days,
- B. The IEP team and "other qualified personnel" must make the determination;
- C. The determination is made within 10 days after the decision to discipline;
- D. The parent must be notified of all procedural safeguards (parents' rights);
- E. The IEP team may determine that behavior is not a manifestation of the disability only if:
 1. In relation to behavior, the IEP and placement are deemed appropriate;
 2. The IEP services and behavior intervention strategies were implemented;
 3. The disability did not impair the ability of the child to understand the consequences and impact of the behavior; and
 4. The disability did not impair the student's ability to control his/her behavior;
 5. The team must consider evaluation and diagnostic results, information supplied by the parent, student observations, and the appropriateness of the IEP and the placement;
- F. Parents may challenge the determination or placement decision and receive an "expedited" hearing. If so, stay put is the IAES.

Students Not Yet Eligible:

- A. May assert IDEA protections if it can be shown that the school district had knowledge about the student's potential eligibility;
- B. The district will be deemed to have such knowledge if:
1. The parent has expressed concern in writing to school personnel that the child is in need of special education;
 2. The parent has requested an evaluation;
 3. The behavior or performance of the child demonstrated a need for special education; or
 4. The teacher or other school personnel expressed concern about the child's behavior or performance to the special education director or to other school personnel.

Referral To Law Enforcement/Judicial Authorities:

- A. A district is not limited from reporting a crime committed by a student with a disability to appropriate authorities;
- B. If the district reports a crime (as above), it must ensure that copies of the special education and disciplinary records of the student are transmitted to the authorities.

Again, please remember that the changes described above are not inclusive, but are only a brief example of major changes affecting teachers. Please look to your local directors of special education for more thorough guidance or changes required by IDEA 1997. Expanded and thorough direction will be provided to and by school districts in an ongoing fashion during the coming months.

Creation Of A "User's Manual" Explaining Current Procedures For Implementing IDEA 1997

Donna Suter and Randy Schelble,
Member of the IDEA 1997 Planning Committee

Purpose

The purpose of the Utah IDEA 1997 Planning Committee is to bring stakeholders together to determine how IDEA 1997 will be implemented. Groups represented on the Planning Committee are: Local Education Agency Directors (LEAD), the Utah State Board of Education Advisory Committee for Children with Disabilities (USBEACH), the Utah State Office of Education, the Superintendents' Association, the Local School Board Association, parents, the Legislative Coalition for People with Disabilities, the Disability Law Center, and institutes of higher education.

Principles

As the Utah IDEA 1997 Planning Committee meets, the following principles will guide the group's discussions:

- Make implementation of IDEA 1997 more manageable for teacher, parents, and administrators.
- During this year of transition keep the tension between no anxiety and maximum anxiety.
- The starting point of all discussions will be IDEA 1997.
- Use Stephen Covey's Seven Habits of Highly Effective People:
 - * Be Proactive
 - * Begin with the End in Mind
 - * Put First Things First
 - * Think Win/Win
 - * Seek First to Understand, Then to be Understood
 - * Synergize
 - * Sharpen the Saw
- Invent the Future
- It is not business as usual in Utah!

Committee Priorities and Focus

Beginning of 1997-1998 School year, the committee's priorities will include:

- Dissemination of consistent information regarding IDEA 1997
- IDEA 1997 changes in effect for the start of the 1997-1998 school year:
 - * Procedural Safeguards
 - * Evaluation and Reevaluation
 - * Parental Participation
 - * Discipline
- Making recommendations to the Office of Special Education Programs (OSEP) regarding IDEA 1997 federal regulations
- Determination of PAR monitoring procedures for the 1997-1998 school year

Beginning of 98-99 School year, the committee's focus will be:

- Creation of a "User's Manual" explaining current procedures for implementing IDEA 1997
- Addressing needed changes in state statutes
- Development of Utah State Rules and Regulations (what color will they be?)
- Procedures for Local Education Agency (LEA) applications, district policy manuals, and forms
- Development of the State Program Improvement Grant

Structure

The Utah IDEA 1997 Planning Committee decided to use a task-force approach for identifying implementation procedures and developing the User's

Manual. Recommendations of task force committees will be submitted to the IDEA 1997 Planning Committee for approval. Each task force will be facilitated by co-chairs from the State PAR Monitoring contract and the Utah Learning Resource Center. Steve Kukic and Mae Taylor-Sweeten will be ad hoc members of each task force committee who will review drafts of task force documents prior to submission to the Planning Committee.

Membership on each task force committee will include a minimum of:

- Co-chairs
- District Director(s)/Coordinator(s) or designees
- USOE Technical Assistant
- Parent
- General Educator
- Special Educator

Note: Parent, general educator, special educator membership will first be filled by USBEACH members.

Task Force Committees

Evaluation and Eligibility

- Child Find
- Consent
- Evaluation Content
- Re-evaluation
- Definitions
- Eligibility

Funding (current standing Special Education Finance Committee)

- Distribution of Federal Funds
- Distribution of Excess Funds
- Set Aside Funds
- Maintenance of Effort Waivers
- Local Maintenance of Fiscal Effort
- Incidental Benefit

Placement

- Least Restrictive Environment (LRE)
- Unilateral Placement
- Private School Students
- Charter Schools

Procedural Safeguards

- Procedural issues (when to provide)
- Content
- Notice of Meeting
- Mediation
- Due Process Hearings
- Attorney's Fees

Individualized Education Program (IEP)

- PLEP
- Goals/Benchmarks/Objectives
- Special Education and Related Services
- Supplementary Aids and Services
- Transition
- Participants
- Team Considerations
- Progress Reports
- General Education Services
- Program Modifications

Discipline

- Short Term Suspension
- Behavior
- Least Restrictive Behavioral Interventions (LRBI)
- Assessment/Intervention Plans
- Interim Alternative Educational Setting
- Manifestation Determination
- Expedited Due Process Hearing
- Safety
- Students Not Yet Eligible
- Referral to Law Enforcement
- Corrections
- Suspension/Expulsion

SEA Requirements

- Interagency Agreements
- Comprehensive System of Personnel Development (CSPD)
- State Assessments
- State Performance Goals and Indicators
- Monitoring

Model IDEA 1997 "User's Manual"

For each area of the federal requirements:

- Purpose Statement
- For specific federal requirements:
- Quotation of the Requirement from the Federal and/or State code
- Statement of the Checklist item(s)
- Explanation of the Checklist item(s)
- Examples and Non-Examples
- Check for Understanding Examples
- Quality Issues
- FAQs: Frequently Asked Questions

"Since its enactment in 1975, IDEA has given children with disabilities the right to sit in the same classrooms and learn the same skills as their fellow Americans—helping to ensure that all children have access to the best education. Today three times as many disabled young people are enrolled in colleges and universities, and twice as many Americans with disabilities in their twenties are in the workplace."

President Clinton,
at the signing of IDEA 1997
Reauthorization
June 4, 1997

The IDEA 1997: Reaffirming Our Commitment To Fairness And Opportunity

Daniel Morgan, Department of Special Education and Rehabilitation, Utah State University

I am old enough to remember what it was like to be a special educator before the passage of P.L. 94-142. One of my most vivid memories from my public school teaching career occurred during my second week on the job after graduation from Western Michigan University in 1968. I was a crisis teacher (what we now call a resource teacher) for junior high behaviorally disordered students in a suburban Detroit school district. During third hour, the door to my classroom opened and the principal walked in with his arms wrapped in a double-hammerlock around an 8th grader. The principal then proceeded to put his knee on the student's rump and knee-booted him the rest of the way into my very small classroom. The principal turned to me and said, "He's yours!". I meekly replied, "OK".

After school, I asked the principal if I should call the student's mother or the district psychologist. Being a man of few words, he said, "No." He then tersely indicated that: (a) I could talk to the mother if she attended the regularly scheduled parent-teacher conference three weeks hence, and (b) there was nothing that the district psychologist could do that would help. While I did not realize it then, in subsequent years it became very clear what had happened on that morning—My principal had just screened, referred, assessed, determined eligibility, wrote the IEP, and selected the placement for this student. All by himself.

That was not the only procedurally incorrect decision students with disabilities and their parents experienced in the years prior to 1975. Unfortunately, there were countless times when students with disabilities and their parents found themselves caught in a system without rules—or worse, caught in a system too often

driven by arbitrary, unilaterally determined rules and procedures. Students with disabilities and their parents encountered a system that denied them access to equality of opportunity by not providing appropriate services to meet their unique needs. One million children and youth with disabilities were excluded entirely from public schools and were denied the opportunity to be educated with their peers. Many families were forced to find services, at their own expense, outside of the public school system that could meet the needs of their children. No formal mechanism was available to these families if they wished to make a complaint or express disagreement about the lack of services, the lack of opportunity, or the lack of recognition of their children's right to an appropriate education.

Now, almost 30 years after my first encounter with special education policies and procedures, I teach the special education law course at Utah State University (USU). Both Masters' students in special education and individuals enrolled in USU's Administrative/Supervisory Endorsement Program are required to take this course. Because of the latter requirement, a large percentage of students who enroll are primarily elementary or secondary educators with little or no formal training in special education law other than that which they have acquired on-the-job.

The course content includes the basic requirements of IDEA, the *Utah Rules*, Section 504/ADA, and important court cases. In addition, a variety of "hot issues" are addressed such as discipline, least restrictive environment, related services, private schools, due process hearings, and assessment. Now that we have a "new" IDEA, the content of the course will need to be updated to address the changes that

have been or will be made in the ways schools provide special education and related services to students with disabilities.

As I begin the process of retooling course content, another set of concerns are interacting with my normally linear approach to this subject matter. Specifically, I am very concerned that we are becoming so procedurally preoccupied with the letter of the law that we are in danger of losing sight of the spirit of the law. That is not to even remotely suggest that the letter of the law—i.e., the regulations, rules, and procedures—is not important. I will still devote significant time and attention to the "what's" and "how's" of IDEA—how to give appropriate notice and how to obtain consent, how to discipline students legally, how to conduct manifestation determinations, how to conduct expedited due process hearings, how to develop IEPs that are reasonably calculated to confer educational benefit, how to place students in the least restrictive environment, and so on.

As important as these procedural issues are, however, significant attention to the spirit, or the "why's," of the law is also equally important. It may be naive, but I think people will more readily abide by a law or follow a set of rules or adhere to a collection of policies and procedures when they have an understanding of why the law/rule/policies/procedures exist in the first place. In addressing this issue, avoiding the easy and obvious answers will be a challenge. For example, how many of you would choose any one or more of the following responses to the question, "Why is it important to follow IDEA's rules and procedures"?

- A. To avoid a due process hearing.
- B. To avoid being sued.
- C. To avoid a PAR citation.

D. To stay in the good graces of my special education director.

E. To stay out of trouble.

Actually, all of these are reasonably legitimate answers and provide sufficiently potent motivation to produce a reliable and procedurally adequate performance. However, maybe it is time to generate other more positive reasons for complying with the IDEA.

As a starting point, I will try to remind (perhaps "inculcate" is a better word) students who enroll in SPED 606 in the next year or so of the following:

1. The history of special education is full of stories about injustices and indignities suffered by students with disabilities and their families as they have tried to simply enter the schoolhouse door.
2. The fact a student has a disability does not diminish that student's right to participate in or contribute to our society on an equal basis with his or her peers. Fair does not mean treating everybody the same.

Procedural compliance is very important, but a preoccupation with procedures (aka "paperwork") can be debilitating. Even Congress recognized this when, in Section 601 of Part A of the reauthorized act, they said that over 20 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by (among other things) "focusing resources on teaching and learning while reducing paperwork and requirements that do not assist in improving educational results." Procedural perfection is difficult to achieve. Procedurally exquisite individualized education programs (IEPs) are nice; positive outcomes for kids are nicer.

History provides abundant evidence that we must continue to scrupulously protect the rights of children and youth with disabilities to ensure that their right to an education that offers equality of opportunity will not be denied through ignorance, administrative convenience, narrow-minded reasoning, or casual and/or sloppy compliance.

Making genuine good faith efforts, acting reasonably, finding common

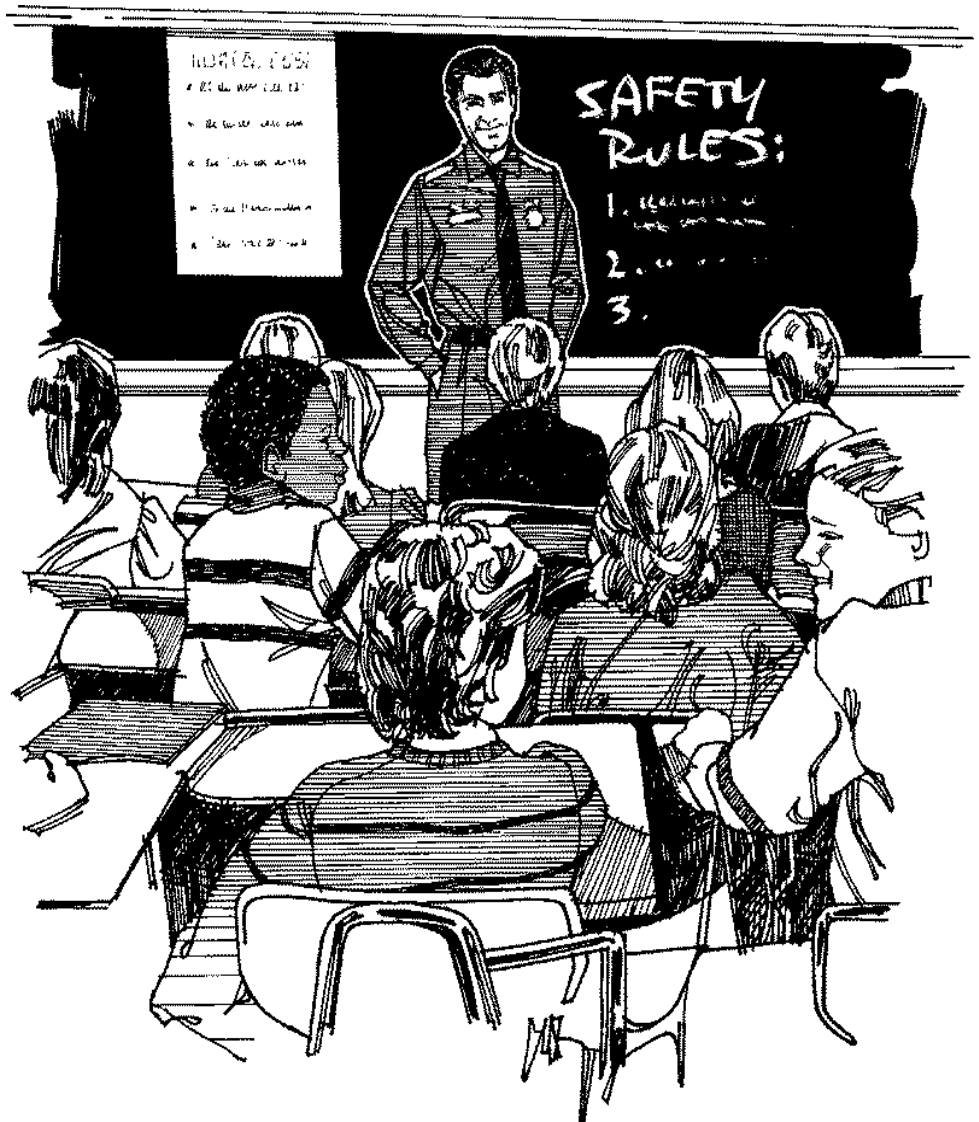
ground, making decisions on a case-by-case basis, accepting "it depends" as an answer to your legal questions, and maintaining a priority focus on the students served in your special education program will go a long way toward meeting the spirit of the law.

The IDEA 1997 represents a reaffirmation of the ideals and commitments our nation made to students with disabilities over 20 years ago. At the IDEA 1997 signing ceremony held in the White House Rose Garden in June, Judith Heumann, the Assistant Secretary in the U.S. Department of Education over the Office of Special Education and Rehabilitative Services, referred to the vision offered by the

new IDEA:

We can see a future where we finally put an end to the divisive, false argument that goes, "something for your child means something less for my child." If the American experience tells us anything, it is that expanding opportunity lifts us all up.

We have come a long way since IDEA was first passed 22 years ago, and we still have a ways to go. Making lasting progress will require both continued vigilance to the procedural requirements of the law and a renewed commitment to the ideals embodied in the law. Now the work really begins.



Reauthorization Of IDEA...What To Expect

I+D+E+A x 1997 - H = C

Darla Saunders, Part H (Soon to be Part C) Coordinator,
Baby Watch Early Intervention

Since early intervention for infants and toddlers with disabilities first became a part of the Individuals with Disabilities Education Act (IDEA) it has been referred to as Part H. Well-I-I-I...no longer. Early intervention (birth through age 2 years) becomes Part C under the provisions of the IDEA 1997 Amendments. Luckily, Part C has some time to prepare for the implementation of that portion of IDEA which is scheduled to go into effect on July 1, 1998.

Additional requirements and the strengthening of language in the law may have a significant impact on early intervention service delivery, especially in terms of where early intervention services are provided. The equivalent to Least Restrictive Environment (LRE) in Part B is the "natural environment" for infants and toddlers under Part C. The 1991 amendments to IDEA state: "...to the maximum extent appropriate to the needs of the child, early intervention services must be provided in natural environments, including the home, and community settings in which children without disabilities participate." This must now be documented on the Individualized Family Service Plan (IFSP). The 1997 revisions say that early intervention services will only be provided in other settings when services cannot be achieved satisfactorily in the natural environment. This environment may be in the child's home, in a local child care setting, at Grandma's, in play group during Mom's bowling club, in church nursery, etc. If services are provided in a setting other than the natural environment, there must be written justification which notes the extent to which any services will not be provided in a natural environment.

Previously, the early intervention portion of the law did contain requirements relative to the transition of a child from early intervention to preschool, Part B services. The 1997 IDEA Amendments now require Part B, along with Part C, to have policies and procedures to assure a "smooth and effective transition" for the

child and family during the 3-to-3 transition. There is now a provision which indicates the local education agency (LEA) will participate in transition conferences for the child moving from Part C to Part B, and an IEP or IFSP must be in place by the child's third birthday. This new provision will have little impact in Utah because of the work which has been done during this past year by the Transition Task Force group and the efforts of Sue Olsen from the Baby Watch Early Intervention staff and John Killoran, the former 619 Coordinator at the Utah State Office of Education. Policies and procedures are being reviewed and awaiting final approval in both agencies for a transition procedure which meets the requirements of the new statute. Once the procedures are approved, technical assistance activities will be held around the state to familiarize preschool and early intervention staff with the appropriate transition protocol.

An exciting new component of the law "encourages states to expand opportunities for children under three years of age who would be at risk of having a substantial developmental delay if early intervention services were not provided." Reauthorization allows the use of early intervention funds to expand and strengthen linkages with public and private agencies to identify, evaluate, make referrals, and conduct periodic follow-up of "at-risk" infants and toddlers. This population has long been a concern for those working in the early childhood community. Many times children who do not meet eligibility requirements for specific programs seem to fall into that great black hole where no services can be accessed. The intent of the new legislation seems to provide opportunity to help foster the development of systems to help those children deemed at-risk.

Just as IDEA 1997 provides opportunity for the mediation process in the Part B system, it also applies equally to the early intervention system. The only differences are the names used to refer to the Part B or Part C agencies or local

service providers. For instance reference to the "state education agency" in Part B is changed to read the "state's lead agency" in Part C. In Utah this is the Utah Department of Health, Baby Watch Intervention Program. The Part B reference to the "local education agency" changes to read the "local early intervention service provider" under Part C; and references to free, appropriate public education (FAPE) are considered to be references to "the provision of appropriate early intervention services to infants and toddlers with disabilities."

Additional changes in the law as well as the specific statute references can be found in a copy of Public Law 105-17, the IDEA Improvement Act of 1997; Part B, Assistance for Education of All Children with Disabilities; and Part C, Infants and Toddlers with Disabilities. Two very informative and helpful documents have come from the National Association of State Directors of Special Education, Inc. (NASDSE). One, titled *Comparison of Key Issues: Current Law and 1997 IDEA Amendments*, was published in May, 1997. The second is titled *Comparisons of Key Early Childhood Issues: Previous Law and P. L. 105-17, 1997 Amendments. The Infants and Toddlers Program (Part C), The Preschool Program* and published in June, 1997. The National Early Childhood Technical Assistance System (NEC*TAS) has prepared a briefing paper which specifically addresses natural environment issues. The NEC*TAS paper is being included in a larger Office of Special Education Program (OSEP) document which we have been assured will provide additional critical information and should soon be available. OSEP is saying the regulations which will further clarify the statute are to be available in April, 1998.

Some Thoughts About IDEA And I-15 Reconstruction

Ron Witter, Chair, Utah State Board of Education
Advisory Council for Students with Disabilities (USBEACH)

When it comes right down to it, there are a lot of parallels between the I-15 road reconstruction project and the reauthorization of IDEA. Both systems have been around for a number of years, both have been the center of controversy and debate for a long time, and both are undergoing a renovation "from the ground up." During the redesign phase, both will severely test the limits of nearly every optimist in the state of Utah, both will make life much more interesting in the future, and both will present significant frustration along the way.

Whether referring to I-15 or IDEA 1997, the overriding challenge at this time will be to come up with a system that is somehow better. No one can really say that there was not some room for improvement in either our freeways or our special education system. However, since the process which led to the reauthorization of IDEA was fraught with intense political divisiveness and bickering between groups who share the common goal of improving special education, significant challenge has been set before all of us. The key to success in the evolution of IDEA as it proceeds from the legislative phase to implementation lies in the willingness of all parties to set aside differences and to invest sufficient time and effort into the current discussions so that the special education system which we will all come to live with translates into a better deal for kids with disabilities.

Utah's advisory committee, Utah State Board of Education Advisory Committee for Students with Disabilities (USBEACH), will be addressing many facets of IDEA 1997 during the coming year. Changes to the law have expanded the role and function of the USBEACH committee. In the past, USBEACH was empowered to advise the state office of education on unmet needs in special education, assist in the development and reporting of evaluations and data, and to comment on proposed state rules/regulations and procedures for distribution of funds. As of June 4, 1997, the role of the advisory committee has been expanded to include the additional responsibilities of

Whether we are talking about IDEA 1997 or I-15, these are truly critical times...here's hoping we can all maintain our sense of perspective and keep sight of where we're heading.

advising the state on the development of corrective action plans and guiding the Utah State Board of Education in the development and implementation of policies relating to the coordination of services. In other words, USBEACH will have a significant voice in special education in Utah.

The membership composition of USBEACH will also change as a result of the new federal mandates. Parents of children with disabilities and individuals with disabilities must now represent a majority of the committee. Currently these groups make up 28 percent of USBEACH. Federal law further specifies that other groups must participate on the advisory committee which have not been a part of it in the past. These include representatives of private and charter schools; state agencies involved in financing or delivering related services; state juvenile and adult correction agency officials; and community, vocational, or business organizations concerned with transition services. One of the first orders of business for USBEACH this year will be to develop a strategic plan to bring the state into compliance in the area of the committee's role and membership.

USBEACH will be concerned with all aspects of IDEA 1997 and plans to keep the State Board well apprised of its position on key issues as they relate to reauthorization and how it will be implemented in Utah. Discipline, student behavior, diversity, access to general education curriculum, and increased parent involvement in the special education process are some of the major "hot" topics which will be discussed in the coming months. USBEACH will also participate in

activities which the state office is coordinating to develop special education regulations, policies and procedures. Fortunately, the USBEACH committee takes its responsibility seriously. The advisory committee has representatives who are committed and passionate about special education who can get the job done.

All persons who are interested in special education in Utah are encouraged to make their comments known to the USBEACH committee. Each meeting of the advisory committee is open to the public. To facilitate communication, USBEACH is in the process of setting up a site on the internet as a subpage of the Utah State Office of Education's website (<http://www.usoe.k12.ut.us/sars/usbeach.html>). This site will contain the names and phone numbers of persons who are on the committee, upcoming meeting dates/times/ places, a list of agenda items and meeting minutes. The USBEACH website will help to facilitate the communication process.

Whether we are talking about IDEA 1997 or I-15, these are truly critical times. We have been presented with an opportunity to reshape special education across all levels and define how it will be known in the 21st century; these are actually some very exciting times. USBEACH will bring developments to subsequent issues of the *Utah Special Educator*. In the meantime, here's hoping we can all maintain our sense of perspective and keep sight of where we're heading. It's going to be a great year!

Deaf Are Different

Steven W. Noyce, Program Director,
Utah Schools for the Deaf

New language in the reauthorized IDEA requires that the Individualized Education Program (IEP) team consider the "language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language communication mode" of students who are deaf or hard of hearing. Although this specific reference is to IDEA 1997, the position is consistent with Department of Education (DOE) policy and the free, appropriate public education (FAPE) and least restrictive environment (LRE) requirements of IDEA prior to reauthorization. In a *Notice of Policy Guidance* (October 30, 1992), the Secretary of Education directed a position relating to provisions of appropriateness and least restrictive environment specific to elementary and secondary students who are deaf.

The disability of deafness often results as a major barrier to learning because of the significant language and unique communication characteristics of the deaf and hard of hearing. Many deaf students have great difficulty attaining basic English language skills. Reading skills of the deaf reflect this language difficulty. Compounding the educational needs, the unique communication needs of deaf students who may use sign language is inherently isolating. Direct communication "for the purpose of transmitting knowledge and developing the child's self-esteem and identity" is crucial. Providing an interpreter may not address a child's needs for direct and meaningful communication with peers and teachers.

The policy guidance of the DOE suggests that in developing an IEP for a child who is deaf that the IEP team should take into consideration such factors as:

- Communication needs and the child's and family's preferred mode of communication;
- Linguistic needs;

- Severity of hearing loss and potential for using residual hearing' academic level; and
- Social, emotional, and cultural needs, including opportunities for peer interactions and communications.

The Secretary indicated concern that the LRE requirement of IDEA and 504 are at times being incorrectly interpreted "to require the placement of some children who are deaf in programs that may not meet the individual student's educational needs." Any setting that prevents a child from meeting his/her needs, including communication, is not appropriate and is not the LRE for that particular child. A regular neighborhood school placement may be appropriate for many deaf and hard of hearing children but not for all.

Utah state law (UCA 53A-25-104) and *Utah Special Education Rules* provide direction for assuring that the needs of deaf and hard of hearing students be identified and considered. State rules require that "the multidisciplinary team, including representatives from the local education agency (LEA) and the Utah School for Deaf and Blind (USDB), will initiate the IEP process." Utah School for the Deaf personnel are available to assist the LEA in evaluating hearing impaired students and determining the significance of the hearing loss.

The role of the Utah School for the Deaf (USD) is to provide direct and indirect service to sensory impaired students. USD provides a continuum of services including residential, extension classrooms and itinerant and consultation service to students in their regular neighborhood classroom settings. USD intends to work as part of a team with the districts to meet the identified needs of all deaf and hard of hearing students in the state, either through direct service to the student or by providing indirect service to students by giving support to districts.

A Great Opportunity

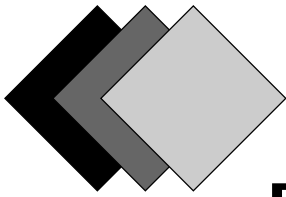
Dale Sheld, Education Specialist,
Communication Disorders and Learning Disabilities,
Utah State Office of Education

Here is a great opportunity for a Salt Lake area public school speech-language pathologist to work and live in Fairbanks, Alaska, for a full year (1997-98 or 1998-99). If you are interested, or someone you know is interested, read on:

Monica Ferguson is a speech-language pathologist (SLP) currently living and working in Fairbanks, Alaska. She is very interested in a one-year job exchange with a SLP working in a school district in the Salt Lake area. She currently has a single school assignment, a middle school, where she provides speech-language services to 7th and 8th graders by teaching English classes as well as pullout therapy sessions. She has 18 years experience in the Fairbanks schools working primarily as a SLP at the preschool through high school levels. Her vita is impressive.

Monica would not need housing in Utah. However, she is willing to provide housing in Fairbanks. Both parties would maintain their respective contracts with salary and benefits from the sending school districts.

For further details, please contact Dale Sheld at the Utah State Office of Education, 538-7707, or Monica Ferguson: (907) 452-4751, x314 (work), (907) 451-8834 (work fax), (907) 479-0028 (home), or monicaf@northstar.k12.ak.us (e-mail).



Utah State Office of Education

FAQ's: Frequently Asked Questions About Inclusion

Tim McConnell, Project Director, Utah's Project for Inclusion

This is a new section for the *Utah Special Educator* created to provide insight and information on inclusion. If you have questions regarding inclusion in your district, school or classroom, submit them to Tim McConnell at the Utah State Office of Education. Each issue of the *Utah Special Educator* will contain an article based on questions, comments and success stories sent in by readers.

The most frequently asked question (FAQ) for our first installment is, "What is inclusion?" Here are six main points that provide a contextual basis for a successful inclusive program.

First, the entire premise of inclusive education is based on keeping students at the school they would normally attend if they did not have a disability label. Any form of busing students away from their natural catchment area is completely and utterly counter to the outcome of an inclusive school experience, due primarily to the issue of social networks. Establishing and maintaining social

networks with other individuals in school, in the neighborhood, and the local community is a critical factor in the development of any student's educational experience. Students who attend a different school from other individuals in their neighborhood exhibit a diminished capacity to create and maintain these critical relationships.

Second, students have access to and are active participants in the general education classroom environment for as much of the school day as possible. The student's homebase is in a general education classroom, not in a special education classroom.

Third, there is an ongoing collaborative effort to provide support, training and technical assistance to professional staff to insure success at the classroom level. Typically, support comes from within the school (special educators and general educators working together), from school district personnel (Inclusive Network Support Team members), and from state level consultative services (the

Utah Project for Inclusion and the University of Utah project staff).

Fourth, effective individualized instructional methodologies are utilized by teachers and support staff to maximize academic outcomes in the general education environment.

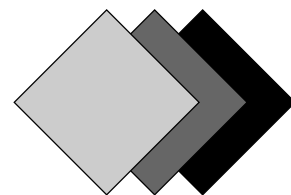
Fifth, curriculum is designed to be both meaningful and useful and is created within the context of the general education curriculum.

Sixth, creative use of building resources to meet the needs of all students (not just students with disabilities) is embedded into the day to day operations of the school.

These six points are not meant as a comprehensive description of inclusion but a framework from which a student can be an active participant and contributor throughout his/her education. For additional information regarding inclusion, contact your Inclusion Network Support Team and/or the staff and Utah Project for Inclusion.



The Parent Center



IDEA Reauthorized....Parents Need Information Too!

Helen W. Post, Utah Parent Center

Two years and two Congresses after the first hearing, bills reauthorizing the Individuals with Disabilities Education Act (IDEA) were passed and signed into law on June 4, 1997. Some changes are in effect now. Others have implementation dates in the future. Now we are challenged to disseminate information about the new law as we develop strategies for its implementation in Utah.

Parents are also hearing of changes and expressing anxiety and concerns. While teachers and administrators typically have various sources of information, parents have few. They often rely on their child's teacher or other members of the IEP team to assist them with information about laws, rules and regulations or to refer them to sources of information, assistance and support. You can be helpful to the parents of children in your programs by being a "connector" and provider of this information. Parents are interested and very much in need of facts about IDEA 1997. All of the articles in this journal would be appropriate to share with parents. We encourage you to take every opportunity to assist the parent members of each IEP team to be fully informed, active participants.

The following is information adapted from a brief summary of the significance of the 1997 Amendments to IDEA that you might use or share with parents. It was taken from a report by Rud Turnbull with Kate Rainholt and Amy Buchele-Ash, Beach Center on Families and Disabilities, The University of Kansas.

The new IDEA accomplishes two results:

1. It preserves and strengthens many of the rights that students had under the former IDEA.
2. It also imposes more duties on parents and schools, and it subjects some students to more stringent consequences for their behavior.

There are now four parts to the law:

- Part A consists of the findings of fact that Congress made about special education at the end of this millennium; it also contains the statement of purpose for the law. Thus, Part A justifies the federal government's role in special education and is the basis on which IDEA 1997 rests.
- Part B sets out the means by which the federal government will assist states to carry out the law's purposes; it also declares the rights and duties that students and their families have. It deals with students who are between the ages of 3 and 21.
- Part C deals with infants and toddlers, the so-called "birth to three" beneficiaries.
- Part D authorizes discretionary programs.

Areas of Significant Impact

Following are a few of the areas impacted by the changes in the law:

NDE, IEP and LRE

This change addresses students' rights to nondiscriminatory evaluation (NDE), appropriate individualized education programs (IEP), and least restrictive environment (LRE) placements. IDEA 1997 links evaluation to

programs and both to placement, creating a more seamless and more data based process for decision making.

Least Restrict Environment

This change addresses students' access to the general curriculum. IDEA 1997 takes a strong pro-LRE (least restrictive environment) posture.

Outcome-based Special Education

This change addresses students' benefit and special education outcomes. IDEA 1997 adopts a far more outcome-oriented approach to special education. It requires states to establish performance goals for students and performance indicators to measure progress toward goals.

Discipline

This change addresses students' vulnerability to discipline. IDEA 1997 strongly reflects current law-and-order, school-safety concerns. Even if a student is expelled, however, he/she must still be provided free appropriate public education (FAPE); cessation of services is illegal.

Positive Behavioral Support And Functional Assessment

This change addresses students' benefit from the schools' use of positive behavioral supports and functional assessment, particularly for students whose behavior may make them subject to school discipline. IDEA 1997 specifically mentions these approaches for preventing discipline-invoking behavior.

Parents currently serving on the Utah State Board of Education Advisory Committee for Students with Disabilities (USBEACH), and parents who are staff at the Utah Parent Center are actively involved in the planning and development of strategies for the implementation of IDEA 1997.

Parents' Rights

IDEA 1997 grants parents new rights to participate in all educational decisions and decision-making processes, including placement decisions.

Mediation

IDEA 1997 now strongly encourages mediation but does not make it mandatory before going to a due process hearing. However, parents will be offered mediation and counseled to accept the offer if they initially decline it.

State and Local Capacity Building

IDEA 1997 calls on state and local agencies to engage in system-wide capacity building. It intends to link student development with school improvement and accordingly requires state and local agencies to develop new capacities to serve students.

School Reform and Special Education

This change addresses students' participation in school reform efforts. IDEA 1997 calls for schools to have special education students be included in those efforts. It now requires states to include students in state and local assessments or to develop alternative assessments for those students exempted from regular assessments.

Service Coordination and Other Entitlements

This change addresses students' participation in other health, mental health, social service, and disability-entitlement programs: IDEA makes a clear assertion that its benefits will not offset, but in fact must complement, other benefits.

Flexible Funding

IDEA 1997 grants state and local agencies a great deal of discretion to use certain federal funds to respond to student rights, school capacity building and school reform demands.

Attorneys' Fees

Parents no longer can recover for a lawyer's services at an IEP meeting.

Early Intervention

Part C is now the early intervention (EI) program (Part H used to be the EI program). One change relates to transition from EI to early childhood special and other education. A second one emphasizes the provision of services in the "natural environment"—a pro-LRE provision (see article by Darla Saunders on page 9 of this issue of the *Utah Special Educator*). Another clarifies that Head Start and childcare agencies must be represented on the Inter-agency Coordinating Council. And, finally, Department of Defense programs are clearly made the first-

payers (before IDEA funds).

Empowerment

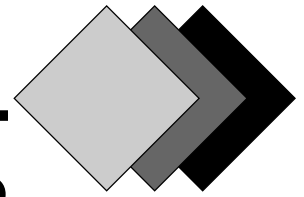
This change addresses student, parent, and school empowerment: IDEA 1997 approaches the student/parent-school interaction at all levels and reflects a comprehensive systems-based approach to special education.

Parents currently serving on the Utah State Board of Education Advisory Committee for Students with Disabilities (USBEACH), and parents who are staff at the Utah Parent Center are actively involved in the planning and development of strategies for the implementation of IDEA 1997. All welcome your questions, comments and input to this process. We encourage interested parents to become involved with efforts in your local school district or on a state level.

For more information for parents, to access our free IEP workshops entitled *Parents as Partners in the IEP Process*, to obtain a copy of our free booklet or purchase our instructional video of the same title, contact the Utah Parent Center at 272-1051 or 1-800-468-1160. We are in the process of updating these materials agencies to engage in system-wide capacity building. It intends to link student development with school improvement and accordingly requires state and local agencies to develop new capacities to serve students.



Utah Learning Resource Center



Slow Down To Speed Up

Bruce Schroeder, Coordinator
Utah Learning Resource Center

A Hare one day ridiculed the short feet and slow pace of the Tortoise, who replied, laughing: "Though you be swift as the wind, I will beat you in a race." The Hare, believing her assertion to be simply impossible, assented to the proposal; and they agreed that the Fox should choose the course and fix the goal. On the day appointed for the race the two started together. The Tortoise never for a moment stopped, but went on with a slow but steady pace straight to the end of the course. The Hare, lying down by the wayside, fell fast asleep. At last waking up and moving as fast as he could, he saw the Tortoise had reached the goal and was comfortably dozing after her fatigue.

In our haste to begin the implementation of IDEA 1997, we can remind ourselves of the lesson contained in this Aesop's fable. Sometimes a slow steady march with a clear focus on the outcomes beats out a speedy charge without a plan. Now that the IDEA 1997 reauthorization battle is over, many of us are anxious to implement all the provisions and changes of the law. Parents, teachers, administrators and others are wondering what implications the changes will have.

Staff at the Utah Learning Resource Center are excited to begin refining and enhancing the knowledge and skills of educators across the state. Before we can do this, however, we need to know which skills and knowledge will be needed to implement IDEA 1997. In this article I will share some ideas on the roles and tools needed to start successful implementation of the IDEA from a staff development and training perspective.

As the IDEA 1997 Planning Committee and task forces begin the process of creating a "Users Manual" (see pages 5 and 6 in this issue of the *Utah Special Educator*) an important role of ULRC staff on these committees will be to look

forward to strategies for sharing information and training to Utah educators in the future. This process will involve a time of "creative tension" and ambiguity.

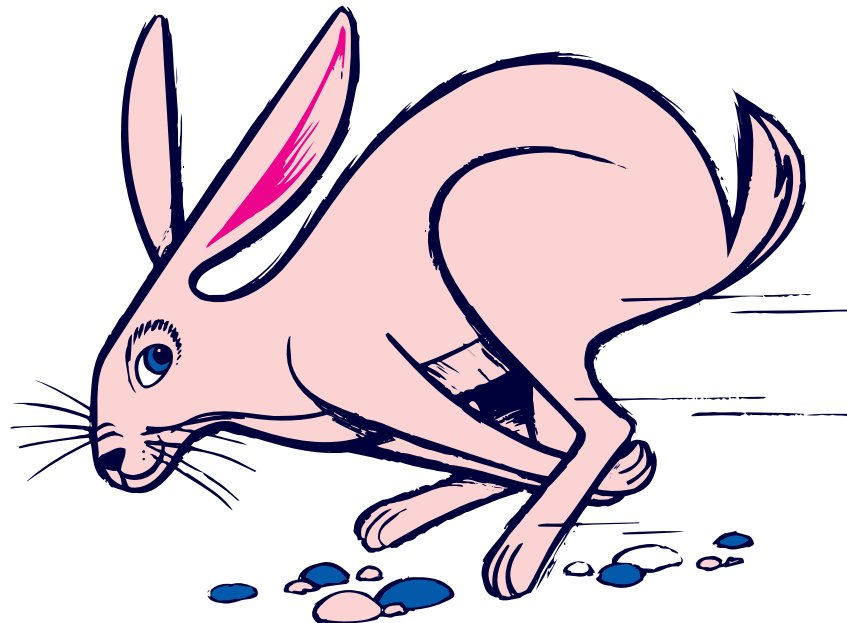
At the Utah Institute of Special Education Law Conference in August, one of the presenters, Art Cernosia, a lawyer specializing in IDEA, presented an overview of a list of about 200 questions or issues he believes need to be clarified that he has created. These are the types of issues that will provide a challenge to our IDEA 1997 Planning Committee members.

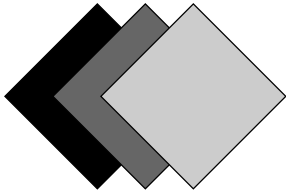
A helpful tool that will be critical in achieving progress in an atmosphere of "creative tension" is the art of "conversation" or ways of sharing knowledge and reflections. We need to move from just analyzing individual events to examining underlying structures that will allow us to build a solid foundation for progress. Key roles that will be needed on these committees and across the state include that of "Community Builders" or those who can work from a common ground and understanding to connect with

various groups involved.

By spending time on the process of creating a workable implementation of IDEA 1997, we not only will have clarified areas of ambiguity; but by using our collaborative efforts that Utahans do so well, we will set the stage for the content of what will be needed for training. In this case, how we arrive at our outcomes is as important as what the outcomes are. People will have had an opportunity to share what they already have in place and to provide input into how to best implement IDEA 1997.

This column started with a story from Aesop's fables about the story of the "Tortoise and the Hare." Implementing IDEA 1997 is similar in that we can come out ahead by slowing down to speed up.





Utah Mentor Teacher Academy



New Opportunities, New Challenges For Mentors

Davalee Saley Miller, Program Specialist, Utah Learning Resource Center

Coming...

**January 15 & 16,
1997**

**The 9th
Annual
Mentor
Conference**

**Olympus Hotel
Salt Lake City, Utah**

Note: This date is a change from what was announced at last year's conference.

Announcement

The staff at the Utah Learning Resource Center have spent the last few months planning for the 1997-98 Utah Mentor Teacher Academy. In the planning process we try to address what it is that we can provide to meet the needs of the outstanding mentors with whom we have the opportunity to work with each year.

After reviewing feedback from former mentors and educational leaders in the state and after much discussion, we feel we have added some pieces to the Utah Mentor Teacher Academy that will make a positive difference not only for the mentors but for us as well. Two of those "pieces" that we are very excited about are:

Mentor Site Visits: During December and April of the upcoming year, the ULRC staff will be visiting current mentors in their own settings. This is a chance for us to see and understand what our mentors are involved in every day and for them to show us the wonderful things they do with students and with colleagues. It is also a time for us to follow-up on and to offer support as mentors are implementing ideas from the mentor trainings.

Mentor Portfolios: During the Mentor Academy experiences, mentors are asked to keep *Mentor Logs*, develop *Action Plans* to

implement in their school or district, assist at the annual Mentor Conference, write and accomplish *Mentor Goals*, share information gained at the mentor trainings with others, and use the skills they learn at the UMTA to facilitate positive changes in their settings. Because mentors do so much, this year they will keep a portfolio of their mentor experience as a way of tracking all the "mentoring" they actually do and also to see firsthand how portfolios can be a valuable assessment tool for professionals as well as students. At the May training, mentors will showcase their portfolio and share ideas and strategies that have been a successful part of their mentoring experience during the year.

Our hope is that Mentor Site Visits and Mentor Portfolios, in addition to all the other pieces of the Utah Mentor Teacher Academy, will make the time an even more valuable experience for those involved.

We began another year of the UMTA at our Initial Mentor Training at Snowbird Resort on September 15, 16, and 17. After spending three days with the new Track XII mentors, we once again will be training some of the finest educators in Utah!

Monthly Update

Spotlight on Mentors: *Ideas That Work*

Lorie Callaway
Davis School District

Earning "Big" Bucks

I use play money to reward students for appropriate behavior and completing assignments. My junior high students with intellectual disabilities are given play dollars during classtime. Peer tutors have some to give out as earned during inclusive classes. They can earn bucks for bus riding, lunch time assemblies, etc. Once a week, we add it all up and deposit the earnings in their class checking account. Once they reach a set balance, they can write checks for treats from the store.

Better behavior earns more money. I also have an "end of the day" treat box with stickers and little inexpensive prizes for those who earned all their bucks for the day (usually \$10).

Gloria Albrecht
Iron School District

Circle Juggle with a Goal

Have your students form a circle and designate one person as the leader. Give this person the tennis ball. Have all of the other members raise their hand. The leader gently tosses the tennis ball underhand to another person in the circle. The person that receives the ball must be across from the person in the circle not on either side. When each person gets the ball thrown at him/her, their hand goes down. This procedure continues until everyone has the ball tosses at him/her. The last person tosses the ball back to the leader. The purpose of the first round is to establish a pattern. With that in

mind, each person must remember who tossed the ball to him/her and to whom him/her tossed the ball. After the pattern has been established practice going through the exact same pattern a couple of times so that everyone will know who they toss to and receive from.

You are now ready to start adding more tennis balls to the pattern. Have the group repeat the pattern with two tennis balls. Then add a third tennis ball and a fourth and the fifth tennis ball. You can not add another tennis ball until you have successfully gone round the circle without dropping a ball.

Repeat the same activity listed above except this time, when you have already somewhat mastered having five balls being tossed around the circle, stop and add a new ball. Explain to your class that you are going to substitute a ball of a different color into the activity. Instead of a tennis ball being tossed around as a number four, you will have the leader toss a ball of a different color. Tell the class that it is more important that the colored ball does not get dropped.

After they have tried and completed this procedure, introduce two other balls that are completely different sizes than the ones being tossed back and forth. These balls are not to be tossed across the circle but are to be passed in opposite direction, from person to person hand to hand around the circle.

The concepts that are being shown here are these: The colored ball represents your goal. When you are aware of what you want to accomplish, you are more likely to concentrate on the actions that will help you reach your goal. I use this activity when I am introducing goal setting to my students.

The University of Utah Master of Science Degree Program Comprehensive Behavior Specialist

The Department of Special Education at the University of Utah is pleased to announce a new interdisciplinary program to promote the professional development of educators and community service providers who work with children and youth with significantly challenging behavioral needs. The focus of this program is on those professional competencies (i.e., functional assessment/analysis, program development and implementation, team facilitation, training and technical assistance, and evaluation) needed to provide positive support to students in neighborhood schools and other community settings. Graduate students will apply each of these skills across the different levels of service planning encountered by professional team leaders or consultants—individualized support, classroom-based and/or schoolwide systems, and multiagency and community based planning.

The Department is now recruiting interested students for admission for the 1997-98 and 1998-99 school years. Stipends and tuition waivers are available for eligible candidates. For more information on the program or the admissions process, contact either Dr. Richard Kiefer-O'Donnell (901-581-3080), Dr. Rob O'Neill (801-581-8121), or Dr. Woody Johnson (801-585-9183). To obtain application materials, contact Patty Davis (801-581-4764).

Announcement

"New Directions"



Autism Society of Utah

1997 Annual Conference

October 18, 1997

University of Utah Olin Union Center

Registration Information

	<u>Early Registration</u>	<u>After Oct. 3</u>
ASU Members	\$50	\$60
*Additional	\$40	\$50
Family Member		
Non-members	\$75	\$85
*Multi-Discout (5 or more)	\$65	\$75

Name _____

Address _____

Phone: Day _____ Evening _____

Please circle the break out sessions you plan to attend:

Breakout Session I:	1	2	3
Breakout Session II:	1	2	3
Breakout Session III:	1	2	3

Please send registration with checks payable to: The Autism Society of Utah, 668 South 1300 East SLC, UT 84102
Phone: 583-7049 Fax: 581-0193

*Note: Please include the names of all who will be attending.

Need Back-to-School Help?



Teachers and Related Services Personnel:

Are you looking for assistive technology equipment at reasonable prices, early childhood development and intervention programs, assessment, program planning and record keeping materials, or curricula for basic academics and vocational skills instruction?

Special Education Coordinators and School Principals:

Do you need personnel development / inservice materials on inclusion, behavior management, legal issues, collaboration, transition, IEP development, or Section 504 requirements?

Families:

Are you in need of information on behavior management, disabilities resources, or legal issues?

Utah State
UNIVERSITY

Center for Persons with Disabilities

has hundreds of educational products available for you
at reasonable prices.

For a free product catalog, contact us at:
Center for Persons with Disabilities (A University-Affiliated Program)
Utah State University, Logan, Utah 84322-6845
(801) 797-1991; (801) 797-2044 FAX

Visit our web site catalog at <http://cpd.usu.edu>

The Utah Special Educator publishes announcements that are of interest to our readers by special education-oriented organizations and educational institutions within the State of Utah. Limit items to one half page in length. Contact Randy Schelble, Editor, Utah Special Educator, 2290 E. 4300 So., #220, Salt Lake City, Utah 84117, (801) 272-3431 or (800) 662-6624 in Utah.

Announcements must be received by the following dates for publication:

October 17 — November issue
December 12 — January issue
January 9 — February issue
February 13 — March issue
April 10 — May issue

SERVICE DIRECTORY

Utah State Office of Education

Services for At Risk Students

Kukic, Stevan J.	Director, At Risk and Special Education Services	538-7706
Bradley, Patricia	Facilitator, FACT	538-7817
Broadbent, Brenda	Specialist, Early Childhood Special Education	538-7707
Casillas, Nancy	Specialist, Title I	538-7825
Cortez, Diana	Specialist, Bilingual Education/Director, Alternative Language Services	538-7645
Haley, Les	Specialist, Fiscal & Data Management for Special Education, At Risk Funds, Drug-Free Schools	538-7714
Hennefer, Kenneth	Specialist, Transition & Applied Technology for Special Needs Populations/Corrections Education	538-7727
Hostetter, Cheryl	Specialist, Special Education At Risk Programs, Special Health Care Needs, TBI	538-7695
Johnson, Sandra	Specialist, Title 1	538-7806
Lacy, Laurie	Specialist, Title I/Homeless Education/Even Start/Highly Impacted Schools	538-7501
McConnell, Tim	Project Director, Utah's Project for Inclusion and Specialist, Severe Disabilities	538-7568
Robinson, Suecarol	Specialist, Youth in Custody/At Risk Specialist/ADD/Truancy	538-7726
Reavis, Ken	Specialist, Behav Disord, Comprehensive System of Personnel Development	538-7709
Ross, John D.	State Coordinator of Title I/Migrant Education	538-7724
Sheld, Dale	Specialist, Learning Disabilities/Communication Disorders/Assistive Technology/ LEP Disabled	538-7707
Suter, Donna	Specialist, Transition Services	538-7576
Taylor-Sweeten, Mae	Coordinator, Special Education, State and Federal Compliance	538-7711
Weight, Shirlee	Specialist, Indian Education/Substance Abuse Prevention/Gang Prevention Intervention ..	538-7838

Statewide Projects

Behavioral and Educational Strategies for Teachers (BEST)

USOE 250 East 5th South, Salt Lake City, Utah 84111	
Deb Andrews, Project Coordinator	538-7566

Utah Parent Center

2290 East 4500 South, Suite 110, Salt Lake City, Utah 84117	
Helen Post, Director	272-1051

Utah Project for Inclusion

USOE 250 East 5th South, Salt Lake City, Utah 84111	
Tim McConnell, Project Director	538-7568

Utah Learning Resource Center (ULRC)

2290 East 4500 South, Suite 220, Salt Lake City, Utah 84117	
Bruce Schroeder, Project Coordinator	272-3431

Utah Project for Children with Dual Sensory Impairments (CDSI)

USDB, 742 Harrison Blvd., Ogden, Utah 84404	
Blaine L. Seamons, Project Director	629-4700

*The Utah Special Educator is a symbol of the leadership of Dr. R. Elwood Pace
whose vision made the Consortium, the ULRC and this journal possible*

Utah CSPD Consortium Calendar*
1997 - 1998

* This information is provided as a service. We believe it to be accurate, but it is important to confirm with the -contact listed. To obtain additional information and to supply important upcoming dates, please contact us at the number below. Updated on 9/4/97.

October 1997

- 2-4 CCBD International Conference on "Creating Positive School Communities for the 21st Century: Strategies for Keeping Kids with Problem Behaviors in School," Harvey DFW Airport Hotel, Dallas (Irving), Texas. Contact Lyndal Bullock, (817) 565-3583.
- 3-4 Utah Society for Environmental Education 6th Annual Conference, Westminster College, 1840 S. 1300 E., Salt Lake City, Utah. Contact 801-328-1549.
- 6 Centennial School Celebration, Doubletree Hotel, Salt Lake City, UT.. Contact Carol Burns 538-7679.
- 9-10 Utah Education Association Convention (UEA), Salt Palace, Salt Lake City. Contact Carol Johnson 266-4561 Ext. 112.
- 17-18 Brain Injury Conference, Yarrow Hotel, Park City, Utah. Contact Cheryl Hostetter, 538-7695.
- 17-18 Annual Learning Disabilities Association Conference, Olympia Park Hotel, Park City, Utah. Contact Dale Sheld 538-7707.
- 23-24 Utah Mentor Academy, Provo Park Hotel, Provo. Contact Davalee Miller (800)662-6624.
- 23-24 Critical Issues in Child & Adolescent Mental Health, ESI Management Group, Yarrow Hotel, Park City. (801)272-9446.
- 30-Nov 1 13th International Precision Teaching Conference, Marriott Hotel, Farmington, CT. Contact Aileen Stan-Spence (860) 236-5807

This information is provided as a service. We believe it to be accurate, but it is important to confirm with the contact listed. To obtain additional information and to supply important upcoming dates, please contact us at (801) 272-3431 or (800) 662-6624 in Utah.

**Visit the
Utah
Learning
Resource
Center
Home Page**

[www.provo.k12.ut.us/
ULRC/ulrc.html](http://www.provo.k12.ut.us/ULRC/ulrc.html)

Utah Learning Resource Center

2290 East 4500 South
Suite 220
Salt Lake City, Utah 84117

ADDRESS CORRECTION REQUESTED

