



1 (800) 280-STEP

1 (800) 975-2919 Espanol

TTY: (423) 639-8802

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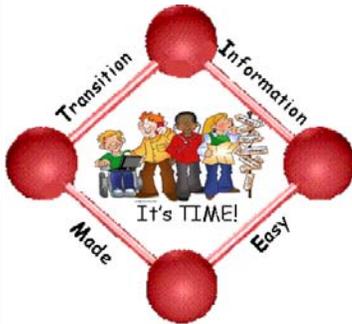
AHEAD

Volume 22

Issue 1

Fall 2010

Transition Information Made Easy Grant to be Administered by STEP



Support & Training for Exceptional Parents has been awarded a grant from the TN Department of Education, Division of Special Education to provide training and support services to students with disabilities, family members, and school personnel. These services will assist young adults with disabilities transitioning from school to adulthood. The grant will be directed by Steven Glowicki. This is an exciting opportunity to spread needed information regarding transition services across Tennessee. Using the highly successful "Transition Institute and Information Fair" model developed by STEP under a previous Rehabilitation Services grant, STEP will partner with disability organizations and school systems to provide 6 Institutes in the coming year. A unique aspect of this initiative is that several of the Institutes will be focused on rural areas where access to high quality information about the full range of transition services is not always readily available.

Each full day Institute will contain these elements:

- **Four training strands: Self Determination and Self Advocacy, College and Postsecondary, Independent Living, and Employment**
- **An Information Fair with local and state-wide resources available for participants.**
- **STEP will provide their NEXT STEP's Dream Building Transition session at each Institute, with a transition planning kit for those who attend that session.**
- **Hosting schools will be provided a half-day follow up training for transition age students who attended the Institute and school personnel to include: Self Advocacy Skills, Student led Individualized Education Planning & Transition Planning.**
- **Hosting school staff will also receive follow-up information on topics related to transition**

STEP will be partnering with a number of disability organizations and local and state agencies that provide services to students in the transition age range. If your agency is interested in supporting this project through participation in the Institutes and/or Follow-up, please contact the Transition Project Director, Steven Glowicki, at 615/463-2310 or email steven.glowicki@tnstep.org

Information will be posted on the STEP website and distributed widely once locations have been finalized.

Visit www.tnstep.org or call 1/800-280-7837 for details or to be added to the TN Transition TIME listserv

Book Review by Sally Ottinger

Life at the Edge and Beyond: Living With ADHD and Asperger Syndrome by Jan Greenman, James Gray

In Jan Greenman's book, *Life at the Edge and Beyond*, Jan shares about her life raising her child, Luke, who has Asperger's Syndrome and ADHD. The very name of this book immediately intrigued me and I could hardly wait to delve into the reminiscences of this parent. The title of the book seems to invoke a feeling that this mom may have experienced a life that felt pushed not only to the edge of sanity, but beyond. Indeed, to a mom trying to make sense of the seemingly irrational behavior of a child with disabilities on a daily basis, one has to reach 'beyond' to cope, as well as to find answers to help one's child. As it turns out, the title did not originate from the meaning I had bestowed upon it in my imagination; nevertheless, the title did do a remarkable job of capturing what life with a child with these disabilities can be like. This book delivers, even more than I would have anticipated. Written from the mother's point of view, with excerpts from her son Luke, I found this book to be engaging, informative, humorous and sometimes outrageous. There are things of a personal nature that Jan shares in the book that give it a unconventional quality that is gripping as well as delightfully entertaining. Although the book captures your attention from the beginning, it may seem a bit drawn out in some places, as Jan shares much detail of the events that happened in Luke's life. On the other hand, if you have had a similar pilgrimage, you might find it interesting to see the comparison of events that happened to Luke, as compared to your own child. However, if one does not have an interest in wanting to know so many details, portions of the book may be a bit lengthy. But the book picks back up and has many unexpected twists and turns, and exciting outcomes, leaving you with the anticipation of hearing more about Luke's continuing journey. I do hope to hear more about Jan and Luke in the future. I think this book will be an enjoyable and informative experience for readers. If you want to know where the title really comes from, you will have to read the book. It is a novel experience.

Available for checkout in the STEP lending library or purchase from Jessica Kingsley Publishers at 866-416-1078 or online at <http://www.jkp.com/>

STEP WORKSHOPS ACROSS TENNESSEE

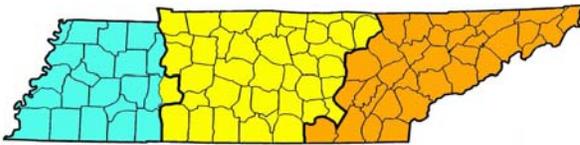
Call (800) 280-STEP or e-mail us at information@tnstep.org Spanish (800) 975-2929

Date	Time	Workshop	TN	Location	Contact
09/16/10	6:00 PM	Basic	E	Mountain City / Johnson Co.	1-800-280-7837
09/21/10	6:00 PM	Basic	E	Elizabethton / Carter Co.	(423) 542-4159
09/21/10	5:30 PM	Basic	M	Nashville / Davidson Co.	(615) 936-6022
09/25/10	9:00 AM	IEP	W	Jackson / Madison Co.	(731) 499-1065
09/30/10	9:00 AM	SE & FAT	W	Memphis / Shelby Co.	(901) 922-0708
09/30/10	6:00 PM	Basic	M	Nashville / Davidson Co.	(615) 269-7091x105
10/09/10	9:00 AM	Spanish SE & FAT	W	Memphis / Shelby Co.	(901) 366-5882
10/19/10	5:00 PM	Transition	E	Talbot / Hamblen Co.	(865) 247-5082
10/28/10	6:00 PM	Basic	M	Tullahoma / Coffee Co.	(931) 247-1947
11/16/10	5:30 PM	IEP	E	Knoxville / Knox Co.	(865) 247-5082
02/10/11	5:30 PM	IEP	M	Nashville / Davidson Co.	(615) 936-6022

This list is as of 09/15/10, more workshops are being added daily!

Please call us or go to our Website (www.tnstep.org) to learn of the newest schedule of workshops!

New Workshop Listed: Family Advocacy Training (FAT) combines special education with advocacy tips!



Who to Contact to Schedule a Workshop in Your Area

West TN - Jacqueline Sakho - 901/726-4334

Middle TN - Steven Glowicki - 615/4632310

Spanish - Patricia Valladares 800/975-2919

East TN - Linda Burrows 423/639-0125

A Workshop in Your County

STEP relies on members of local communities to help us bring the workshops we offer to every county! If you have been hoping a specific training was going to be offered in your area, and you haven't seen it on the schedule, you may want to become a sponsor. This article will explain the process.

Q: What is a workshop sponsor and who can be one?

A: Anyone can sponsor a STEP workshop who desires to assist in bringing quality information to their community about the rights of children with disabilities. Sponsors are often parents, support group leaders, and agency representatives. Agencies and businesses may sponsor a workshop with the understanding that parents must be invited to attend. In-service training is available to school systems for a fee or FREE if parents are included in the training with the school personnel.

Q: What do I have to do if I volunteer to sponsor a workshop?

A: Find an accessible meeting place in your area, perhaps a school, business, or church. Then advertise the workshop using a media package that STEP will provide to you. This includes press releases, radio releases and flyers. Most newspapers and radio stations will run these free of charge. Sponsors are often the contact for the workshop and provide a number for participants to call and register for the workshop. The day before the workshop we call to get a count. We provide the materials, sponsors sometimes provide snacks!

Q: Do you require a certain number of people attend a workshop before you will come?

A: We prefer to have at least five people who have signed up to come to the training.

Q: What workshops are available?

A: Our core workshops include: Introduction to IDEA 2004 (BASIC Rights), Early Childhood Transitions, Section 504 Anti-Discrimination, Inclusion and Least Restrictive Environment, Transition to Adult Life, Communication and Conflict Resolution, IEP Development and Goal Writing, and an open forum Follow Up Question and Answer session, and a newly added Family Advocacy Workshop. In January we will also offer training regarding the Administrative Complaint Process through a curriculum provided by Disability Law and Advocacy Center. Four workshops are currently available on DVD to check out for training purposes; BASIC Rights English, BASIC Rights Spanish, Section 504, and Communication. An IEP training DVD will be ready in January.

Many disability organizations, university programs, and support groups offer training events for families, students, and professionals. Take advantage of the opportunity to learn more. The links to the the UT Boling Center and Pathfinder are listed. Some trainings offered are available on site in Memphis and on-line.

Current UT Boling Center training topics include Health Insurance Portability and Accountability Act, Family Centered Care and Self Determination, What is a Medical Home?, Autism Spectrum Disorders, Leadership and Disabilities, Developmental Disabilities Research, Cultural and Linguistic Competency, and Serving Children with Hearing and Vision Loss. For more information call 901/448-3737

<http://www.uthsc.edu/bcdd/training/events.php>

www.tnpathfinder@vanderbilt.org



NEW SEGMENT!

3

SPOTLIGHT ON THOSE WHO MAKE A DIFFERENCE

For going above and beyond the call of duty, we wish to recognize those whose dedication & support have made a huge difference in the lives of young people with disabilities.

First in the spotlight is Marilyn Johnson, a special education teacher at West Greene High School in the town of Mosheim, TN. She is a teacher who understands the needs of the students, who goes out of her way to find solutions to problems and who is not only willing to listen to suggestions of the student's family, but also to put them into practice with zeal and passion. Mrs. Johnson brings insight and sensitivity along with a determination to help students succeed. Mrs. Johnson made a world of difference in my son's life. She met me at convenient times and locations to discuss my son's IEP as well as corresponded with me via email. She usually returned my phone call the same day, many times within a few minutes. When my son was trying to pass the Gateway Math Test, Mrs. Johnson worked tirelessly with him day after day, even providing him with practice tests. She gave him accommodations that allowed him to take breaks as needed, but still managed to get him through the test in the amount of time required. Without her intervention, I feel sure my son would not have been able to graduate with a regular education diploma. She not only provided the extra tutoring services he needed for math, but she also worked toward getting a program in place for him that would alleviate the high anxiety he experiences on a daily basis. This program not only addressed his anxiety, but also provided a venue for him to forge new relationships with his peers, thus creating a network of friendships for him. To Mrs. Johnson, I'd like to say a big thank you and want to publicly recognize her outstanding teaching skills as well as her genuine love for her students. She is truly a one in a million teacher and our lives will forever have the positive impact of her generous giving of her talents to this student.....my son. Thank you, Mrs. Johnson, and congratulations from the staff at STEP on being the first recipient of the "Spotlight on Making a Difference" segment. We appreciate you so much!

Ms. Johnson's story submitted by a parent in East TN. Send your SPOTLIGHT story by email to spotlight@tnstep.org or mail to: STEP 712 Professional Plaza Greeneville, TN 37745

Wayne Parker Advocate of the Year Award 2010

It was an exciting evening at the ARC of TN Awards Banquet Friday, June 4th as people from across Tennessee were honored for being leaders in the disability community. Each year STEP presents an award to an individual in honor of Wayne Parker who was a champion for the rights of students with disabilities and ensuring that families and students were full participants in the special education planning process. This year STEP was pleased to present the award to Jessica Jimmerson, an early intervention specialist in Fayette County with the LeBonheur Early Intervention and Development Center. She has a degree in social work from the University of Tennessee and has been working for over nine years with children with disabilities.

Jessica was nominated for the award by several members of her community who have seen first hand her dedication to making sure families understand their rights and are given opportunities to speak up for their children. Ms. Jimmerson shared with us that her primary interest is advocating for children who have been referred to the mental health system by teachers and schools without having their educational needs evaluated and properly addressed. She currently hopes to improve the quality of special education services available to children in Fayette County by empowering parents with information and helping them become more involved in the team process by partnering with STEP to provide the needed training. Jacqueline Sakho, Regional Coordinator for West TN STEP, presented the award. Jessica's parents, Jerry and Diane Donahue and her husband Luke attended the awards banquet. Thank you Jessica!



Jessica Jimmerson (on right) accepts the award from Jacqueline Sakho.

Presented to Jessica Jimmerson

"For bridging the gap for families of students with disabilities to ensure a free appropriate public education".

"HELLO? I'D LIKE AN ADVOCATE PLEASE"

By Karen Harrison

The 2010/2011 school year has begun with a flurry of ringing phones, urgent emails, and drop in visits across the state to the STEP offices. One question we are hearing very often is "Can I get an advocate"? To answer that question I will begin first by explaining STEP's mission and our established process to meeting the needs of families in Tennessee and then I will describe our partnership with Vanderbilt University Volunteer Advocacy Project (VAP) and how that process works across the state. There are many disability organizations in TN and each one provides services in a unique way. We want to assist families and professionals in understanding the STEP service delivery model and make it easy for folks to access the wide ranges of support and training we provide.

The seven and a half member STEP team are committed to fulfilling the mission of STEP **"to empower parents to become effective partners with professionals in planning appropriate educational programs for their children with disabilities"**. Our model for meeting this mission is based on our belief that parents possess unique information about the development, nature, and needs of their children. Our goal is to ensure that parents receive the information they need regarding special education rights and responsibilities so that they can speak up for (and with) their children with disabilities.

Recognizing that this type of empowerment does not happen overnight, but rather is a process, STEP encourages families to learn what the law requires school systems to provide for their children. The "Introduction to Special Education BASIC rights workshop" is an essential stepping stone in this process. The workshops are offered "live" across Tennessee and also through DVD. As a parent I remember sitting at an IEP meeting and not understanding the words and what was being planned for my daughter. The BASIC rights workshop followed by a training on understanding the Individualized Education Program (IEP) shone a light on my rights in such a way that I knew I could begin speaking up for my daughter and be heard. Many of you have shared that same moment of understanding! The STEP staff assist parents to build on that knowledge and plan for participating in their son or daughters meetings in ways that make a difference.

STEP staff enable families and students to understand what special education is and how to determine the services your child needs, how to have high expectations and express those expectations at a meeting, how to be an effective member of the educational planning team, how to communicate your ideas, and how to use your rights in meaningful ways when there is disagreement on needed services and supports. We have seen thousands of family members learn their rights, do planning with STEP and go to the IEP meeting and be successful! Having said that, we realize that there are situations where a family may need someone to assist them at an IEP in using the skills they have learned, so STEP staff do attend IEP meetings with families who have tried to apply what they have learned but have run into issues. There are families who may experience disability themselves or have other special circumstances that require more intensive one to one assistance and STEP staff are available to meet those needs. So, are we advocates for children and families rights? YES! Will we support you in your advocacy efforts? YES! Will we attend a meeting and represent ourselves as an advocate for a parent without helping the parent learn about IDEA and how to apply it? No This is where the Volunteer Advocacy Project (VAP) enters the picture. **The** Volunteer Advocacy Project (VAP) trains interested individuals to become special education advocates so they can provide instrumental and affective support to families of students with disabilities in securing appropriate education services. At the conclusion of the training, the advocate commits to working with four families of students with disabilities. There are no criteria to getting an advocate to attend your meeting or assist you with an issue, however, it does take time to link a family to an advocate and they are not available in all areas of the state. Over the past several years the Volunteer Advocates have assisted hundreds of families and the service they provide is so valuable. The STEP staff and other agencies cannot possibly attend all the IEP meetings we are asked to attend and it is a gift to have a network of advocates to refer families to.

To request an advocate:

In Chattanooga contact LIFELINE: 423/622-4007

In Knoxville and Johnson City call STEP, Inc. 423/639-0125

In Middle TN contact Amy Biggs at the Arc of Davidson County 615/321-5699 or Sharon Botoroff at the Arc of Williamson County 615/790-5815

In Memphis, Jackson, and Martin contact Meghan Burke until a link person is designated.

Meghan can be reached at 615/585-1420 or by email at Meghan.m.burke@vanderbilt.edu

To learn more about the project or how to take part in a VAP training contact Meghan Burke.

If you have questions about services provided by STEP staff please feel free to call one of our offices.



Trudy Sanders



Patricia Valladares



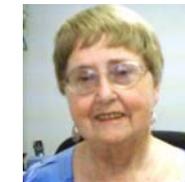
Sally Ottinger



Jacqueline Sakho



Donna Jennings



Linda Burrows



Steven Glowicki



Karen Harrison

Journey To Resolution

By Jacqueline Roebuck Sakho

As parents of children with disabilities we are constantly seeking balance between school requirements, needs, and planning. On occasion perhaps more often than comfortable, our children encounter a gap in their needs and the supplemental aids and services necessary to meet deficits. As advocates we recommend as general practice to look for ways to resolve issues and or concerns through problem solving strategies and negotiation. However we recognize all too well that there are situations that need administrative interventions. This article gives an overview of the Notice of Procedural Safeguards, the process of filing complaints and some helpful resources.

Notice of Procedural Safeguards

IDEA provides procedural safeguards as a notice of protections for families. Notice of Procedural Safeguards must be given once per school year expect under the following conditions:

1. upon initial referral or parent request for evaluation;
2. upon receipt of the first State complaint under 34 CFR §§300.151 through 300.153 and upon receipt of the first due process complaint under 300.507 in a school year;
3. when a decision is made to take a disciplinary action that constitutes a change in placement; and
4. upon parent request. [34 CFR §300.504(a)]

The Notice of Procedural Safeguards covers five very important sections for the rights of individuals with disabilities and their families.

- GENERAL INFORMATION
- Prior Written Notice, Parental Consent and Independent Educational Evaluations
- CONFIDENTIALITY OF INFORMATION
- Records; Access Rights; Hearing Rights
- STATE COMPLAINT & DISPUTE RESOLUTION PROCEDURES
- Differences; Filing Procedures; Timelines; Attorney fees
- PROCEDURES WHEN DISCIPLINING CHILDREN WITH DISABILITIES
- Authority of School Personnel; Change of Placement; Protections for students
- REQUIREMENTS FOR UNILATERAL PLACEMENT BY PARENTS OF CHILDREN IN PRIVATE SCHOOLS AT PUBLIC EXPENSE



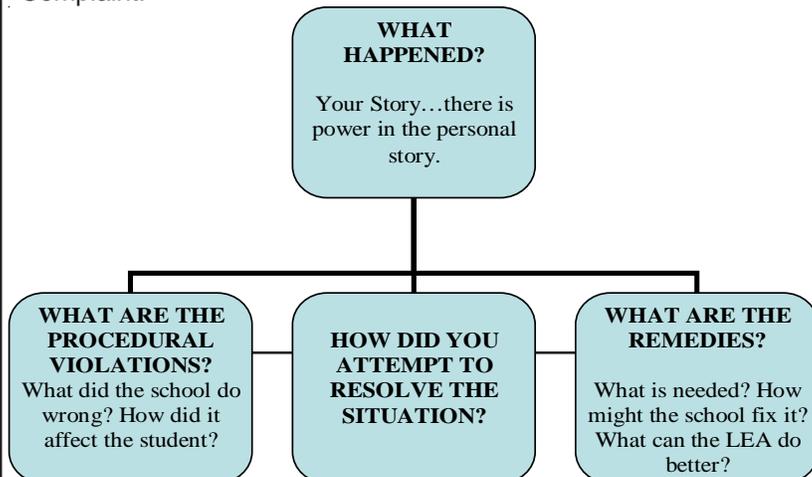
If you disagree: Mediation, Administrative Complaint, Due Process

At the end of the meeting, you disagree with the recommendations of the team; you can walk away from the meeting with 14 days to make a decision. During those 14 days, families need to decide how to proceed because on the 15th day, the IEP will go into effect as it stands in other words, the procedures allow 14 days for the IEP and/or the student to “stay put”. Here are your options:

Within those 14 days request an emergency IEP meeting to attempt to reach a resolution. Take this time to become knowledgeable by contact STEP or other issue specific advocacy organizations, conducting research, gathering experts that can speak to needs of the student. Families can also request for Mediation. Important note about Mediation, both the parents and the school must agree to participate in the process and Mediation does not create a “stay put.” The school can decline Mediation.

How to Put it in Writing

If after seeking other help it appears that the way clear is through a complaint or due process procedure for the student to receive FAPE (Free and Appropriate Education), then your journey might begin like this towards an Administrative Complaint:



The complaint can be laid out in a bulleted list. For example, tell the most important points of your story. There is power in a short and to the point personal story. Then list the violations as bullet points ensuring that the violations are linked to how it harmed the student’s right to FAPE. These are some examples of violations and in no way a complete list: (1) refused to hold an IEP meeting; (2) school did not follow the IEP; or (3) required persons did not attend the IEP meeting. It might be helpful to use the Notice of Procedural Safeguards as a guide to violations.

STEP Into the Question and Answer Corner! By Donna Jennings

Q: *Where in the IDEA law does it state that the school must provide my child an aide in class?*

A: *The Individuals with Disabilities Education Improvement Act (IDEA 2004) does not contain law that states the schools must provide an aide to a student. However, the law does require the provision of Free Appropriate Public Education (FAPE) (300.101) and that the services be provided in the least restrictive environment (LRE).(300.114). Using these rights and the strategies listed in this article, IEP teams can determine the extent of the child's needs and establish if there is a need for an aide or other support services.*



A basic premise to begin with is that to the maximum extent appropriate, children with disabilities are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Be specific. Look at the IEP (Individualized Education Program) to ensure that the goals are written to help your child reach the outcomes for the end of the school year. Also, check to see if the goals written address all the areas of need. Areas of need might include behavior, organization skills, social skills, time management, language, academics, daily living and self help skills, among others. The TN Department of Education's website

www.tn.gov/education/curriculum.shtml has the Curriculum Framework where you can see what children in your child's grade level are expected to learn. Based upon the goals and objectives the IEP team has written for your child, you can demonstrate the unique needs of your child by making a matrix to show what the students school day looks like. For example, list the class schedule across the top, the IEP goals down the left side and all needed accommodations and modifications needed across the bottom. Designate on the form the person responsible during each segment of the day to ensure your child is actively engaged in the educational opportunities.

Here are some questions to ask so that supports are clearly defined to allow your child to participate and receive meaningful

benefit from their education. Who will repeat class instructions? Who will assist with self care/bathroom needs? Who will redirect and engage throughout the class? Who will assist student to interact with peers and adults? Who will modify the students work? Who will provide sensory input and breaks if listed in the IEP? Who will assist the student to demonstrate what they know? Who will provide hand over hand support when needed? Who will assist with the technology needs of the child? Add questions depending on your child's unique needs. The IEP must include all special Education, related services, supplementary aids and services, and appropriate accommodations to be provided to the child to assist the child to advance appropriately toward attaining goals, to be involved and make progress in the general curriculum, to participate in extracurricular activities, and to be educated and participate with other children with and without disabilities. These must be based on the child's individual needs and not the service delivery model of the school or class. In summary, the IEP defines the child's needs based upon findings of the evaluations and assessments. Be sure the IEP is specific and addresses the areas in which the aide will assist your child. Is the aide needed for the whole day, or are there pockets of time that other personnel or a peer tutor can provide supports? Be specific about the needs and what time of the day an aide is needed. The team should also discuss and document any specific training that your child's aide and other personnel working with you child may need, This could be seizure training, sign language, behavior intervention strategies, feeding issues, or others.

An IEP developed in a team process with parent input and open communication about the extent of the student's needs and support services required will be an IEP that ensures the student will make progress toward achieving their goals.

Journey To Resolution (con't from page 5)

If you have sought guidance and feel that your way clear is to file for a Due Process Hearing then your journey might begin like this: Gather your data and research. Then follow the Complaint writing process. Seeking legal counsel is recommended because the Due Process hearing is a trial process involving court procedures, discovery and witness testimony. Some families will be able to retain a private attorney that practices Special Education Law. Families that meet the income guidelines of the Legal Aid organization in their county could seek legal counsel through those organizations.

Due Process Timeline

- Parent files for Due Process Hearing with the (School District) LEA (Statute of limitations – two years back from the point of filing)
- Day 10 – LEA sends family Prior Written Notice
- Day 15 – School can challenge the request based on sufficiency (this is why the writing process is crucial)
 - Convene resolution meeting (can waive)
 - Amended hearing request – restarts timeline
- Day 30 – Due Process Hearing time period begins (if no resolution has occurred)

Recapping, seek resolution through problem solving and negotiation with the team. Seek the chain of command as a rule of thumb, in other words; allow the school system to be the third party if you and the team can not find common ground. If all your attempts fail, remember to do your research and follow the complaint writing process. If your situation is crucial and you choose Due Process, seek counsel with a legal professional in Special Education Law. Finally, verify the strength of your complaint because typically it's not about what's right or wrong as it is about what can be proven.

Restraint and Isolation Fact Sheet
Understanding Children's Rights is the Key to Appropriate Planning
Prepared by the Disability Coalition on Education (DCE)

There is a new law in Tennessee about the use of restraint and isolation in public schools, which took effect January 1st, 2009.

Restraint means limiting a student's freedom of movement by physical contact or holding.

Isolation, sometimes called seclusion, means confining a student alone in a room or space from which the student is physically prevented from leaving. "Time-out" in an area from which the student is NOT physically prevented from leaving is not considered to be isolation.



Schools CANNOT:

- + restrain a child in any position that restricts breathing or is life-threatening, such as face down or putting weight on the chest
+ use mechanical restraint such as straps, lap belts or ties
+ use chemical restraint, such as misuse of prescription medication to restrict a child's freedom of movement
+ use Mace, pepper spray or any other noxious (unpleasant) substance
+ lock a child in a room, closet or other confined space
+ restrain or isolate a child as punishment, coercion, convenience or retaliation

Schools MAY:

- + use restraint or isolation in emergency situations
+ use restraint or isolation if written into a child's Individualized Education Program (IEP)
+ Schools MUST notify parent or guardian and call an IEP meeting:if restraint or isolation is used when not in the child's IEP or if restraint or isolation is used for a longer time than what the child's IEP says
+ The school MUST record the facts surrounding the use of isolation or restraint. If the parent or guardian asks for the record, the school MUST give it to them. However, the school is not required to give the record to the parent or guardian unless asked.

[1] Special Education Isolation and Restraint Modernization and Positive Behavioral Supports Act (go to http://www.michie.com/tennessee/lpext.dll?f=templates&fn=main-h.htm&cp=tncode; then select Title 49, Chapter 10, Part 13)

If your child has problems with behavior, the IEP team should write an individualized positive behavior intervention plan (BIP), based on a functional behavior assessment (FBA).

Restraint or isolation should be a last resort, when there is danger of someone getting hurt.

If members of the IEP team suggest writing restraint or isolation into your child's IEP:

- + ask for information about the rights and protections your child and you have under Tennessee's restraint and isolation law
+ ask to see your school system's policies on restraint and isolation
+ ask what training the school staff have had
+ ask that the shortest time appropriate be applied
+ ask in what specific circumstances restraint or isolation would be used (such as risk of injury)
+ ask to see the room used for isolation (sometimes called a "quiet" or "calming" room)
+ ask to be notified every time your child is restrained or isolated
+ ask to bring the team back together if your child is restrained or isolated frequently
+ ask that all these points be put in writing in the Behavior Intervention Plan, the Crisis Intervention/Safety Plan, and the Prior Written Notice you should receive at the conclusion of every IEP meeting.

If you disagree with the proposed use of restraint or isolation, you can:

- + ask that the team meet again to consider your objections
+ ask to talk with someone in your local special education office
+ ask that the school pay for an outside evaluation, if you disagree with a behavior assessment done by the school
+ talk to an advocate and if these steps are not successful, you can file a request for a due process hearing.

In Tennessee, if you refuse to sign an IEP which the school system presents to you, the school can start using the IEP on the 15th day after you've refused, unless you file for due process.

If you believe that your child has been harmed by the use of restraint or isolation, you can:

- + seek medical attention immediately
+ take photographs of any injuries
+ notify the school
+ contact the Disability Law & Advocacy Center (info below)
+ if appropriate, make a report to Child Protective Services toll-free 1-877-237-0004
+ if appropriate, make a police report

Disability Law & Advocacy Center of TN
Phone: 1-800-342-1660
TTY: 1-888-852-2582
Email: GetHelp@DLACTN.org



AHEAD

Support & Training for Exceptional Parents, Inc.
712 Professional Plaza
Greeneville, TN 37745

Nonprofit Organization
U.S. Postage
PAID
GREENEVILLE, TENNESSEE 37743
PERMIT 24

RETURN SERVICE REQUESTED

XXXXXX

STEP AHEAD

Our mission is to empower parents to become effective partners with professionals in planning appropriate educational programs for their children.

Thank you to each person who generously contributed to STEP during this grant year. Over 100 community volunteers sponsored STEP workshops across Tennessee and made it possible for thousands of families to receive information that will help them on their journey toward speaking up for their children in ways that will have a life-long positive impact!

Thank you to those who made donations. Your donations make it possible for STEP to continue to expand the reach of our services and continue to offer them free of charge to families. Thank you to Paul and Carolyn Zarbock for your donation in memory of Z.H. Brody.

Please consider joining those who have generously contributed to our work.

*Donations received via PayPal at www.tnstep.org
or by mail to: STEP, 712 Professional Plaza, Greeneville, TN 37745*