

# Connections

Linking school professionals who support student achievement

## Connections, Winter 2005

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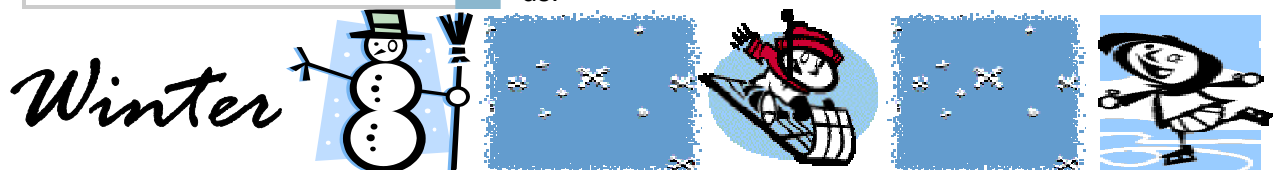
## Advocate, Advocate, Advocate!

By Jo Anne Gearhart, Editor

Probably one of the last things we remember to do in our active professional lives is to advocate for ourselves. It just doesn't come naturally to us—we're all about helping and promoting others, not ourselves and what we do! Because much of what we do takes place behind a closed door, the public at large doesn't know who we are or what we're about. Being an advocate for our profession is so important!

Thankfully, our respective professional organizations take on part of this responsibility. Their job is to advocate for what we do with various constituencies. Another organization that advocates for all student services is the National Alliance of Pupil Services Organizations (see article elsewhere in this newsletter). NAPSO brings together all of our organizations to form a strong voice on our behalf. We may not be aware of the work of this organization but it is active in shaping national legislation involving all of us. Among its member organizations are: ASCA, NACAC, NASP, AOTA, NASN, SSWAA, ASHA, and many others. NAPSO represents its member organizations whose goal is to provide and support a variety of school-based prevention and intervention services assisting students to be effective learners and productive citizens. Because NAPSO represents over a million members, it speaks with clout in the halls of government. Numbers talk and NAPSO speaks loudly.

But we, as individuals, need to speak loudly too. Our part in advocacy can take several forms. We can make presentations to school boards, other professional organizations and community and civic groups. We can write letters—to legislators, newspaper editors and parent associations. We can celebrate by observing National (Profession) Weeks. We can participate in research projects which demonstrate our effectiveness. We can join our professional organizations which advocate on our behalf. Advocate, advocate, advocate! Our students need us.



## **NAPSO Launches New Website!**

The National Alliance of Pupil Services Organizations has launched a new website. It's at [www.napso.org](http://www.napso.org). This website is an exciting new resource for all pupil/related services personnel.

NAPSO is a coalition of national professional organizations representing over a million members. NAPSO members include school social workers; school counselors; school psychologists; school nurses; occupational, physical, and creative arts therapists; speech-language pathologists; and, pupil services administrators. NAPSO also includes, among other allied organizations that support pupil/related services, the National PTA, the National Education Association, and the National Association of State Directors of Special Education.

The website is designed so that interested individuals can find in one convenient location NAPSO policy briefs, letters to the Hill, and other important documents about pupil/related services personnel. The NAPSO website hopes to model the efforts of this national coalition in working together for the mutual interest of all our professions and the children and families we serve. The website also gives all our affiliates and related organizations an opportunity to see the kind of work that NAPSO is producing and to use this information at the state and local levels.

NAPSO has been in existence since the passage of the original Individuals with Disabilities Education Act legislation. The coalition is active on Capitol Hill working to ensure that pupil/related services personnel are included in key legislation and that their talents and skills are put to good use in schools across the country.

## **Good News**

Colorado voters approved a record amount of school funding in the November election, aided by high voter turnout and overall growing concern about schools. Voters approved a record \$973.7 million worth of bonds to build new schools and patch up aging facilities in 13 districts. Only two districts out of 15 saw their measures defeated.

It represents an unparalleled investment in public schools, with 96 percent of the more than \$1 billion in requested bond money being approved. Education experts say the voters' good will is part of an increasing national trend of support for local schools.

## **A New Resource**

**New CADRE Resource Comprehensively Examines Parent and Community Involvement in Schools: Educating Our Children Together: A Sourcebook for Effective Family-School-Community Partnerships**

This sourcebook was designed to identify and describe promising practices in family-community-school involvement occurring in pre-K-12 school environments across the country. The book includes guiding principles for family-school-community involvement, tips for getting started, a self-assessment tool to determine current practices, strategies, and program descriptions.



To review the Sourcebook, click here:

[http://www.directionservice.org/cadre/EducatingOurChildren\\_01.cfm](http://www.directionservice.org/cadre/EducatingOurChildren_01.cfm)

## **New Web Tool Helps Bring Home the Cost of Teen Drinking**

How much does teen drinking really cost? Now you can calculate the monetary and social costs of teen drinking in your school, district or community with a new Web tool called the Alcohol Cost Calculator for Kids available at [www.alcoholcostcalculator.org/kids](http://www.alcoholcostcalculator.org/kids). Enter the number of students by age group and specify where you live, for instance, and you can determine how many students are likely to have serious alcohol problems and other associated health risks. You can also uncover how many school days students are likely to miss due to drinking problems, as well as discover treatment options. Created by Ensuring Solutions to Alcohol Problems at the George Washington University Medical Center, the calculator is especially useful when trying to affect school or district policies.



## **School Social Work News**

By Heather Hotchkiss, CDE Consultant for School Social Work

### ***A Success!***

The 2004-2005 School Social Work Institute was held in Frisco, CO on Oct 22-23. This year we had two incredible keynote addresses. Christian Moore spoke about the Why Try? Program and how important school social workers are in working with at-risk students. Ron Glodoski presented key information from his book, "How to Be a Successful Criminal," expressed his personal struggles and what made a difference in his life.

The institute offered many other presentations also. All of which were informative, captivating and fun! The institute was sponsored by NASW-CO and the CDE-Exceptional Student Services Unit. The Colorado School Social Work Committee looks forward to next year - because **Colorado School Social Workers Make A WORLD of Difference!!**

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## **School Social Work Association of America Offers Easy Access to Congress**

SSWAA has a new service on its web site - CongressWeb! Go to [www.sswaa.org](http://www.sswaa.org) and click on "New." You'll be linked to a special site that allows you automatically to send email messages or write letters to your members of Congress.

SSWAA will provide you with background information and sample letters on issues of importance to school social workers. We'll keep you updated when new information is posted on the site, so that you can keep your legislators informed on critical issues.



## Debunking AYP Myths - What the Data Are Really Saying

*Reprinted from the December 2004 BUZZ  
a consolidated federal programs newsletter*

There are many theories about Adequate Yearly Progress (AYP) data and determinations, some based on logical thinking and some based on frustrations. Now that we have begun to analyze statewide AYP findings, we wanted to set the record straight regarding some of the rumors that have been circulating.

**MYTH:** *English Language Learners (ELL) and Students with Disabilities cannot make the 1% Advanced target.*

Eighty-nine percent of schools (elementary and middle) made the 1% Advanced target for ELL in reading and 97% of schools made it for Students with Disabilities (of those schools who had 30 or more students in the subgroup). For math, 96% of schools made the 1% Advanced target for ELL students and 99% of schools made it for Students with Disabilities. In terms of district data, 94% of elementary and middle school district levels made the 1% Advanced target for ELL students in reading and 87% of Students with Disabilities. In math, 98% of districts met the target for ELL students and 96% met the target for Students with Disabilities.

This data indicate that almost all districts and schools in the state that needed to make the 1% Advanced Indicator for ELL and Students with Disabilities, did make that target.

**MYTH:** *It is mathematically impossible for a large district to make AYP.*

It is mathematically possible for a large district to make AYP, as all the targets can be reached mathematically. While no large districts have yet to make AYP at all levels, several districts are very close. For example, Jefferson County was held accountable for all 150 possible targets. Out of those 150, they made all but 5 targets (97% of their targets were met). Boulder Valley School District was accountable for 142 targets, and they made 140 (99%).

The largest gaps in reading are:

- 19% gap between Hispanic and White students at the middle school level
- 18% gap between students who are eligible for

free or reduced lunch and White students at the middle school level

- 15% gap between Black students and White students at the middle school level
- 15% gap between Hispanic students and White students at the high school level

**MYTH:** *Small districts are all making AYP.*  
Not all small districts are making AYP. The largest district to make AYP was responsible for 79 targets. There are 24 districts with fewer than 79 targets that are not making AYP. While it is more likely that a district with fewer targets will make AYP, it does not always happen.

Adequate Yearly Progress data is available on our website at [www.cde.state.co.us/ayp/0304Results.asp](http://www.cde.state.co.us/ayp/0304Results.asp). The Excel files list all schools and districts in the state and what targets each made, missed, or for which they were not held accountable. This information can be used to identify schools or districts that may be making targets that your school/district missed, if you would like to contact them. In the next few months we will have all AYP data up on the web, in a searchable format, for easy public access.

### Other Interesting AYP Facts

- 115 districts (63.19% of the 182 districts in the state) made all of their AYP targets for the 2003-2004 school year.
- 78.59% of schools in Colorado made AYP, a 3.35% increase from 75.24% in 2003-2004.
- 78.62% of Title I schools in Colorado made AYP.
- We have fifty seven districts in Colorado that have been placed on Program Improvement.
- Four districts are on improvement for math only.
- Six districts are only on improvement for reading.
- Forty-seven districts are on improvement for both math and reading.
- Twenty eight schools have been removed from the School Improvement list as a result of making AYP for two years in a row. The full list

of schools which made AYP can be found on page 5 of The Buzz.

**MYTH:** 100% Proficiency in 2013-2014 (Partially Proficient, Proficient and Advanced) is not a realistic target for Students with Disabilities and English Language Learners.

While the goal is for all students to reach proficiency by the end of the 2013-2014 school year, AYP includes a safe harbor clause. Safe harbor allows a school or district to make AYP if the school/district can show a 10% reduction in the percent of students scoring nonproficient from the previous year. The school/district can show this increase in students scoring partially proficient, proficient, or advanced, and still meet AYP, without making the 100% proficient target.

This year, 32% of schools not making the reading performance target used safe harbor for Students with Disabilities to make the targets. Twenty-three percent of schools used safe harbor to make reading targets for English Language Learners. For the math performance targets, safe harbor helped 17% of schools for Students with Disabilities and 18% of schools for ELL. Analyzing the district data, separated by level, the results are fairly similar. For reading performance targets, 26% of districts made safe harbor for Students with Disabilities and 21% for English Language Learners. Twelve percent made safe harbor for the math performance targets for Students with Disabilities, and 19% made it for English Language Learners.

With targets increasing for the 2004-2005 AYP calculations, safe harbor will offer more assistance for schools and districts in meeting AYP.

**MYTH:** AYP is just catching up for students with unique learning needs (special education and ELL). While most of the myths about AYP concern ELL students and students with disabilities, the data and conversations that ensue are much greater than just these two subgroups. The data have assisted in illuminating a significant racial/ethnic and economic status achievement gap in the state.

There are tremendous achievement gaps in secondary math, when one compares the percentage of students scoring partially proficient, proficient or advanced between the White subgroup and other racial/ethnic groups. The largest gaps in math are:

- 38% gap between Black students and White students at the high school level
- 36% gap between Hispanic students and White students at the high school level
- 34% gap between students who are eligible for free or reduced lunch and White students at the high school level
- 31% gap between Black students and White students at the middle school level.



## Colorado Futures in School Psychology Project

The Colorado Futures in School Psychology Project is a CDE Sliver Grant funded program which will provide professional development to support emerging roles for school psychologists, along with other related services providers, following the reauthorization of the Individuals with Disabilities Education Act (IDEA.)

Since August of 2004, the Futures Leadership Team has been developing, distributing state-wide, and analyzing a comprehensive needs assessment survey. The survey asked school psychologists to identify five topics which they considered to be most beneficial for meeting upcoming professional challenges. The responses were overwhelmingly enthusiastic and many practitioners expressed their appreciation for being allowed to have a voice in designing regional workshops.

At the time of this writing, 242 practitioners have responded to the survey, which is approximately 40% of school psychologists within the state. Results indicate a desire for training in two main areas: the Responsiveness to Intervention Model (RTI); and Research-Based Interventions for Social/Emotional/Behavioral concerns. These findings align with the results of a similar survey of special education directors and did not vary between regions.

At the annual CSSP conference, the Futures Team presented on the history and ongoing activities of the Futures Project. Discussion with practitioners confirmed their need for training in the areas identified by the survey. Their feedback further emphasized the need to dialogue with other professionals, to include administrators in discussions about changes in the law, and to emphasize the expanding roles of school psychologists in service delivery.

The Futures team will be using this information in order to select national speakers for training workshops to be held throughout the state in the spring. Further information will be available in the CSSP newsletter, CDE calendars and communications and from your Futures regional representative.





## **SAVE THE DATE:**

**The 19th Annual Metro School Speech-Language Symposium and Pre-Conference - January 28-29, 2005**

For Speech-Language Pathologists the highlight of the school year, in terms of professional development, is the Annual Metro Symposium and Pre-Conference. This year the Symposium is scheduled for January 28 and 29, 2005 at the Radisson Hotel Denver Southeast in Aurora, CO (same location as last year).

The Pre-conference will be presented by Sharon Soliday, an SLP from Portland, Oregon. Sharon will offer an in-depth look at service delivery models that link the SLP with the classroom curriculum. She will use the Colorado Content Standards as a foundation to assist SLPs in linking intervention goals to state standards. Oregon's success with the 3:1 service delivery model will also be explored. This session will be Friday, January 28 from 8:00 am to 2:00 pm. with college credit available.

The Symposium will kick-off with check-in at 2:30 pm on Friday, January 28 and will offer breakout sessions from 3:00-5:00. Dinner and evening presentations by Karen Kelly, CDE SLP Consultant and Diane Paul, from the American Speech-Language-Hearing Association (ASHA) will precede the famous silent auction. A keynote by Nina Reardon will follow on Saturday morning, and a range of sessions will fill the afternoon.

For Speaker Proposals (due Dec. 3, 2004) or to learn more about the Symposium contact Karen Kelly at CDE ([kelly\\_k@cde.state.co.us](mailto:kelly_k@cde.state.co.us)) or watch for registration announcements through the SLP state list serv. Hope to see you



## **Welcome!**

The Colorado Department of Education is pleased to announce the hiring of our new OT/PT/APE consultant. Sandra Meagher comes to us from Fountain Fort Carson School District #8, in the Pikes Peak region, where she currently serves as the OT/PT team leader. Sandra has a strong background in both educational and medical models of pediatric intervention. Her recent emphasis has been on the development of effective consultative skills and efficient documentation systems, in an effort to achieve greater alignment with the recently reauthorized IDEA.

Continuing an initiative established by Darcie Votipka - who resigned from the OT/PT/APE consultant position to accept a job as Poudre School District director of special services - regional group meetings, developed to offer professional support and address issues regarding OT/PT/APE's role in schools, will continue to be scheduled.

Beginning January 2005, Sandra will be consulting 2 days a week for CDE. Her scheduled days are Monday and Thursdays. Please don't hesitate to contact her with questions or suggestions related to OT/PT/APE. She can be reached via email at [meagher\\_s@cde.state.co.us](mailto:meagher_s@cde.state.co.us).

Registration forms for the 2005 motor conference have been mailed. If you have not received one, please contact Sandra Meagher at your earliest convenience or go to <http://www.cde.state.co.us/cdesped/RSS-OT.asp>.

# School Mental Health News:

## Behavior Evaluation and Support Team (BEST) Update

By Sharon Llewellyn, CDE BEST Contact Person

BESTs are district level teams which are trained to support schools in efforts to work with students who exhibit challenging behaviors. There are currently 48 active BESTs in school districts and BOCES around the state. The teams provide various services, from consultation to training, depending on the needs of their district or BOCES.



This Fall the BESTs participated in a training with Dr. Maureen Neihart, who spent the day talking about strategies that could be used when working with anxious and depressed children. The morning was spent discussing techniques to help students with anxiety relax.

**Progressive muscle relaxation** – Alternately tense and relax major muscle groups, working top down or bottom up. Tense each group for a full five seconds, then relax for 10-15 seconds and repeat. Major muscle groups include the forehead, eyes, jaws, neck, shoulders, upper back, biceps, forearms, hands, abdomen, groin, legs, hips, thighs, buttocks, calves, and feet.

**Controlled breathing** – Controlled breathing works to relax the body by maintaining the proper balance of Oxygen and Carbon Dioxide. It takes about four minutes to restore the proper balance, hence when using this technique you should do it for at least that amount of time. It is best to inhale and exhale the same amount of time. It doesn't matter if you breathe through your nose or your mouth. Breathe slowly to a count of 4 for each inhalation and exhalation, without taking big gulps of air.

**Imagery** – Imagining scenes that are soothing and relaxing is an effective way to relax. The scene is not as important as how the image makes you feel. It may take a few tries for someone to find an image that is most relaxing to them. Sometimes it helps to think of a time when you felt most secure and relaxed and imagine that scene. Imagery works better when you include multiple senses. Imagine the

sounds, the smells, the feel, etc.

**Distraction** – Distraction works to reduce the anxiety by taking the focus off of the disturbing sensations or thoughts. Getting involved in another activity or thought will reduce symptoms of anxiety. It is important to practice distraction for at least four minutes before expecting a reduction in the unpleasant symptoms.

The afternoon was spent on strategies for working with depressed children. Dr. Neihart stressed that anything that could be done to help depressed students get regular exercise and be connected socially with peers would help the student. This may include scheduling a physical education class for the student at a time when s/he could use a natural boost in mood and energy levels. When working with students to help them improve their social skills, thereby increasing social connections with peers, the following principals of transfer of learning should be utilized to increase the student's ability to use the learned social skills in various settings.

**Overlearn** – The more we practice the easier it is to do

Teach the general principles underlying the skill.

**Practice variability** – Train in a variety of situations with a variety of people

Make the training examples as similar to real life as possible – Role play in the very places where they have trouble.

If you have any questions about your district's or BOCES' BEST status, or would like information on how to get involved in this progressive CDE initiative, please contact Sharon Llewellyn at 303-898-9623 or [llewellyn\\_s@cde.state.co.us](mailto:llewellyn_s@cde.state.co.us).



## What about Parental Involvement in Parenting? The Case for Home-Focused School-Parent Partnerships



By Maurice J. Elias & Yoni Schwab

Parents spend less time than ever with their children. How much of that time should be focused on academics?

In April, the U.S. Department of Education released its long-awaited document describing how states, districts, and schools are supposed to carry out the parental-involvement provisions of the *No Child Left Behind Act*. "Parental Involvement: Title I, Part A: Non-Regulatory Guidance" seems to place parents in the role of curriculum policymakers and consultants, co-teachers, and teachers' aides. One might get the impression that their main purpose is to ensure their children's optimal academic performance. Yet, as the Annie E. Casey Foundations Kids Count surveys and related studies of child outcomes suggest, parents' top priority should be attending to basic parenting responsibilities.

Parents spend less time than ever with their children. How much of that time should be focused on academics? And what exactly can parents do that would best support their children's academic development? We propose this bold concept as a precondition for parental involvement in schools: parental involvement in parenting.

There are some necessary aspects of parenting that, if not done, will make the academic-support activities recommended by federal officials ineffective or unrealistic, especially for families in urban, high-risk communities. For parents with the least time, energy, and resources to parent effectively, schools should be a support in fulfilling their primary role, not the other way around.

We do not mean to imply that parents should be excluded from educational decision-making. On the contrary, we believe appropriate parental input (taking into account that parents are not experts and should leave room for educators to make pedagogic decisions) has myriad positive effects on schools and their students. But parents burdened with too many responsibilities and too little support should not be expected to become policy wonks and curriculum specialists, as the guidance document implies. And schools, so often challenged in direct proportion to the life difficulties their families face, should not be saddled with yet another time-consuming and nearly impossible task.

In fact, the very notion of partnership, as put forth in the department's "guidance on parental involvement," is flawed. Here, for example, are a few illustrative quotes from the document, with our comments:

*"When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." (Guideline A-4)*

*"Studies have found that students with involved parents, no matter what their income or background, are more likely to earn high grades and test scores, and*



*enroll in higher-level programs; pass their classes, earn credits, and be promoted; attend school regularly; and graduate and go on to postsecondary education.” (A-5)*

It is difficult to argue with these points; who could take a position against parental involvement or decry the potential benefits of it? However, the devil is in the details. What *kind and extent* of parental involvement is needed? A look at the guidance's definition of parental involvement is illuminating.

### Defining Parental Involvement

*“The statute defines parental involvement as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting in their child's learning; that parents are encouraged to be actively involved in their child's education at school; [and] that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child. ...” (A-1)*

*“An LEA's [local educational agency's] written parental-involvement policy must establish the LEA's expectations for parental involvement, and describe how the LEA will involve parents in jointly developing the LEA's local plan; ... build the schools' and parents' capacity for strong parental involvement; ... [and] conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental-involvement policy in improving the academic quality of the schools. ...” (C-3; only some of the requirements have been quoted here.)*



It is hard to imagine poor, overworked single parents or nonparental caregivers going to steering-committee meetings month after month to decide how parents should be involved and then evaluate the school's efforts. Parents burdened with too many responsibilities and too little support should not be expected to become policy wonks and curriculum specialists.

Two education professors— Diane Stephens of the University of South Carolina and Gail Boldt of the University of Iowa— suggest in the May 2004 *Phi Delta Kappan* a set of questions to gauge the adequacy of educational partnerships. Their questions provide us with a framework for judging these federal guidelines on parental partnerships and formulating recommendations:

1. Who will be partners?

The first challenge is that one school must partner with many “homes.” Though a school can operate as a unit (in theory), each home is unique and autonomous. How many “homes” must be involved, in which activities, and to what extent?

2. What does each partner receive, and what would have to happen for each partner to feel adequately compensated for its contribution?

In this partnership, burdens are added to both parents and educators. Schools must enable parents to become involved in the schools, in

*(Continued on page 10)*

(Continued from page 9)

educational policy, and in the academic life of students; parents must absorb these teachings and add this participation to their already overburdened and hectic routines. This area is closely related to the next question.

3. What will each partner contribute?

Imagine, if you can, parents of power-plant workers coming in for a visit and saying to supervisors, “You know, you should turn that water up a little. I think it should be hotter.” Or parents of surgical patients coming in to advise doctors that they should snip a little more here or less there. The equivalent of this happens in education all the time, as parents come to school and make curriculum suggestions—if not demands—on teachers. It is not clear how, or why, parents should have a great deal to contribute to issues of educational pedagogy, policy, and practice.

In a similar way, teachers are supposed to be experts at educating children, not adults. The Education Department's guidance actually calls upon both sets of partners to base their partnership on areas that are not their primary areas of expertise.

In essence, it is saying that parents' most important job is to ensure the academic success of their children. While this is not stated in as many words, our reading of the guidance is that the role of parents as their children's first teachers is narrowly interpreted to the three R's, rather than as educating students for success in life, as well as school.

There is no mystery about what children need for social, emotional, and academic growth and the development of sound character. Fortunately, it is within the reach of the vast majority of parents to provide what is needed. The [Collaborative for Academic, Social, and Emotional Learning](#) and the [Laboratory for Student Success](#) have taken a lead role in identifying these factors and are excellent resources for educators and parents.

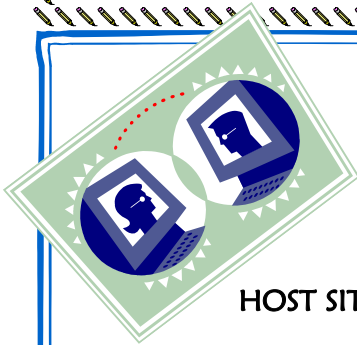
Schools can offer workshops, parenting classes, and other support services to help parents promote the social and emotional development of their children. Schools can focus on fostering a sense of community by hosting school-wide family activities, creating parenting-resource centers, and giving parents structured opportunities to volunteer in classrooms and at school events or trips. Parents should be encouraged to support their children's education by creating daily routines that are predictable and structured, taking an active interest in school to convey the values of education and effort to their children, and making homework a priority by dealing with the problem of TV and other media distractions.

In sum, the guidance for parental involvement, as promulgated by the U.S. Department of Education, would be more valuable to educators, parents, and students (especially those who are most behind) if it focused on helping parents with their primary task, that of parenting. Parental involvement in parenting is the foundation of effective parental involvement in the schools—and of student success.



Maurice J. Elias is a professor of psychology at Rutgers University, in New Brunswick, N.J., where Yoni Schwab is a teaching assistant in the department of psychology. Mr. Elias is the vice chair of the [Collaborative for Academic, Social, and Emotional Learning](#)'s leadership team.

From Education Week, October 20, 2004



***Auditory Processing Disorders  
VIDEOCONFERENCE  
Friday, March 11, 2005  
9AM – 4PM***

**HOST SITE:** Ben Nighthorse Campbell Center, University of Colorado Health Sciences Center, Fitzsimmons Campus

**Tentative participating sites:** Greeley - UNC  
Colorado Springs – CSDB, Pueblo – Pueblo Community College,  
Alamosa, Durango – Ft Lewis College, Grand Junction/Clifton – AHEC,  
Glenwood Springs

**TITLE:** A Spoken Language Processing Approach to Assessing and Managing Auditory Processing Disorders

**GUEST PRESENTER:** Larry Medwetsky, Ph.D., Rochester Hearing and Speech Center, Rochester, NY

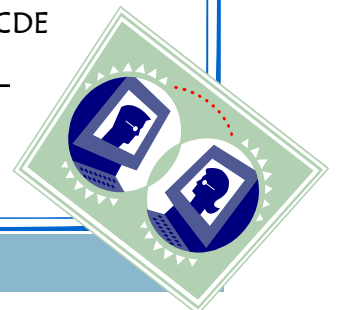
**AUDIENCE:** SLPs, Audiologists, School Psychologists

*Difficulties in processing spoken language can be manifested in different ways depending on the underlying deficit. Various approaches have been advocated to address this problem but many come from a narrow perspective and are often at odds with each other. As a result there is much confusion and disagreement among health and education professionals as to what is being examined and how to best diagnose and treat those disorders. This presentation will review the various APD deficits that can (co)occur, provide guidance to developing a comprehensive, yet pragmatic, test battery protocol, and present specific management approaches that can be employed for the various deficits that can be present.*

In addition the CDE Guidelines, ***Auditory Processing Disorders: A Team Approach to Screening, Assessment, and Intervention Practices*** will be reviewed by Cheryl DeConde Johnson, CDE Audiology Consultant and Karen Kelly, CDE Speech-Language Pathology Consultant.

Sponsored by: Colorado Educational Audiology Group in conjunction with CDE

**REGISTRATION INFORMATION WILL BE AVAILABLE IN JANUARY –  
WATCH THE CDE WEBSITE  
[www.cde.state.co.us/cdesped/index.asp](http://www.cde.state.co.us/cdesped/index.asp)**





## DHH and PCD Eligibility

By Cheryl Johnson, CDE Consultant for  
DHH Disabilities & Audiology Services

*Periodically we get asked questions that we think are good to share with our colleagues. The following question about PCD comes up frequently. The response is made by Aaron Rosenthal, Outreach Psychologist, Colorado School for the Deaf and the Blind, 719.579.3249 arosenthal@hsd2.org*

### **QUESTION:**

We have a question regarding PCD being used as a secondary label. We are finding a lot of our students who have hearing as a primary and then PCD as secondary. Is there some specific guideline to follow to make sure that the secondary PCD label is appropriate to have for our d/hh students?

### **RESPONSE:**

Your question is a good one and a complicated one as well. Defining a "learning disability" for a student with a hearing loss is a lot more complex than for a typical hearing student. Many of the reasons they are behind academically are typically associated with hearing related issues. Therefore, many students with hearing loss are likely to meet the discrepancy criteria but not really have a learning disability and, therefore, should not have PCD listed as a secondary disability. Now the bigger issue..."Is there some specific guideline to follow to make sure that the secondary PCD label is appropriate to have for our deaf/hard of hearing students?" I wish the answer were yes. Generally I try to gather as much information about the student as possible.

This might include interviews with teachers and other specialists, looking at work, observations, health/social history, language, etc. to assist in determining if the academic deficits are beyond what would be expected for a student with his/her hearing loss, background, experiential opportunities, language issues etc.

My attitude is that when in doubt don't label. Given that the student qualifies for special education services based on the hearing loss, it is not a special education qualification issue. Rather it is about the types of services that best address the student's needs. Colorado is a needs based state in terms of service delivery, and this allows for lots of flexibility in determining the types of services that can be provided based on the student's needs and the educational environment. If there are times when this situation is unclear but the addition of a PCD identification can help provide additional services for the student, either at present or in the future, then there may be larger considerations to adding that educational disability. To me that still lives in the spirit of being "needs based" if the secondary identification actually provides more services/support for that student. I hope my response is helpful. Please feel free to ask more questions or provide feedback.



*Only the educated  
are free. --*

*Epictetus*

# Orientation and Mobility Adaptations

By John Thomas, O&M Instructor, Overbrook School for the Blind  
From *Howe's Now Council of Schools for the Blind*, Vo. 8, NO. 3, May 2004

*Note: Only a certified O&M instructor should make these devices.*

Sometimes students have needs that require O&M instructors to move beyond their traditional training and beyond the typical offerings found in catalogs. By being attuned to the individual needs of the students, we can begin the process of finding out what might work best for them, and we can make adaptations to their canes so that they can better negotiate their environments. These adaptations don't have to be expensive or time consuming. It is possible to make some useful tools by using common inexpensive items such as PVC pipe and duct tape.

## Cane Guidesticks

Cane guidesticks are an effective way to help students to position their cane or adapted cane properly. Sometimes students position their cane to the side or spin in circles with it.

Guidesticks are inexpensive and easy to make using 1/2" PVC pipe and fittings. For each guidestick, you need three PVC slip caps, one PVC tee, two four-inch sections of PVC pipe and one five-foot section of PVC pipe. Assemble as shown using PVC cement. (See picture at right)



**Cane Guidesticks**

## Long Cane Grip Guards

Sometimes students grasp the long cane at the top of the grip or too far down the shaft. Grip guards are a good way to help them get in the habit of grasping their long cane properly. To make this happen, the instructor simply positions a guard higher or lower on the cane, according to the individual learning needs of each student. Grip guards are inexpensive and easy to make by using PVC pipe, foam and black duct tape.



**Grip Guards**

To make a grip guard, first cut a one-inch section from a two-inch diameter PVC pipe. Next, tightly wrap a one-inch thick piece of foam pipe insulation around the cane grip at the appropriate place on the grip. Use the duct tape to attach the foam to the grip. This foam core should be slightly larger than two inches in diameter to allow the PVC pipe section to fit snugly. Squeeze the foam and slide the pipe section over it. It may be necessary to add or remove some foam. Securely attach the foam core and pipe section to the long cane by covering with more duct tape.

Shown at the left are long canes with grip guards attached, one with a grip guard at the top of the grip and one with a guard towards the bottom of the grip.



# How to “LEGO” and Have Fun with Maps and Models



By W. Timothy Macaulay, O&M Instructor, Overbrook School for the Blind  
From *Howe's Now Council of Schools for the Blind*, Vo. 8, NO. 3, May 2004

As O&M specialists, we know how important maps and models can be in helping students learn a variety of concepts. There are some excellent packages, kits, and software available to help teach these concepts to our students. However, the materials can be difficult to adapt for specific needs. For example, you want to make a tactile map of a student's classroom or classroom building or you want to build a model of a specific train station but the kit does not have enough pieces or the right size or shape of pieces to build the desired 2-D map or 3-d model.

The O&M staff at Overbrook School for the Blind has found an alternative that is effective, meaningful, and fun for the students and, if we're honest, is great fun for the staff as well! This alternative is to use LEGO materials.

Most of our students already know about LEGO toys and many have had some experience with them. The younger students recognize them as toys and are immediately motivated to start playing and having fun with them. Our high school students also know about them and, recalling happy times from their childhood, even these image conscious teens are willing to start 'playing' with these toys again. With direction and guidance, a great deal of learning also takes place.

Currently, the Mobility staff at Overbrook has developed three LEGO maps/models that are in regular use. One of these is of the Main Building of our campus showing the east and west cloisters with the library, auditorium and rotunda. Another shows the major features of campus including buildings, driveways, sidewalks, playgrounds, etc. the third one is of the block surrounding one side of campus, which shows the streets and intersections (with the appropriate traffic control signs) as well as campus gates and other important features of this residential block.

Because the LEGO materials are so well made and there is such a variety of bricks, plates, base plates, and specialty pieces, there is almost no limit to the maps and models the staff can build. Among the maps and models we've created are:

- 🌐 Models of above ground (Elevated) and underground (Subway) train stations.
- 🌐 Models of the layout of the interior of school and public transportation buses.
- 🌐 Maps of a student's classroom and classroom building.
- 🌐 Maps of a specific route a student is learning (on campus and in the different neighborhoods near the school).
- 🌐 Maps of the layout of an important public transportation terminal.



🌐 Models of the different train and bus platforms in this terminal.

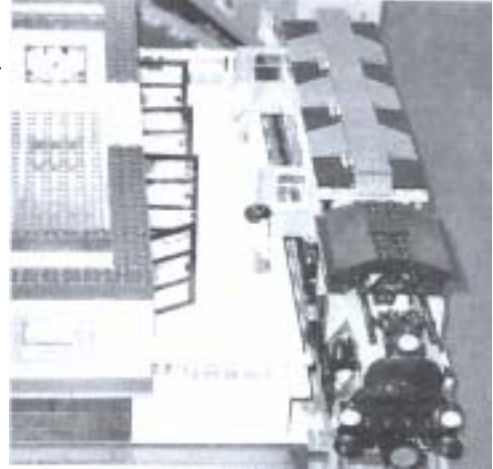
We have also taught the concepts related to intersections, street crossings, and traffic patterns with the help of the "+" shaped and "T" shaped LEGO road base plates.

Some additional materials we use with the maps and models that we build include the "Tack-Tiles" braille system materials, which work well with the LEGO blocks, so we can mark the maps in braille and print. We also use a variety of toy vehicles including school buses, public transportation buses, vans, and taxis, as well as police, fire and emergency vehicles. Such toys are readily available in just about any toy store. We have marked school buses with actual bus route numbers our students travel to make things more personal. In addition, our local public transportation company sells die-cast metal models of the buses they have in service, and this adds a bit of reality to the fun and learning.

Using LEGO materials, a class of middle-school students recently and successfully completed a year-long study of the vocabulary and concepts related to public transportation travel in the community.

The five students in this class were scheduled for a special, 45-minute weekly group Mobility class. During one of these classes, each month, the students worked on designing and building a model of a town complete with its own working public transportation system, schools, restaurants, homes, and even a professional wrestling arena! All built with LEGO materials.

Their Mobility instructor built one of the train cars as an example for the students as well as three of the buildings in the town - the fire station, the train station, and the train maintenance building - to teach specific concepts. Then, each student designed and built an additional train car and building. When all of the buildings and train cars were complete, they decided on the layout of the town including a residential neighborhood with the school and homes as well as a business district with the train station, restaurants, and wrestling arena. They named each of the streets in town, set up stop signs and traffic lights at the appropriate intersections, and named their creation "Dream Town." at the end of the school year, we displayed Dream Town in the school's library.



## ***Dream Town***

# School Counselor News

## School Records and Case Notes

By Jo Anne Gearhart, CDE Consultant for School Counselors

Questions about ethics and law are frequent in our profession. It's unclear sometimes the difference between ethical and legal practice. I submit the following article by Carolyn Stone, ASCA Ethics Chair, regarding school records and counselor case notes.

### Case Notes, Educational Records and Subpoenas

You have been seeing Stephen off and on for the first three months of the school year. You have received a request from Stephen's mother for copies of your case notes. Are you legally required to provide her with your case notes?

Family Education Rights and Privacy Act (FERPA) is federal legislation that governs educational records and impacts case notes in a school setting. FERPA dictates how all written information on a student will be handled for the protection of the student and their family. Before FERPA, parents did not have rights to records and abuses occurred. FERPA has enacted safeguards so that parents can access their children's educational records and have a voice in availability to others.

Not all of the information collected and maintained by schools and school employees about students is subject to the access and disclosure requirements under the Family Education Rights and Privacy ACT (FERPA, 1973). One of the five categories exempt from the definition of "educational records" under FERPA is records made by teachers, supervisors, counselors, administrators and other school personnel that "are kept in the sole possession of the maker of the record and are not accessible or revealed to any other person except a temporary substitute for the maker of the record."

FERPA means that school counselor's case

notes are "sole possession records" and not education records (which parents are entitled to see) if the records meet very specific criteria: 1) a memory aid, 2) not accessible or shared in either verbal or written form, 3) a private note created solely by the individual possessing it, and 4) include only observations and professional opinions.

Parents have rights to educational records and therefore, if our case notes do not meet the above criteria, then we are legally required to respect the spirit and intent of FERPA and provide these case notes/educational records to the requesting parent. The general belief that unless shared and accessible your case notes remain sole possession records, applies to our mental health colleagues, but application is more complex for case notes for school counselors. FERPA requirements mean that school counselors must write case notes through a different lens, only recording observations and professional opinions if we desire to meet the spirit of sole possession records. Think about the last student who came to you for a personal/emotional issue. Try to write a case note that does not record details but rather just your professional opinion and your observations. Meeting the definition of sole possession records is very tough to do!

School counselors do not usually keep prolific notes, as this is not our reality. Often case notes record the date, the student's name, and a few details to jog our memory. However, when we do write detailed case notes, for example, in a child abuse situation, a student who is self-mutilating, or suicidal students, we write with the understanding that our notes can be subpoenaed (in most states) and parents can access the case notes if they record other than observations and professional opinions. Therefore, we take

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great care to write professionally and once subpoenaed, we are careful not to purge or rewrite notes. We can correct misspellings or other errors by crossing out the error so that it can still be read, correcting it, and initialing the correction.

It is hard to meet the criteria for sole possession records but this does not mean that we do not write case notes when it is important or appropriate for the welfare of our students. However, when we write case notes we must constantly remind ourselves that these notes can be read in a court of law and that parents can request them. Write down what you must remember about your student/client but not with assurance and comfort that it will never be read by others. Even when school counselors manage to meet the criteria of sole possession records, in most states these records can still be subpoenaed.

What should be our first step when we receive a subpoena for one of our student's records? From the legal counsel for your school district, the attorney who issued the subpoena, or the opposing attorney, seek advice and a motion to quash, a procedure that voids your obligation to respond to a subpoena. Generally speaking, we do not want our records or our testimony in court! Our loyalty is to our students and the confidentiality we owe them. If you are unsuccessful in getting the motion to quash, advocate for the privacy of your students in other ways such as asking the judge to excuse your testimony to take your notes into chambers to determine if the notes are really needed. Advocate, advocate, advocate to protect your case notes and to be excused from testifying.

You are probably thinking that there are times such as child abuse situations in which you will want to testify and share your records. Absolutely, but exercise

caution before entering the legal arena on behalf of students. For example, we are often asked to endorse one parent over another in custody battles. Ask yourself,

“have I ever spent hours, days and maybe even years with someone and they turned out not to be the person I thought they were?” If you answered yes to this, could it be that we rarely have the entire picture as to which parent is a better fit for a student. Could there be more to the story than we are able to learn from the student, teacher, and from our own interactions with the parents? Some of the most heart wrenching calls I have received as ASCA Ethics Chair are from parents involved in heated custody battles who felt wronged because his or her child's counselor sided with the other parent in the form of a letter or testimony. We will continue to enter the legal arena as our judgment dictates but a sobering dose of caution may help us reevaluate some of our involvement. We want to protect students' privacy to the extent possible. However, if all attempts fail to avoid relinquishing your records or your testimony, then cooperate fully.



*If I ran a school, I'd give the average grade to the ones who gave me all the right answers, for being good parrots. I'd give the top grades to those who made a lot of mistakes and told me about them, and then told me what they learned from them.*

*R. Buckminster Fuller*





# **Congress Passes New Reauthorization of I.D.E.A.**



Reauthorization of I.D.E.A. (Individuals with Disabilities Education Act) was passed by Congress on November 19, 2004, and signed into law by President Bush on December 3. Most provisions of the law take effect on July 1, 2005. Rules are currently being developed which will provide interpretation and clarification for implementing the law. Below is a brief summary of provisions of the new law:

## **Alignment with No Child Left Behind**

The new IDEA contains 60 references to the Elementary and Secondary Education Act of 1965, also known as No Child Left Behind. These references range from new provisions that allow IDEA funds to be used for activities required under NCLB and new requirements for the qualifications of special education teachers to a variety of new requirements dealing with the assessments of students with disabilities. With this new alignment to the nation's main education law, it is critical for parents to understand several of NCLB's most important provisions.

## **Complaints**

A new provision requires that a complaint must be limited to a violation that occurred not more than 2 years before the date the parent or school district knew or should have known about the alleged action.

## **Consent for Services**

Schools must obtain informed parental consent before providing special education and related services to a child. Should a parent refuse to consent to the provision of services, the school district may not use procedures such as mediation and due process in order to provide services.

## **Discipline**

Changes to provisions covering the treatment of students who violate a code of student conduct allows school personnel to make decisions regarding a change in placement on a case-by-case basis. Provisions to conduct a manifestation determination and to continue educational services in alternative settings have been maintained.

## **Dispute Resolution**

Changes allow the use of mediation without first requiring the filing for a hearing and also introduce a new "Preliminary Meeting" that can be used to seek a resolution prior to a due process hearing. Additionally, new provisions substantially change the awarding of attorneys' fees.

## **Evaluation Before Graduation**

The new bill makes it clear that schools are not required to perform an evaluation before termination of a child's eligibility due to graduation from secondary school with a standard diploma or due to exceeding the age eligibility for a free appropriate public education.

## **Federal Funding**

While the new bill provides an authorization schedule for federal appropriations that is designed to achieve the full federal commitment by year 2011, appropriations are not mandatory and will, therefore, be subject to the yearly appropriations process.

## **Highly Qualified Teachers**

NCLB calls for a highly qualified teacher in every public school classroom by the 2005-2006 school year. To align IDEA with NCLB, and provide guidance for states and schools on how special education teachers can meet the highly qualified standard, the bill requires all special education teachers be certified in special education. New special education teachers teaching multiple subjects must meet the



NCLB highly qualified standard in at least one core subject area (language arts, math, or science) and will have two years from the date of employment to take advantage of certain NCLB provisions to demonstrate competence in other core subject areas.

### **Individualized Education Programs (IEPs)**

IEPs must contain measurable annual goals and a description of how the child's progress toward meeting those goals will be measured and reported, such as quarterly reports to parents. Additionally, special education and related services and supplementary aids and services must be based on peer-reviewed research to the extent practicable. Appropriate measurable postsecondary goals must be included in the IEP beginning no later than the first IEP to be in effect when the child is 16. Any transition services needed to assist the child in reaching those goals must be included. Additional new provisions encourage districts to consolidate IEP meetings with reevaluation meetings and to use alternative means of meeting participation when conducting IEP team meetings, such as conference calls and video conferences. Changes to IEPs in effect can be made without convening the IEP team if both the school district and parent agree.

### **IEP Team Attendance**

A member of the IEP team can be excused from attending the IEP meeting, in whole or in part, if the parent and school district agree that attendance is not necessary because the member's area of curriculum or related services is not being modified or discussed, or because the member has submitted input to the team in writing. Such agreements must be in writing.

### **Notice of Procedural Safeguards**

Schools must distribute a copy of the procedural safeguards once per year, upon initial referral or request for evaluation, upon filing of a complaint, and upon request by a parent.

### **Over-identification of Minorities**

A new provision requires states to have policies and procedures that are designed to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as students with disabilities.

### **Paperwork Reduction and Multi-Year IEP Pilot Program**

New provisions call for pilot programs in not more than 15 states to carry out activities designed to reduce paperwork burdens, enhance educational planning, improve positive outcomes for children with disabilities, promote collaboration between IEP team members and ensure satisfaction of family members. Additionally, up to 15 states can apply to take part in a pilot program focused on the development of a comprehensive, multi-year IEP.

### **Prohibition of Mandatory Medication**

A new provision requires states to prohibit state and local school district personnel from requiring a child to obtain a prescription for a substance covered by the Controlled Substance Act as a condition of attending school, receiving an evaluation or receiving services under IDEA.

### **Request for Evaluation**

The bill clarifies that a parent may initiate a request for an initial evaluation to determine if a child has a disability.

### **Special Rule for Eligibility**

Expanded provision precludes schools from finding a child to be a child with a disability if the determinant factor for such determination is lack of appropriate instruction in reading, including in the essential components of reading instruction as defined in No Child Left Behind.

### **Specific Learning Disabilities**

A new provision releases schools from the current regulatory requirement that a child must show a severe discrepancy between achievement and intellectual ability in order to be determined to have a specific learning disability. Additionally, schools may begin to use a process that determines if the child responds

*(Continued on page 20)*

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to scientific, research-based intervention as a part of the evaluation procedures as defined in IDEA.

#### **Summary of Performance**

A new provision requires schools to provide a summary of a child's academic achievement and functional performance upon the termination of services. Such a summary must include recommendations on how to assist the child in meeting the child's postsecondary goals.

#### **Timeframe for Evaluation**

A new provision requires that an initial evaluation be completed within 60 days of receiving parental consent for the evaluation, unless the state has established a timeframe within which the evaluation procedure must be completed.

Transferring From One School District to Another New provisions direct school districts to provide services to students with IEPs who transfer into a new school, including services comparable to those described in the previously held IEP. The new school must take steps to promptly obtain the child's records for the previous school and the previous school must take steps to promptly respond to such requests. For students who did not have an IEP in effect, but for whom an evaluation had begun, districts are required to promptly complete the evaluation.



### *Attention:*

## **Occupational Therapists, Physical Therapists and Adapted Physical Educators**

### *Save This Important Date!*

**You won't want to miss this exciting conference.....**

**The 2005 Annual Motor Conference will be Friday, February 25, 2005,  
at The Doubletree Hotel in Westminster**

We are pleased to announce that our Keynote Speaker this year is Barbara Hanft, MA, OTR, FAOTA. Barbara has over 30 years experience as a clinician, consultant and lobbyist. She writes, and consults nationwide with school, early intervention and related community agencies about family-centered care in natural environments, special education and related services. She is an author of The Consulting Therapist and more recently, Coaching Families and Colleagues in Early Childhood.

Other conference agenda items are regional and discipline breakout sessions and a few other surprises. Please join your colleagues for an outstanding educational opportunity.

### **Conference flyers have been mailed!**

If you have not received your flyer, go to  
<http://www.cde.state.co.us/cdesped/RSS-OT.asp>

# Speech-Language Pathologists: Making a Difference in Today's Schools



By Karen L. Kelly, CDE Speech-Language Consultant

Barbara Moore-Brown, Ed.D, CCC-SLP, F, the director of Special and Alternative Education in the El Rancho USD in Pico Rivera, California presented a full-day conference for school speech-language pathologists in Denver on November 12, 2004. Along with Judy Montgomery, Dr. Moore-Brown has co-authored *Making a Difference for America's Children: Speech-Language Pathologist in Public Schools* (2001, [www.thinkingpublications.com](http://www.thinkingpublications.com)). Her presentation focused on defining the current role of school speech-language pathologists in facilitating student achievement. New constructs of language-learning disabilities were described, with careful attention to NCLB and IDEA reauthorization. Specific examples of intervention and service delivery models were offered to the more than 70 conference attendees from Colorado, Kansas, Idaho, Wyoming and New Mexico. Included in the group were representatives from the Colorado Department of Education Speech-Language Advisory Council (SLAC) and several regional SLP Professional Development Coordinators.

A key message from Moore-Brown emphasized the need for SLPs to integrate their skills and expertise into the existing school system. "For speech-language pathologists to work effectively in the public school setting, they must not only be competent in the treatment of communication disorders, delays, and disabilities, but also understand the educational system in which they work (Moore-Brown & Montgomery, 2001, p. 3). This, according to Moore-Brown is part of the expanded practice and professionalism that has evolved for SLPs across the country. Also to be considered are issues related to the recruitment and retention of highly-qualified SLPs, cultural competence, application of intervention to classroom curriculum, use of paraprofessionals and speech-language pathology assistants (SLPAs) and use of outcome data to drive decision-making. Moore-Brown supports the position statements presented by the American Speech-Language and Hearing Association (ASHA) that encourage SLPs to take a leading role in literacy and reading instruction. This newly expanded role of literacy advisor is linked to the SLP's expertise in early and emerging language development as well as to the strong foundation of assessment that is embedded within speech-language training programs.

Moore-Brown repeatedly noted that the ineffective practices of "search and serve" and the traditional "2x 30 min." (referring to the typical service delivery model) are outdated and unsupported by evidence. SLPs must move from a focus of "access" to a focus on student achievement. The complex and diverse needs of students do not fit a single model of service delivery, and must be considered within a dynamic framework of options. A stern warning against the practice of school-wide speech-language screening and informal (and typically unilateral) decision-making regarding eligibility for speech services was issued. Moore-Brown noted that the special education process includes a pre-referral component that is efficient and meets the intent of the laws, namely multidisciplinary assessment and team decisions.

In predicting future trends and challenges for SLPs, Moore-Brown stated that "things will keep changing and collaboration and partnerships will be the key". This seems like sound advice from this dynamic SLP/Special Education Director.

## Upcoming Events

### **January 14, 2005**

Affective Needs Conference

Contact: Jackie Borock - 303-866-6707 or email Borock\_j@cde.state.co.us

### **January 28,29,2005**

Speech-Language Pathologists Annual Metro Symposium and Pre-Conference - Aurora  
Radisson Southeast

Contact: Karen Kelly - Kelly\_k@cde.state.co.us

### **Friday, February 25, 2005**

*"Promoting Student Achievement Through Consultation & Collaboration"*

State Conference for OT, PT, APE - Westminster: Double Tree Hotel

Contact: Sandra Meagher - meagher\_s@cde.state.co.us

### **March 11, 2005**

Auditory Processing Disorders Videoconference: A Spoken Language Processing Approach to Assessing and Managing Auditory Processing Disorders

Contact: Cheryl Johnson - 303-866-6960 or email Johnson\_c@cde.state.co.us

### **March 29 - April 2, 2005**

NASP Annual Conference - Atlanta, GA

Contact: www.nasp.org

### **April 7, 2005**

Parents Encouraging Parents (PEP) Conference

### **April 10-12, 2005**

Colorado Child and Adolescent Mental Health Coalition Conference

Colorado Springs: Sheraton Hotel

Information: 303-761-0807 or email dgtjoe@qwest.net

### **April 21-22, 2005**

Colorado School Counselor Association Annual Conference

Breckenridge, CO: Beaver Run Resort

Information: www.cosca.org

### **April 28-30, 2005**

Colorado School Nurse Annual Conference

Breckenridge, CO

Contact: Judy Harrigan - 303-866-6779 or email Harrigan\_j@cde.state.co.us

### **June 9-10, 2005**

Summer Mental Health Institute

Denver, CO

Contact: Barb Bieber - 303-866-6933 or email Bieber\_b@cde.state.co.us

### **July 26-27, 2005**

New School Nurse Orientation Conference

Frisco, CO

Contact: Judy Harrigan - 303-866-6779 or email Harrigan\_j@cde.state.co.us

## Change of Address

Dear Connections,

Please update your mailing list with the information listed below:

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or via email at [feiber\\_s@cde.state.co.us](mailto:feiber_s@cde.state.co.us).

This newsletter can be found  
on the web at:

<http://www.cde.state.co.us/cdesped/RSS-Connections.asp>





## CDE Connections Consultants

<p>Cathy Bodine Assistive Technology Partners 1245 E. Colfax Ave., Suite 200 Denver, CO 80218 Phone: (303) 815-1281 Email: <a href="mailto:cathy.bodine@uchsc.edu">cathy.bodine@uchsc.edu</a></p>	<p>Cheryl Johnson, Educational Audiology 201 E. Colfax Ave., Room 300 Denver, CO 80203 Phone: (303) 866-6960 Email: <a href="mailto:johnson_c@cde.state.co.us">johnson_c@cde.state.co.us</a></p>
<p>JoAnne Gearhart, School Counseling Broomfield High School 1Eagle Way Broomfield, CO 80020 Phone: (303) 447-5374 Email: <a href="mailto:joanne.gearhart@bvsd.k12.co.us">joanne.gearhart@bvsd.k12.co.us</a></p>	<p>Karen Kelly, Speech-Language Pathologist 201 E. Colfax Avenue, Room 300 Denver, CO 80203 Phone: (303) 866-6741 Email: <a href="mailto:kelly_k@cde.state.co.us">kelly_k@cde.state.co.us</a></p>
<p>Tanni Anthony, Orientation and Mobility 201 E. Colfax Ave. Denver, CO 80203 Phone: (303) 866-6681 Email: <a href="mailto:anthony_t@cde.state.co.us">anthony_t@cde.state.co.us</a></p>	<p>Heather Hotchkiss, School Social Work 201 E. Colfax Ave. Denver, CO 80203 Phone: (303) 866-6622 Email: <a href="mailto:hotchkiss_h@cde.state.co.us">hotchkiss_h@cde.state.co.us</a></p>
<p>Judy Harrigan, School Nursing 201 E. Colfax Ave., Room 300 Denver, CO 80203 Phone: (303) 866-6770 Email: <a href="mailto:harrigan_j@cde.state.co.us">harrigan_j@cde.state.co.us</a></p>	<p>Sandra Meagher, OT, PT, APE 201 E Colfax Ave. Denver, CO 80203 Phone: (720) 244-3411 Email: <a href="mailto:meagher_sw@cde.state.co.us">meagher_sw@cde.state.co.us</a></p>
<p>Barb Bieber, School Psychology 201 E. Colfax Ave. Denver, CO 80203 Phone: (303) 866-6933 Email: <a href="mailto:bieber_b@cde.state.co.us">bieber_b@cde.state.co.us</a></p>	



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