From our Executive Director

“A Very Ugly Noun”

The Oregon Council of Developmental Disabilities and the Arc of Oregon distributed a poster last year that says it all: "Some words do hurt. Using the word "retard" is not cool, funny or hip—it’s just thoughtless. No matter how the word is used, it is hurtful to people with disabilities. Think about your words. Don’t use words that hurt.”

We teach our children not to use it. Then when you least expect it, someone says it as a noun. It strikes like a forceful punch to the side of your face or like a blow to the pit of your gut.

My husband and I were standing in line at our local cinema waiting to buy our movie tickets. We were quietly talking and catching each other up on the events of the day. Standing in line in front of us were three high school students, engaged in their own conversation, insensitive and obviously unconcerned to the other people in the vicinity. They spoke in loud voices about their boyfriends, new haircuts, what they were going to wear to the Saturday night dance, and then one of them said “IT”, “that girl is a retard.”

“RETARD” rang through my head and I saw red. I looked up at my husband and he knew exactly what I was thinking and feeling. Now I was faced with a decision. Do I tell them that my daughter has a cognitive delay? Do I tell them that the word RETARD is a demeaning word when used as a noun and can be very hurtful to people? Do I ignore their ignorance? Do I stand silently, and miss a chance to inform these three young people about a flaw in their use of the English language?

My answer is NO; my daughter deserves much better than that!

In Webster’s II New Riverside Dictionary, the word “retard” is not defined as a noun. Rather, it is a verb; “to slow the progress of: delay.” In music, for instance, this term is very appropriate as the tempo of a song is critical to the intent of its writer and to the ear of the listener. So I’m not making some over-emotional plea to ban a word from our language—I just want it to be used in context, and properly.

If our most authoritative dictionary clearly defines it as a verb, why does the use of the word persist as a noun?

With all of the emphasis on student achievement in our schools, one critical area is language arts. It seems like the main goal is to produce graduates with the necessary language skills to enter the work force and contribute to the huge economic cog that is our country. But in educational circles I don’t hear people talking about the proper use of language to contribute toward breaking down ignorance, discrimination, intolerance and hate. Their collective social costs are compelling enough to emphasize language arts as important beyond their value to our country economically.

If I could do one thing in my life that would have lasting value, it would be to strike the use of that word as a noun in the English language. I’m not sure how to do that. Do you have ideas? If so, please communicate them to me, I’m open to your suggestions.

[Note: This newsletter is produced at the Oregon School for the Deaf by the Printing Class at a reduced rate. Our Project receives a wonderful product, and the kids get a ‘hands-on’ learning experience. Thank you OSD—keep up the good work!]
Practical Money Skills

PracticalMoneySkills.com is a free Web site designed to help educators, parents and students practice better money management for life. Americans think that financial basics are as important as the three R's traditionally taught in school. In fact, according to a Visa survey, 77 percent of parents believe personal money management is a subject "very important" to their children's lives as adults -- second only to writing at 89 percent. And since many consumers today graduated without even basic knowledge of money management, like how to create and stick to a budget, many learn money skills through the school of "trial and error."

To help today's youths and consumers of all ages become financially savvy, Visa has partnered with leading consumer advocates, educators and financial institutions to launch a national program to improve the nation's financial skills - Practical Money Skills for Life.

In addition to providing online tools and resources via www.practicalmoneyskills.com, Visa has created free classroom materials that educators can use to teach personal finance. Available online or in binder format, the classroom curriculum is free. It offers a teacher's guide, student worksheets and quizzes and interactive brain-teasers that can be played by students via the Web or from a CD-ROM. Additionally, Visa donates computer labs, ensuring that schools in need have access to the equipment necessary to take advantage of Practical Money Skills for Life. Learn more about Visa's outreach program.

Practical Money Skills for Life is educator-developed and educator-approved. In fact, at the recent National Education Association's Expo 2001, more than 94 percent of the educators surveyed graded the program an "A" or "B" and 98 percent said they would recommend it to a fellow educator. (Read educator comments on Visa's program.)

Secondary Transition to College and Employment Conference

The Oregon Parent Training and Information Center and the Oregon Department of Education would like to invite you to attend "Building Futures”, scheduled for April 12 and 13, 2006, at the Red Lion Hotel, in Salem, Oregon. Building Futures is sponsored in part by the Oregon State Department of Education, the Or PTI and the Oregon Council on Developmental Disabilities and Department of Human Services.

Building Futures is for anyone who has an interest in supporting individuals with disabilities as they transition from school to life. This includes Secondary Educators, Post Secondary Educators, Vocational Rehabilitation Counselors, Special Educators therapists, counselors, service providers, job developers, and other rehabilitation specialists, and especially secondary students with disabilities and their families. Throughout the two-day event there will be presentations by regional and national experts on issues surrounding secondary transition and assistive technology.

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Habilidades Prácticas Monetaria

Practicalmoneyskills.com es un sitio gratuito en la red de Internet diseñado para ayudar a educadores, padres y estudiantes para ejercer una mejor administración monetaria de por vida. Los americanos creen que las bases financieras son tan importantes como las tres Rs tradicionalmente enseñadas en la escuela. De hecho según una encuesta de Visa, 77% de los padres creen que la administración monetaria personal es un tema “muy importante” para las vidas adultas de sus hijos – segundo a la escritura en un 89%. Y ya que varios consumidores se han recibido sin un conocimiento básico de administración monetaria, como el crear y apegarse a un presupuesto, muchos aprenden por medio de la escuela de ensayo y error. Para ayudar a la juventud y consumidores de todas edades a llegar a tener la habilidad financiera. Visa se ha asociado con defensores del consumidor, educadores e instituciones financieras para embarcarse en un programa nacional para mejorar las habilidades financieras de la nación ---- Habilidades Practicas Monetarias de por Vida. En adición a proporcionar instrumentos y recursos vía: www.practicalmoneyskills.com Visa ha creado materiales gratuitos para el salón que educadores pueden usar para enseñar finanzas personales. Disponibles en la red en un formato de carpeta, el currículo escolar es completamente gratuito. Les ofrece a los maestros una guía, hojas de trabajo al estudiante y pruebas junto con rompecabezas que pueden ser jugados por los estudiantes vía el Internet o de un CD-ROM. Además Visa dona laboratorios de computación, asegurándose que las escuelas tengan acceso al equipo necesario para que se tome ventaja de Habilidades Practicas Monetarias de por Vida. Aprenda más sobre el programa de alcance de Visa. Habilidades Practicas Monetarias de por Vida ha sido desarrollado por educadores y aprobado por educadores. De hecho, en la última Exposición de la Asociación Nacional de Educación mas del 94 por ciento de los educadores contestaron una encuesta donde le daban al programa una calificación de “A” o “B” y 98% dijo que se lo recomendarían a un colega. (Lea los comentarios de los educadores en el programa de Visa.)

Transición Secundaria hacia el Colegio y el Empleo

El Centro de Información y Capacitación Para Padres de Oregon y el Departamento de Educación de Oregon los invita a asistir a “Construyendo Futuros”, fijado para este 12 y 13 de abril del 2006 en el Hotel Red Lion de Salem Oregon.

Construyendo Futuros es patrocinado en parte por el Departamento de Educación del Estado de Oregon, el OrPTI y el Concilio Sobre Discapacidades de Oregon y el Departamento de Servicios Humanos. Construyendo Futuros es para cualquier persona que este interesada en apoyar a individuos con discapacidades durante la transición de la escuela a la vida. Esto incluye a Educadores de Secundaria, Educadores Pos-Secundaria, Consejeros de Rehabilitación Vocacional, Terapeutas, Educadores Especiales, Consejeros, Proveedores de Servicios, Desarrolladores de Empleo y otros Especialistas de Rehabilitación. Especialmente a los estudiantes de secundaria junto con sus familias. Durante el evento de dos días habrá presentaciones de expertos nacionales y regionales en temas relacionados a la transición secundaria y asistencia tecnológica.

(Los expertos nacionales ya se encuentran en nuestro estado)

Todos los talleres y cursos de capacitación que el OrPTI ofrece están disponibles en español, o se puede hacer arreglos para tener un intérprete. Para pedir un intérprete o una traducción de alguno de nuestros materiales favor de comunicarse con Miriam Bautista 503-581-8156 Ext. 210.

All of the OrPTI workshops are available in Spanish (by request). For other languages, an interpreter will be provided. To request an interpreter or OrPTI material in another language, please contact: Miriam Bautista 503-581-8156 ext. 210.
What is the Difference Between EI and ECSE?

Early intervention (EI) means services for children with disabilities from birth to age three that are designed to meet the developmental needs of the child and the needs of the family related to enhancing the child’s development. EI services are provided in settings that are natural or normal for children without disabilities, unless the child needs a more specialized setting. These services are described in your child’s IFSP.

Early childhood special education (ECSE) means free, specially designed instruction to meet the unique needs of children with disabilities from age three until the age of eligibility for public school. Children eligible for ECSE services must be provided with a free appropriate public education (FAPE). FAPE means special education and related services necessary for your child to benefit from his or her education. These services are described in your child’s IFSP. The law says that the team must place your child in the “least restrictive environment.” This means your child must be placed in the most typical kind of program that will meet the child’s needs, based on your child’s IFSP.

What is an IFSP?

IFSP stands for Individualized Family Service Plan. A team that includes you, your child’s teachers, and others design these services after they decide whether your child has a disability and meets the criteria for special education that is in the law. The IFSP describes the services to be provided to your child. The IFSP team includes you, your child’s teachers, and others. The IFSP team reviews your child’s assessment information, identifies measurable goals for your child, and determines the services and supports your child needs to reach those goals. You may get more information about IFSPs from your child’s service coordinator, teacher or other program staff.

Where can I get more information?

Your local EI/ECSE program is the first stop for more information. There are a number of people in the program who can answer questions about the services for your child, including your child’s service coordinator.

(Information from Oregon’s Parent’s Rights Booklet, Oregon Department of Education)

The New IDEA’s Provisions on Diversity

The Individuals with Disabilities Education Act (IDEA) 2004 contains new provisions regarding disproportionality and overidentification of students from diverse backgrounds as disabled. These provisions went into effect on July 1, 2005.

- States must have policies and procedures to prevent the inappropriate over-identification or disproportionate representation of children with disabilities by race and ethnicity, including children with disabilities with a particular impairment.
- States must collect and examine data to determine if a significant number of students of diverse race or ethnicity are disproportionately identified as disabled.
- States must collect and examine race and ethnicity data regarding the incidence, duration, and type of disciplinary actions, including suspensions and expulsions.
- The requirement that procedures to evaluate and place children with disabilities not discriminate on a racial or cultural basis is to be continued.
- Public schools must provide and administer assessments in the child’s native language. Unless it isn’t feasible, the test should be provided or administered in the form that is most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally.
- Districts that show significant disproportionality regarding to identification or placement of children with disabilities must provide comprehensive, coordinated early intervening services, particularly to children in those groups that were significantly over-identified.

To date the regulations on IDEA 2004 have not been published.

(From the Council on Exceptional Children)
¿Cual es la diferencia entre EI & ECSE?

Intervención temprana (EI) son los servicios que han sido diseñados para servir las necesidades de desarrollo para niños entre las edades de nacimiento hasta los tres años de edad. Así como las necesidades de familia que podrán realzar el desarrollo del niño(a). Los Servicios de Intervención Temprana son proporcionados en un marco natural o normal para niños sin discapacidades, a menos que el niño necesite un marco mas especializado. Estos servicios han sido descritos en el IFSP de su hijo(a).

Educación Especial para La Niñez Tempranera (ECSE) significa instrucción especialmente diseñada para responder a las necesidades únicas de los niños con discapacidades desde la edad de tres hasta la edad de elegibilidad a la escuela pública. Los niños elegibles para servicios de ECSE deben recibir una educación gratuita, pública y a propiada (FAPE). FAPE significa educación especial y los servicios relacionados que sean necesarios para el beneficio de la educación de su hijo(a). Estos servicios son descritos en el IFSP de su hijo(a). La ley dice que el equipo debe colocar a su hijo(a) en el “ambiente menos restrictivo”. Esto significa que su hijo debe ser colocado en un tipo de programa típico que responderá a las necesidades de su hijo basadas en el IFSP.

¿Que es un IFSP?
IFSP son las siglas del Plan De Servicios Individualizados Para La Familia. Un equipo que lo incluye a usted, los maestros de su hijo(a) entre otros que diseñan los servicios después de decidir si su hijo tiene una discapacidad y si llena los requisitos requeridos para educación especial según la ley. El IFSP describe los servicios que serán proporcionados a sus hijo(a). El equipo de IFSP lo incluye a usted, los maestros de su hijo(a) entre otros. El equipo de IFSP revisa la información de la evaluación de su hijo(a), identifica las metas medibles y determina los servicios y apoyos que su hijo(a) necesitará para alcanzar esas metas. Usted puede obtener más información sobre IFSP de su coordinador de servicios, el maestro u otro personal del programa.

¿En Donde Puedo Obtener Mas Información?
Su programa local de EI/ECSE es la primera parada para obtener más información. Hay un número de personas dentro del programa que puede responder sus preguntas sobre los servicios de su hijo(a), incluyendo el coordinador de servicios de su hijo(a).

(Información extraída del “Folleto de los Derechos de los Padres de Oregon"

Las Nuevas Provisiones de la ley IDEA Sobre Diversidad

El Acta de Educación de Individuos con Discapacidades (IDEA) 2004 contiene nuevas provisiones sobre la Desproporcionalidad y sobre identificación de estudiantes de diversos orígenes. Estas proporcionaron fueron puestas en efecto el 1 de julio del 2005. Los estados deben contar con normas y procedimientos que prevengan la sobre-identificación inapropiada de niños con discapacidades por raza u origen étnico, incluyendo niños con discapacidades con un impedimento en particular.

Los estados deben colectar y examinar la información para determinar si un número significante de estudiantes de diversas razas y origen étnico son desproporcionadamente identificados como discapacitados.

Seguirá en vigor el requisito que procede para evaluar y colocar a un niño con discapacidades el cual no es para discriminar en bases raciales o culturales.

Las escuelas públicas deben proveer y administrar evaluaciones en el idioma natal del niño(a). A menos de que no sea factible, el examen debe ser proporcionado o administrado en la forma que es mas probable a proveer información correcta en lo que el niño(a) sabe y puede hacer académicamente, del desarrollo y funcional.

Distritos que marquen una desproporción significante sobre la identificación o colocación de niños con discapacidades deben ofrecer servicios comprensivos de intervención temprana coordinada. Particularmente en casos de aquellos niños que han sido considerablemente sobre identificados. Hasta la fecha las regulaciones de IDEA 2004 aun no han sido publicadas.

(Extraído del Concilio de Niños Excepcionales)
What is the Oregon Parent Training and Information Center?

The Oregon Parent Training and Information Center (PTI) is the statewide parent training and information center serving parents of children with disabilities. Our focus is to educate and support parents, families and professionals in building partnerships that meet the needs of children and youth with the full range of disabilities ages birth to twenty-six. We are a regionalized model with staff living in the area they serve.

Who Should Call?

- Parents of children with disabilities, or suspected disabilities.
- Parents of children with emotional or behavioral problems.
- Professionals in educational, medical, or human service fields.

What Services Does the Oregon PTI offer?

- Training on a variety of topics related to children with disabilities
- IEP Partner Training and Matching
- Transition Partner Training and Matching
- Mediation Partner Training and Matching
- Special Education HelpLine: 1-888-891-6784
- Information and Referral
- Annual Statewide Conference
- Secondary Transition Conference
- Bimonthly Newsletter
- Website: www.orpti.org
- Diversity Outreach
- E-mail List of Trainings in Oregon
- Oregon Ability Database
- Lending Library (in collaboration with the Swindells Center)

Where is the Oregon PTI?

Oregon PTI’s services are provided statewide, and our main office is located in Salem at 2295 Liberty Street NE.

When is the Oregon PTI Open?

The PTI central office is generally open from 9 AM to 4 PM. Most of our staff work part time, and have obligations outside the office. There may be times that you would reach voicemail during our regular office hours. If you leave a message, our staff make every effort to return your call in a timely manner, usually within 24 hours.

How Do I Contact the Oregon PTI?

Call us at: 503-581-8156 or 1-888-505-2673 (toll-free, in-state only)
HelpLine at: 1-888-891-6784
Fax us at: 503-391-0429
Email us at: info@orpti.org
Subscribe to the e-mail list at: rwortman@orpti.org
Visit our website: www.orpti.org

Five Ways You Can Help Oregon PTI:

Make a tax-deductible charitable contribution.

Assist YOUR Regional Trainer in setting up a workshop.

Donate items to our silent auction at the OrPTI annual Conference.

Coordinate a fund-raising activity in your community.

Become a Volunteer Partner.
Oregon Opportunities

The persons, products and services listed in the Oregon Opportunities section of our newsletter are included for informational purposes only and as a service to our readers. NO endorsement by the Oregon Parent Training and Information Center should be inferred.

Monthly Family Support Meetings at Juntos Podemos, 2475 Lancaster Dr. NE B9 in Salem. Meetings are held the first Friday of the month at 6:30 PM. For more information call Juntos Podemos at: 503-566-7727.

February 25, 2006 - The 31st Annual OrBIDA Conference "Hope Across the Lifespan" Diagnosing and Treating Dyslexia - at the Kingstad Conference Center in Beaverton. For more information please go to the OrBIDA website at: www.orbida.org.

March 3, 2006 - Rogue Valley Transition Academy Night - For Parents and Teachers of students on IEP’s and 504 Plans at the Central Library in the new Rogue Community College library wing in downtown Medford, 5:30 - 7:30 PM. Proposed Activities: Learn about college and university opportunities for your students on IEP’s and 504 plans. The last half hour will be a panel presentation of “Do’s and Don’ts” by parents of college students with disabilities. Contact Brenda Nulty to RSVP: (541) 346-0732; Fax 541-346-5517; TDD 541-346-2444; Email: bnulty@uoregon.edu.

March 11, 2006 - Sibshops - activities for siblings of children with disabilities. This action packed good time is open to children ages 7 - 13. The first sibshop will be held in SE Portland, at the Colonial Heights Presbyterian Church located at 2828 SE Stephens St. There is a small fee of $5 to cover the cost of lunch. Pre-registration is required as the space is limited. Please call the ASO office at (503) 636-1676 for more information and the register.


April 23, 2006 - Autism Walk A Thon - In Portland will start at the Morrison Bridge, walk to the Steel Bridge and back. This is approximately one mile. Registration will start at 9:00 AM and the walk begins at 10:00 M. The event ends at noon. Prizes and entertainment will be provided! For more information go to: www.autismwalkathon.com.


April 26, 2006 - Lane Community College Transition Academy Night - For Parents and Teachers of students on IEP’s and 504 Plans at the LCC main campus, Center for Meeting and Learning (Building 19), Room #104 from 5:30–7:30 PM. Proposed Activities: Learn about college and university opportunities for your students on IEP’s and 504 plans. The last half hour will be a panel presentation of “Do’s and Don’ts” by parents of college students with disabilities. Contact Brenda Nulty to RSVP: (541) 346-0732; Fax 541-346-5517; TDD 541-346-2444; email: bnulty@uoregon.edu.

April 28 & 29, 2006 - The Arc of Oregon 2006 Convention at the Best Western Hood River Inn Sponsored by the Arc of the Mid-Columbia.

Q - How can I get increased services for my child?

A - Suppose your child gets speech therapy two times a week, and you think he or she needs therapy three times a week. What do you do? First, you can talk with your child’s speech pathologist and request an IEP review meeting with the purpose of increasing speech therapy. Discuss your child’s needs and ask to see the evaluation of his or her progress. If your child is not making progress with the current schedule, talk to the IEP team about the need for making changes in the IEP. The school personnel will either agree with you and change the IEP, or they will disagree with you.

With any disagreement, you have the right to prior written notice as to the reasons for the refusal, and you can appeal the decision of the IEP team. Appealing a decision can mean bringing in a third party to mediate your concerns, or it may mean requesting a due process hearing.

Q - What is the role of the regular education teacher at the IEP meeting?

A - The general education teacher participating in the IEP meeting should be the teacher who is, or may be, responsible for implementing the IEP. IDEA 1997 emphasizes the importance of the participation of the general education teacher. The general education teacher assists in developing behavioral interventions and strategies, the determination of program accommodations or modifications and most importantly, how best to instruct the student in the general education program.

(Excerpted from NICHCY Special Education FAQ’s)

Q - One of my son’s regular education teachers refuses to provide the accommodations listed in the IEP. Does the teacher decide which accommodations he will, or won’t use?

A - The IEP Team determines which modifications and accommodations the student needs in the educational settings. If the team has agreed that the service will be provided, and it is included in the IEP, then it must be provided. Teachers are not allowed to pick and choose which parts of the IEP they will implement. If the accommodation is determined to be necessary by the team, it must be provided. I would suggest that you talk to the teacher and make sure he understands what is listed in the IEP, and why that accommodation is needed for your son. If that has been done, try to discover why that teacher is refusing to make the accommodation. Perhaps the teacher needs some support to be able to provide what is necessary for your child. If that is the case, the IEP Team needs to address that teacher’s need for support. If the teacher continues to refuse to implement the IEP, put your request in writing, with a copy to the school administration, and ask that you receive a response in writing as well. If you would like an example of a follow up letter, contact our Special Education Helpline, and we would be happy to send you one.

On-Line Trainings

Watch OrPTI’s Website for upcoming training opportunities. In the near future you will be able to access some of our trainings online. The presentations will have recorded narrations as well as the accompanying PowerPoint slides.
Oregon PTI Workshop Calendar
The following ORPTI trainings are currently scheduled.

February 21, 2006 - ADHD and Aspergers Syndrome: What's the Same, What's Different, and What Helps in the Classroom, from 5:30-7:30 PM, in the Education Complex, Grand Ronde. Dinner will be provided. Registration is required, please contact Shelley Joyce at: sjoyce@orpti.org.

February 22, 2006 - How to Address Behavior in an IEP - from 7:00 - 8:30 PM at the Corvallis School District Office. Pre-registration is required. Contact Leah Skipworth at: lskipworth@orpti.org.

February 23, 2006 - Is Your Child a Target of Bullying? - from 6:00 to 9:00 PM. Sponsored by ISN Brokerage, 3737 Portland Rd., Salem. Registration is required, please contact Shelley Joyce at: sjoyce@orpti.org.

February 24, 2006 - Navigating the Special Education Process from 6:30 PM to 8:30 PM in Milton-Freewater at Christ the King Lutheran Church, on the corner of SW 6th and Parkview. For more information or to register contact Donna Helman: dhelman@orpti.org.

February 25, 2006 - Behaviors in the IEP - at the Columbia Gorge Community College in The Dalles, from 10:30 AM to 12:30 PM. Registration is required, contact Victoria Haight to register at: vhaight@orpti.org.

February 27, 2006 - "What Parents Need to Know about the IEP" from 6:30 - 8:30 PM at the South Coast ESD in Coos Bay. Pre-registration is required. Contact Leah Skipworth at: lskipworth@orpti.org.

February 28, 2006 - What Parents Need to Know about the IEP - at the Grants Pass Library from 5:00 - 6:30 PM in Grants Pass. Pre-registration is required. Contact Leah Skipworth at: lskipworth@orpti.org.

March 1, 2006 - Transition to Kindergarten - at the Gresham Regional Library from 10:30 AM to 12:30 PM. Registration is required, contact Victoria to register at: vhaight@orpti.org.

March 2, 2006 - Transition to Kindergarten, from 5:30-7:30 PM, in the Education Complex, Grand Ronde. Dinner will be provided. Registration is required, please contact Shelley Joyce at: sjoyce@orpti.org.

March 3, 2006 - AD/HD and Aspergers Syndrome: What's Different, What's the Same, and What Helps Both in Classroom" at the Madras DHS Conference Room 6:00 - 8:30 PM. For more information or to register contact Donna Helman at: dhelman@orpti.org.

March 4, 2006 - Understanding the IEP Process from 8:30 AM to Noon at the Grace Lutheran Church in Corvallis. Pre-registration is required. Call Leah Skipworth at: lskipworth@orpti.org.

March 9, 2006 - Behaviors that Interfere with Learning - at the Providence Portland Medical Center from 6:30 - 8:30 PM. Registration is required, contact Victoria Haight to register at: vhaight@orpti.org.

March 10, 2006 - Navigating the Special Education Process in Enterprise, Location TBA, from 6:00 - 8:00 PM. For more information or to register contact Donna Helman at: dhelman@orpti.org.

March 11, 2006 - Behaviors that Interfere with Learning - at the Taft Fire Hall in Lincoln City from 9:00 AM to Noon. Pre-registration is required. Contact Leah Skipworth at: lskipworth@orpti.org.


March 16, 2006 - Navigating the Special Education Process in Prineville at the School District Building from 6:00 - 8:30 PM. For more information or to register contact Donna Helman, dhelman@orpti.org.
Oregon PTI Workshop Calendar
The following ORPTI trainings are currently scheduled.

March 16, 2006 - Working Through Conflicts in Special Education - at the Providence Portland Medical Center from 6:30 - 8:30 PM. Registration is required, contact Victoria Haight to register at: vhaight@orpti.org.

March 16, 2006 - Working Through Conflicts in Special Education - at the Lane County DHS Office in Eugene from 6:00 - 8:00 PM. Registration is required, please call the Special Education Helpline to register at: 1-888-891-6784.

March 16, 2006 - Navigating the Special Education Process in Prineville at the School District Building from 6:00 - 8:30 PM. For more information or to register contact Donna Helman at: dhelman@orpti.org.

March 17, 2006 - Navigating the Special Education Process in Condon at the North Central ESD, 135 S Main Street from 9:00 AM - Noon. For more information or to register contact Donna Helman at: dhelman@orpti.org.

March 22, 2006 - Transition to Kindergarten at the Hillsdale Library in Portland from 11:30 AM - 1:30 PM. Registration is required, contact Victoria Haight to register at: vhaight@orpti.org.

March 23 & 24, 2006 - IEP Partner Training in Roseburg from 9 AM- 4 PM both days. For more information or to register contact Karen Ripplinger at: kripplinger@orpti.org.

April 4, 2006—Working Through Conflicts in Special Education—in Beaverton at the Beaverton Resource Center Small Community Room from 9-11 AM. To register call the special education helpline at: 888-891-6784.

April 11, 2006 - The Law; 504, IDEA, and ADA, a comparison - at the Greater Albany School District, 718 7th Ave, Albany, from 6:30 - 8:30 PM. Pre-registration is required. Contact Leah Skipworth at: lskipworth@orpti.org.

April 11, 2006 - Transition to Kindergarten - at the West Linn-Wilsonville School District Board Room in West Linn from 10:30 AM to 12:30 PM. Registration is required, contact Victoria Haight at: vhaight@orpti.org. To request a Spanish Language interpreter, contact Miriam Bautista at: 888-505-2673, ext. 210.

April 12 & 13, 2006 - Building Futures, Secondary Transition Conference 2006 (Formerly known as Avoiding Future Shock) in Salem at the Red Lion Hotel - For more information call OrPTI at: 888-505-2673.

April 18, 2006 - Transition to Kindergarten - Sponsored by EC Cares at the U of O Clinical Services Building in Eugene from 6:30 - 8:30 PM. Pre-registration is required. Contact Leah Skipworth at: lskipworth@orpti.org.

April 22, 2006 - Aspergers Syndrome and ADHD -at the Columbia Gorge Community College, Board Room in The Dalles, from 10:30 AM - 12:30 PM. Registration is required, contact Victoria Haight at: vhaight@orpti.org.

April 27, 2006 - Transition to Kindergarten, from 6:30 to 9:00 PM, 714 E. 6th Street, Newberg. Sponsored by the Newberg School District. Reservations are required, contact Shelley Joyce at: sjoyce@orpti.org.

May 9, 2006 - Is Your Child a Target of Bullying? at the Greater Albany School District, 718 7th Ave, Albany, from 6:30 - 8:30 PM. Pre-registration is required. Contact Leah Skipworth at: lskipworth@orpti.org.
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To reach Oregon PTI staff, call [toll-free, in-state] 1-888-505-2673 plus the extension number or in the Salem area:
Phone: 503-581-8156; FAX: 503-391-0429;
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Articles and suggestions are welcome, however, Oregon PTI reserves the right to determine final content of this publication. Send information and articles for publication to:
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If you would like to reprint an article: we ask that you give credit to Oregon PTI as your source of information. This includes articles which we have adapted from other sources. If you have questions regarding our policy, please contact us.

Oregon PTI is currently accepting applications for the Northwest Regional Trainer position. If you would like more information about this position please contact our Salem office at 503-581-8156.
If you would like to become a member of Oregon PTI's statewide network of families and professionals, please complete the information below and return it to the Oregon PTI. Please make checks payable to: Oregon Parent Training and Information Center. [For PARENTS who can’t afford to pay subscription fees, we will accept any amount or none at all, but we do need to hear from you.] Please take a few minutes to complete the form below and return it to Oregon PTI with your payment.

NAME___________________________ ORGANIZATION_________________________________________
ADDRESS_______________________________________________________________________________
CITY____________________________ STATE________ ZIP__________ FAX_________________________
PHONE_________________________________ (H)______________________________ (W)
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I am a _____family member; _____person with a disability; _____educator; _____other

_____I have enclosed a check for $25 to become a member of the Oregon Parent Training and Information Center (includes 6 issues of the Oregon PTI newsletter) as well as additional mailings of special events happening in your area.

_____I would like more information about becoming an Oregon PTI Volunteer.

I'd like to make an additional tax-deductible contribution to support Oregon PTI's efforts $ _______________.

The mission of the Oregon Parent Training and Information Center is to educate and support parents, families and professionals in building partnerships that meet the needs of children and youth with disabilities. Oregon PTI is a non-profit 501 (c) (3) organization, funded, in part, by a grant from the U.S. Department of Education. Views expressed do not necessarily reflect those of the Department or other donors.