



REACH-OUT

INSIDE THIS ISSUE:

Back to School Time Tips	1
IEP Checklist	2
PRO-Parents in the Spotlight	6
Fetal Alcohol Spectrum Disorder Awareness Day	6
The Physical Effects of Fetal Alcohol Spectrum Disorders	7
Upcoming Conferences	9
Welcome: Cathy Boshamer, Director of Office of Exceptional Children	9
Partners in Policymak- ing Update	10
What is a Webinar?	10
The College Transition Connection (CTC)	11
My Child has Multiple Disabilities. What does this mean?	12
SC Youth Leadership Forum Update	13
Check out PRO-Parents: Facebook, Twitter, QR code and Website	13
Estamos Contentos Que Pregunte: Advertencia sobre el uso del alcohol durante el embarazo	14
Supporters of PRO-Parents	15

PRO-PARENTS

The Newsletter of Parents Reaching Out to Parents of South Carolina, Inc.

Fall 2012

It's Back to School Time

I dreamed I stood in a studio and watched two sculptors there,
The clay they used was a young child's mind, and they fashioned it with care.
One was a teacher, the tools he used were books, music, and art;
One was a parent, who worked with a guiding hand, and a gentle, loving heart.
Day after day the teacher toiled, with a touch that was deft and sure.
While the parent labored by her side and polished and smoothed it o'er.
And then at last their task was done, They were proud of what they'd wrought,
For the things they had molded into the child could never be sold or bought.
And each agreed they would have failed if they had worked alone,
For behind the teacher stood the school and behind the parent, the home.
Author Unknown

PRO-Parents of SC would like to wish all students and parents success in the upcoming 2012-2013 school year. We are committed to helping parents of children with disabilities, educators and professionals to achieve positive outcomes for children. We have put together a few tips we have found to be useful for the upcoming school year.

- 1.** Review your child's IEP or 504 plan to make sure everything is in order for your child as they start the new year. This will also help remind you what the team plan was for your child. Review the IEP/504 plan frequently throughout the year to make sure services are being provided properly.
- 2.** Keep records of "the good, the bad and the ugly". Make sure you keep records not only of issues you are having, but also the positive remarks your teacher gives to your child. This way you can review when your child has a positive day and build off the good things that happened to help recreate another good day for your child and teacher.
- 3.** If you have any concerns about your child at any time during the school year, you can request, in writing, for an IEP/504 meeting to be held to discuss your concerns.
- 4.** Keep good, open, clear communication with your child's teacher and the IEP team about the progress your child is making. This way you won't have to wait until the next IEP meeting to find out about your child's progress in case they continue to struggle in school.
- 5.** Remember.....You are your child's best and most consistent advocate!

IEP Checklist: Prepare and Participate

Your involvement...

in developing an effective and appropriate Individualized Education Program or IEP for your child is essential to your child's success.

While IEPs typically cover a 12-month period, they help to create the foundation for your child's future. Think of the adult your child will become. When planning, think well beyond just one year.

*Get ready early,
actively participate
and stay connected
throughout the year!*

step ONE: Before the IEP Meeting:

Review! The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) requires schools to give parents of students with disabilities adequate notice to participate in the IEP meeting. This notice is called *Letter of Invitation/Prior Written Notice*. The notice must be given to you in writing and in your native language.

Carefully review the invitation/notice and consider the following:

- Is the purpose of the meeting clearly stated?
- Is my child 13 years old or turning 13 during the next 12 months? If so, did he/she receive their own written invitation to the IEP meeting as required when planning for their transition to adulthood?
- Who is attending? What are their roles in the meeting?
- Are there any team member excusal requests attached to the invitation?
- Is the Date/Time/Location convenient for your schedule?

Respond! Read, sign and return the Letter of Invitation/Prior Notice as soon as possible and keep a copy for your records. Include in writing any of the following that apply:

- Suggestions for alternative meeting dates or times, if necessary
- A request to participate by conference call or other way if you are unable to participate in person
- A list of whom you are inviting, if anyone
 - consider inviting a friend, relative, outside professional or note taker
- A list of concerns or issues that you wish to discuss: this is your *agenda*
- A request for a copy of any proposed IEP draft, well in advance of the meeting
- Your approval or disapproval of any team member excusal request
- A note, if you plan to audio record the meeting

Be sure enough time has been scheduled for the meeting to discuss:

- Items listed on the Letter of Invitation
- Concerns or issues on your agenda



Organize! Carefully organize your child's records/files in an order that works well for you. If you notice that you are missing an important document, ask your child's school for a copy.

Your child's records/files should include *(as appropriate for your child)*:

- Current and past IEPs
- Report cards
- Work samples
- Evaluation/assessment results
- Progress reports on academics and IEP goals
- Notes/email/phone call logs of communication about your child
- Functional Behavior Assessments (FBA)
- Behavior Intervention Plans (BIP)
- Other documents, such as behavior logs/reports, discipline referrals, medical records, therapy treatment reports, etc.



Prepare! As you prepare for the IEP meeting, review your child's records/files and consider the following:

- 1. What has been accomplished?**
- 2. What has worked well?**
- 3. What needs more work?**
- 4. What are my concerns? What are my child's concerns?**

- Contact PRO-Parents of SC @ 1-800-759-4776 to request any of the following tools:
 - Positive Student Profile
 - Blank IEP documents and other worksheets or forms
 - SC State Department of Education: Office of Exceptional Children's: Standards for Evaluation and Eligibility Determination (SEED)
 - SC State Department of Education: Office of Exceptional Children's: Parents Guide to Special Education Services in SC
- Write down and prioritize a list of any questions, concerns or requests that you have.
- Create a vision statement for your child's life both now and for the future.
- Make copies or ask the school to make copies of your agenda *(those topics or issues that you want to discuss and address)*.
- Gather supporting documents such as private evaluations, therapist notes, research-based fact sheets, records of past trials, etc.
- Ask your child about how things are going. What is working or not working?
- Prepare your child to participate in the meeting, if they are attending.
- Consider bringing pictures or a short video of your child to the meeting.
- Give or send a reminder note to anyone you have invited to the meeting.
- Ask the teacher(s) about your child's progress and any specific concerns or ideas they have for the upcoming year.



step TWO:

The IEP Meeting:

Participate!

It's important for every member of the IEP Team, including you, to be prepared to work together. The Team must consider and use a wide variety of data and other information, including the information you share, to create an IEP that is appropriate for your child.

The following steps will help you to effectively participate in the IEP meeting:

- Remember to bring your notes, records and any other information you need for the meeting. Don't forget a pencil/pen/paper and remember to bring your child's pictures or video if desired.
- Arrive 10-15 minutes before the meeting's start time.
- Connect with any person(s) that you invited before entering meeting.
- Request introductions, if necessary, and clarify everyone's role at the meeting.
- Ask who is responsible for taking the meeting notes or minutes. Review notes periodically during the meeting to ensure that they are clear, accurate and have adequate detail.
- Review the IEP meeting agenda.
- Give copies of your agenda (if you made one) to each team member.
- Share your ideas, opinions and feelings throughout the meeting.
- Listen carefully to what is being said.
- If something is not clear, ask questions as needed to be sure you fully understand before moving forward.
- Request a brief break if you need one.

Remember that YOU are the
expert on your child!

Fifteen minutes before the meeting ends:

- Review the meeting minutes and the Prior Written Notice for accuracy.
- Check to see if all your concerns have been addressed.
- Make sure that the wording throughout the IEP is clear and specific enough to be understood by anyone – even if they were not present at the meeting!!
- Schedule another IEP meeting if there is an unresolved issue or if you ran out of time.
- Identify who is responsible for each part of the IEP and any follow-up activity.
- Sign the IEP. Your signature documents your attendance and participation in developing the IEP.
- If you disagree with any part of the IEP, state your concern(s) in writing on the IEP form next to your signature or in the margin.
- Thank the other team members for their participation, efforts and ideas for your child.

IMPORTANT NOTE: You are entitled to a copy of your child's completed IEP. If it is not offered to you, ask for a copy before leaving. Be sure to take it with you even if a cleaned up copy will be sent.

You will also receive copies of other special education related documents at the end of the meeting. Once home and while the meeting is still fresh in your memory, take time to review everything. Contact the school in writing if any clarifications or corrections are needed. As always, keep these documents with your child's other records!

step THREE:

After The IEP Meeting:

Follow Up!

Congratulations, you have completed an important step in your child's education. This is a great time to reflect on your IEP meeting experience and to make some notes about how to improve this process for the next meeting.

- ❑ Write "Thank You" notes or letters to those you invited and other team members.
- ❑ Write letters of clarification to address any concerns, questions, overlooked areas, etc., if needed.
- ❑ Consider sharing a copy of the IEP with other professionals working with your child.
- ❑ Ensure ALL of your child's teachers are aware that the IEP has been updated.

Remember...

the end of the IEP meeting is the beginning of an appropriate education for your child. Stay connected throughout the year:

- ❑ **MONITOR** your child's education to ensure proper implementation of the IEP and to ensure that your child is making adequate progress.
- ❑ **COMMUNICATE** with your child's teachers and others. Share successes and address any issues as they arise.
- ❑ **MAKE TIME** to review the IEP periodically and request an IEP meeting to discuss changes if needed.
- ❑ **CONTACT** PRO-Parents of SC **at 1-800-759-4776** or visit **www.proparents.org**

PRO-Parents is home to
South Carolina's Statewide

Parent Training and Information Center (PTI)

Services are provided at no cost to parents, students and families.

1-800-759-4776 | www.proparents.org



PRO-Parents
of South Carolina



@ PROParentsofSC

Note: This article was adapted from the (ECAC) Exceptional Children's Assistance Center's NewsLine Newsletter Spring 2012. www.ecac-parentcenter.org



Congratulations PRO-Parents!

We are pleased to announce that PRO-Parents of S.C. achieved a "Parent Center Standards for Excellence" award in July 2012. The center received the "Exemplary Award" indicating they met 100% of the required indicators and 75% of the effective indicators of the Parent Technical Assistance Center Network.

This Exemplary Award reflects that PRO-Parents has worked hard as an organization to implement effective practices and procedures in operating our Parent Center and to provide quality information and services to the families we are charged to serve. This award also demonstrates to the

PRO-Parents board, donors, and most importantly to families, we are accountable and transparent in our business practices with a desire to operate a healthy organization.

The National and Regional Parent Technical Assistance Centers presented the award to PRO-Parents at the OSEP Leadership Conference in Washington D.C., July 2012. As always, PRO-Parents of S.C. will continue our quest to further enhance the capacity of the center and serve families in South Carolina.



WANTED!



Having trouble contacting Region 3 Regional Education Coordinator Susan Bruce? Her office number has changed. You can now reach her at 864-246-8033 or as always at the toll free number, 1-877-695-7013.

Fetal Alcohol Spectrum Disorder (FASD) Awareness Day September 9th

Every year on September 9th, International FASD Awareness Day is observed. Proclamations are issued in countries, states, provinces, and towns all around the world. Bells are rung at 9:09 a.m. in every time zone from New Zealand to Alaska. People all around the world gather for events to raise awareness about the dangers of drinking during pregnancy and the plight of individuals and families who struggle with Fetal Alcohol Spectrum Disorders (FASD). The first FASDay was celebrated on 9/9/99. This day was chosen so that on the ninth day of the ninth month of the year, the world will remember that during the nine months of pregnancy a woman should abstain from alcohol. Anytime is a good time to raise awareness about Fetal Alcohol Spectrum Disorders (FASD). FASD is the one birth defect/disability that is 100% preventable.

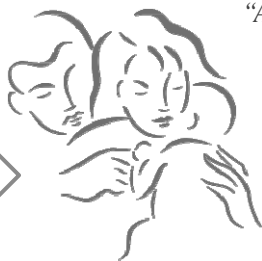
ATTENTION:

PRO-Parents of SC now provides training on Fetal Alcohol Spectrum Disorder (FASD). If you would like to schedule an FASD workshop for your community group, parents group, school, etc., please contact us at 1-800-759-4776.

THE PHYSICAL EFFECTS OF FETAL ALCOHOL SPECTRUM DISORDERS

“Alcohol consumed during pregnancy increases the risk of alcohol related birth defects.”

—Surgeon General’s Advisory on Alcohol Use in Pregnancy, February 21, 2005



Alcohol is a teratogen, a substance that can harm a fetus. When a pregnant woman drinks alcohol, it passes through her blood and enters the fetus through the placenta. Its harmful effects may be seen in virtually every part of the fetus, including the brain, face, heart, liver, kidneys, eyes, ears, and bones. These effects can affect a person’s health for a lifetime.

WHAT IS FASD?

“Fetal alcohol spectrum disorders” (FASD) is an umbrella term describing the range of effects that can occur in an individual whose mother drank alcohol during pregnancy. These effects may include physical, mental, behavioral, and/or learning disabilities with possible lifelong implications.

The term FASD is not a clinical diagnosis. It refers to conditions such as fetal alcohol syndrome (FAS), alcohol-related neurodevelopmental disorder (ARND), and alcohol-related birth defects (ARBD). In the United States, FASD occurs in about 10 per 1,000 live births, or 40,000 babies per year.¹

HOW DOES FASD AFFECT A PERSON’S HEALTH?

The effects of FASD vary widely from person to person. Difficulties in an individual’s ability to succeed at home, school, work, and in social situations may arise at different ages.

For many people with an FASD, brain damage is the most serious effect. It may result in cognitive and behavior problems. One obvious sign of brain damage in some babies born with FAS is a small head. We call this condition microcephaly.

Individuals with FAS may have facial anomalies such as small eye openings, a smooth philtrum (groove under the nose), and a thin upper lip. When a person has all three features, together they are a sign of FAS.

Other features, sometimes seen in persons with FAS, include a short nose, a flat mid-face, or a small upper jaw. However, people who do not have FAS can also have these features, so they are not by themselves a sign of FAS.

Due to damage by exposure to alcohol in the womb, babies with an FASD may be born small and underweight. Some have difficulty nursing or eating and their growth continues to lag, resulting in failure to thrive. Some infants with an FASD may also have tremors, seizures, excessive irritability, and sleep problems.

Physical effects of FASD may include heart defects, such as a hole in the wall of the heart that separates its chambers. Other effects are skeletal defects, such as fused bones in the arms, fingers, hands, and toes.

People with an FASD may also have vision and hearing problems, kidney and liver defects, and dental abnormalities. Alcohol can damage the developing fetus from the earliest weeks through the end of the pregnancy.

Other factors associated with women who drink during pregnancy are poor nutrition and lack of prenatal care. These factors may also affect organ and skeletal development. Researchers still have many questions about the impact of prenatal alcohol exposure.

POSSIBLE PHYSICAL EFFECTS OF FASD

- Brain damage
- Facial anomalies
- Growth deficiencies
- Defects of the heart, kidneys, and liver
- Vision and hearing problems
- Skeletal defects
- Dental abnormalities

WHAT YOU NEED TO KNOW



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Substance Abuse and Mental Health Services Administration
Center for Substance Abuse Prevention
www.samhsa.gov

HOW CAN THE HEALTH EFFECTS OF FASD BE ADDRESSED?

An early diagnosis, appropriate services, and a stable home can greatly improve the health outcomes of individuals with an FASD. It is best to involve a multiple service provider team to develop a treatment plan. The treatment plan must reflect the individual's specific symptoms and problems. Because persons with an FASD tend to have problems following multiple directions, providers should explain their treatment plan in steps or in a format that is easy to follow. The plan should also include frequent followup visits.

It is important that providers share information with a family member or a caregiver who can assist in the person's treatment. When a team of providers is involved, it is important that each of them receive all current and appropriate information about the person.

Medical providers who treat people with an FASD for other medical conditions, such as a heart defect, often treat them the same way as their patients without an FASD. Providers should be sensitive to the cognitive or behavioral differences in people with an FASD. They may need to use clear language, write down the information, and go over it several times so their patients with an FASD can understand their condition.

Persons with an FASD may need many health services. A family of a child with FAS reported using the following health resources in early childhood and elementary school. In all, they used more than 40 providers.²

- Pediatricians
- Neurologist
- Pediatric ophthalmologist
- Audiologist
- Otolaryngologist
- Medical supply providers

- Gastroenterologist
- Pharmacy
- Psychiatrist
- Allergist
- Nutritionist
- Feeding specialist
- High-risk infant and followup clinic
- FAS clinic
- Lab and x-ray services
- Surgeons
- Pulmonologist
- Respiratory therapist
- Occupational therapist
- Speech/language therapist
- Sensory integration therapist
- Mental health therapist/family support

In addition, the family used education, social, community, legal, and financial service providers.

CONCLUSION

The damage caused by prenatal alcohol exposure is permanent. The health effects cannot be reversed, but many of them can be treated with the appropriate combination of interventions and support.

Maintaining an alcohol-free pregnancy is the only way to prevent FASD. By abstaining from alcohol during pregnancy and nursing, a woman can ensure that her baby will be free from alcohol-related defects and have a chance for a healthy life.

ADDITIONAL RESOURCES

- www.stopalcoholabuse.gov
- www.scfasd.org

REFERENCES

1. May, P.A., and Gossage, J.P. 2001. Estimating the prevalence of fetal alcohol syndrome: A summary. *Alcohol Research & Health* 25(3):159-167.
2. Substance Abuse and Mental Health Services Administration. FASD Center for Excellence. Many Doors, No Master Key: FASD Service Needs. 2005. www.fasdcenter.samhsa.gov/gg/services.cfm

Stop and think. If you're pregnant, don't drink.

For more information, visit fasdcenter.samhsa.gov or call 866-STOPFAS.

www.proparents.org www.stopalcoholabuse.gov



SAMHSA
Fetal Alcohol Spectrum Disorders
Center for Excellence

Upcoming Conferences



South Carolina Autism Society

Together We Can Solve the Puzzle

2012

Annual Meeting and Conference

Saturday, October 20

Columbia Conference Center—Columbia, SC

Featuring

Dr. Stephen Shore

Friendship, Dating and Deeper Relationships
and

Larry Bissonnette & Tracy Thresher

from the film

Wretches and Jabbers

Register on-line at www.scautism.org

south carolina association for the education of young children

scaeyc



SCAEYC Fall Conference 2012

October 4-6, 2012

**Columbia Convention Center
Columbia, SC**

**For registration information
contact Sally McClellan
at sallym@usca.edu
or register online at
www.scaeyc.org/conference**

Welcome!

Please join us in welcoming Cathy Boshamer as the new Director of the Office of Exceptional Children at the South Carolina Department of Education. A graduate of Western Carolina University, University of Virginia at Charlottesville, and UNC Charlotte, Cathy has served children and families throughout North Carolina as a teacher, behavior analyst, program specialist, compliance specialist, placement specialist, local education agency Executive Director of Exceptional Children's Programs, a NC Department of Public Instruction Regional Consultant for the Exceptional Children's Division Policy, Monitoring, & Audit Section, and most recently as the Executive Director of Support, Inc., a Critical Access Behavioral Health Agency (CABHA) in Gastonia, NC. Cathy is currently serving a term as Secretary to the Board of Directors for NC's Parent Training and Information Center (ECAC: Exceptional Children's Assistance Center) and serves as Executive Director to the Board of Directors for Support, Inc., a Critical Access Behavioral Health Agency (CABHA) serving 8 counties in NC's Partners Behavioral Health Management catchment area.

Cathy views Special Education as more than a job or a career...it's really her calling. A sister to 5 siblings, aunt to 8 nieces & nephews, and an empty-nesting mother/mother-in-law of two beautiful young adults and their spouses, Cathy cherishes the moments of joy created in each stage of life. Cathy said, "I am so happy to have an opportunity to serve families and their children with disabilities in South Carolina. After a year of retirement, I feel like I've "come home" again to Special Education! I am encouraged by what I've seen since I've been here. We have a group of dedicated, committed staff who want to do what's right. I can hardly wait to visit each local school district and thank those who are providing direct services to our students. I'm grateful for the hard work that's happening in every area of our state, and I'm excited about the challenges ahead of us!"



Partners in Policymaking Graduates Class 15

On March 24, 2012, Partners in Policymaking, the nationally recognized Advocacy Training Program for persons with disabilities and parents of children with developmental disabilities, graduated its 15th class. The graduation was held at the beautiful Embassy Suites Hotel in Columbia, South Carolina.

This year's class was comprised of 16 self-advocates and parents from across the State of South Carolina, representing the Upstate, the Midlands and the Low Country. The graduates of this intense five month training program, received a Certificate of Completion and a Certificate of Recognition from Governor Nikki Haley. Their graduation and award certificates were presented to the class members by Valarie Bishop, Executive Director of the Governor's Office of the Developmental Disability Council and Mary Eaddy, Executive Director of PRO-Parents of South Carolina, the sponsoring agency.

William Springer, Project Coordinator, says this year's class members will utilize their advocacy skills to develop community networks, serve on boards and committees and make a difference in their lives, their community and for the state of South Carolina.

"I now have the skills and much needed information to share with my community. I will share the information that I have learned with the schools, rehabilitation centers, and nursing homes. I will advocate for our community and for change for people with disabilities." Cheryl C.

"As a parent of a child with a disability and an elementary guidance counselor, PIP has provided me with a training foundation that will assist me in serving my child and other children in my community. PIP has provided me with many resources that will enable me to be a stronger and more prepared advocate." Kim A.

What is a Webinar?

A Webinar is an innovative way for families and others from across the state to receive training and information from the comfort of their home with the use of their personal home computer and home phone, and it is **FREE OF CHARGE!!!** It is interactive and you can ask questions during the Webinar via chat or telephone. To participate you'll need access to a phone and a computer with Internet access — preferably high speed. All computers and internet access are different. Please check your system or do a trial run a day or so before the meeting because we can not take calls during the Webinar.

How to register:

1. You must register by calling PRO-Parents with your name, phone number and email address.
1. You will receive a confirmation email from ReadyTalk with a request to "Register Now". You must register through ReadyTalk.
2. After registering through ReadyTalk, you will receive an email with a link to view the Webinar and a toll free number with an access code to **listen** via your telephone. If you do not have computer access; you may still participate via telephone.
3. At least 20 minutes before the scheduled Webinar, call the toll free number, enter your access code and you will be logged into the audio portion of the Webinar. Then you must click on the link, sent to you through email, to log in and view the Webinar.

Please visit our website www.proparents.org. On the calendar page you will see a list of workshops across the state; some workshops are available via Webinar and this will be indicated.

Submitted by: Tanya M. Inabinet, PRO-Parents of SC Regional Education Coordinator/ Midlands

CTC

College Transition Connection, Inc.

“Learning is for everyone”



www.collegetransitionconnection.org

March 2012

South Carolina at Forefront of Cutting-Edge Educational Initiative

For those with intellectual disabilities, what happens after high school? For too many of our young people, there are few viable and meaningful opportunities for continuing education. Students and their parents need more options, and CTC was created to help.

- 92% of adults with intellectual disabilities are not employed.
- Research shows that students with intellectual disabilities who have some type of post-secondary experience are much more likely to obtain competitive employment, require fewer supports and earn higher wages.
- Post-secondary programs have had a positive impact on student rates of employment and wages, social networks and self-determination skills.
- 87% of students in one state post-secondary program were reported to be employed or in training positions, and 100% of students reported to be involved in integrated community activities.
- One study shows that 97% of employers surveyed who had hired someone with a disability in the past indicated they would hire an individual with a disability again in the future.

South Carolina has moved into a leadership position in providing **postsecondary opportunities for young adults with intellectual disabilities** and the programs now offered around the state are attracting national attention. The story of how and why not one, but five of South Carolina's top institutions of higher learning came to provide these opportunities is the focus of a new book **LIFE – Learning Is For Everyone**, by South Carolina native Donald Bailey. Diagnosed with a cognitive disorder at an early age, Donald, Jr. posed this simple question to his parents during his tenth grade year: “Am I going to go to college?” and with those few words set in motion a grass-roots effort that would eventually change the face of education in South Carolina. Young adults with intellectual disabilities seeking to expand their knowledge of not only academic subjects, but also social and life skills, now have a choice among five different college experiences on campuses around South Carolina thanks to the courage and tenacity of the Bailey family and others who joined them along the way.

CTC Colleges:

College of Charleston- R.E.A.C.H. (Realizing Educational and Career Hopes)

Coastal Carolina University– CarolinaLIFE

Clemson University– CarolinaLIFE

USC– CarolinaLIFE

Winthrop University– Winthrop Transition to College (WTC)

To get further information on these programs go to www.collegetransitionconnection.org

My child has “multiple disabilities.” What does this mean?

Children with multiple disabilities have two or more disabling conditions that affect learning or other important life functions. To qualify for special education services under this category, both of the student's disorders must be so significant that her educational needs cannot be met in programs that are designed to address one of the disabilities alone. The term “multiple disabilities” is actually one of the 14 categories under the Individuals with Disabilities Education Act (IDEA). It can include an intellectual disability, with additional conditions occurring at the same time. Other conditions might include difficulty or delay in speech or movement, social or behavioral problems, a visual or a hearing impairment. The term “multiple disabilities” does not include deaf-blindness as that is a category by itself under IDEA.

Children with multiple disabilities usually need support beyond the regular classroom. There are often significant medical implications, especially with children who have cerebral palsy, severe autism, and brain injuries. All students with multiple disabilities benefit from a collaborative team of family members, doctors and nurses, teachers and therapists.

What can you do?

- Seek early intervention as soon as possible to give your child a head start before preschool.
- Ask a therapist or service coordinator to help you meet another parent who is going through the same process. You are not alone, and it saves time and effort to share resources.
- Involve the professionals best suited to meet your child's needs: occupational therapist, speech/language therapist, orientation and mobility specialist, physical therapist, etc.
- Foster communication among the team members and ask for the opportunity to meet as a team on a regular basis. Include the classroom teacher if your child is in school.
- Ask for information about special equipment for seating and positioning.
- Ask for information about assistive technology (AT). AT can be as simple as adapted toys and eating utensils or as sophisticated as computer equipment to assist in communication, reading and writing or motorized chairs.
- When your child starts school, make sure she has opportunities to be included in activities with other children – some who don't have disabilities. Being around other children promotes social skills, friendships and fun for all.
- Remember that all of these suggestions can be addressed on your child's educational plan.

If you have questions regarding young children with multiple disabilities call The Vision Institute at (803) 627-8847 or email info@tvisc.org.

<http://specialed.about.com/>
<http://www.cdc.gov/actearly>
<http://www.naeyc.org/>

The Vision Institute of SC, Inc., PO Box 1923, Irmo, SC 29063 is a 501(c)(3) tax exempt organization.

PRO-Parents of SC - 1-800-759-4776



Students are selected each summer to attend the Youth Leadership Forum to learn about disability history, community and academic resources, career options and resources that can help them face challenges that arise in becoming participating members of their communities. By serving as delegates, students enhance and grow their leadership, citizenship, and social skills. They take part in activities enabling them to network, learn from each other and build long lasting friendships.

This year 24 delegates from across the state met at Newberry College on July 11-13th for the Youth Leadership Forum. They were inspired by speakers such as Jeremiah Jones, a Newberry College Football Coach; Neal Getsinger, Assistant Commissioner for Field Operations at SC Vocational Rehabilitation; Kevin Wright from Center for Disabilities Resources at USC; Carlos O'Neal from Continuum of Care; Tawana Scott from the North Greenville University and Hampton Miller from the HAVA Bus, who all gave delegates insight into how they could empower themselves and impact their future. They gained team building skills and stretched their own limits on the Ropes Course at the Wil Lou Gray Opportunity School in West Columbia. On the final day the youth had lunch with mentors from around the state to discuss education and training for the careers they hope to pursue, such as Culinary Arts, Physical Therapy, Military, Performing Arts, History, Political Science, Veterinarian, Nursing, Computer Technology, and Early Childhood Development. What an incredible experience it was for these delegates to learn and grow with each other. Thank you to all the guest speakers, mentors, volunteers and staff that made this year's YLF such a success.

If you know a student between the ages of 17-20, who may benefit from this program, the 2013 Youth Leadership Forum applications will be out in January 2013. Ask your school guidance counselor or check the PRO-Parents and S. C. Vocational Rehabilitation websites.



Large Group Activities



Small Group Activities



Ropes Course



Lasting Friendships



Like Us on Facebook

<http://www.facebook.com/pages/PRO-Parents-of-South-Carolina/229608965502>



Follow Us on Twitter

[@PROParentsofSC](https://twitter.com/PROParentsofSC)

Use our QR code to go directly to our website

or log on to our site at www.proparents.org



Get Our Newsletter

Enter E-Mail

JOIN OUR LIST

*Don't forget to sign up on our website to get the PRO-Parents Newsletter, trainings and any updates electronically. Just enter your email and click "Join Our List".

ESTAMOS CONTENTOS QUE PREGUNTE



Mensaje para las mujeres del Director Nacional de Salud de los
Estados Unidos (U.S. Surgeon General)

Advertencia sobre el uso del alcohol durante el embarazo

Hace treinta y dos años, los investigadores en Estados Unidos reconocieron por primera vez la existencia del síndrome alcohólico fetal (SAF). El SAF se caracteriza por deficiencias del crecimiento (o disminución del crecimiento), características faciales anormales (rasgos faciales específicos) y anormalidades del sistema nervioso central (o del cerebro). El SAF pertenece al espectro de los trastornos provocados por la exposición al alcohol durante el periodo prenatal, los cuales reciben el nombre de trastornos del espectro alcohólico fetal (o FASD, por sus siglas en inglés). El descubrimiento del SAF condujo a la promoción de una serie de iniciativas educativas y de concienciación destinada a informar a las mujeres sobre la necesidad de limitar la ingesta de alcohol durante el embarazo. Desde que se descubrió el SAF, se han descubierto otras cosas sobre los efectos del alcohol en el feto. Se sabe ahora que, independientemente de la cantidad, el alcohol no puede considerarse inocuo.

Deseo enfatizar a los futuros padres, los proveedores de atención médica y todas las mujeres en edad reproductiva, especialmente aquellas que están embarazadas, que es importante que las mujeres embarazadas o aquellas que piensan quedar embarazadas se abstengan de ingerir alcohol. La ciencia actual más avanzada nos indica que:

- El consumo de alcohol durante el embarazo aumenta el riesgo de tener bebés con defectos relacionados con el alcohol, entre los cuales se encuentran deficiencias del desarrollo, anormalidades faciales, limitaciones del sistema nervioso central, trastornos de conducta y limitaciones en el desarrollo intelectual.
- El consumo de alcohol no puede ser considerado inocuo durante el embarazo, independientemente de la cantidad.
- El alcohol puede afectar al feto en cualquier etapa del embarazo. Puede causar problemas en las primas semanas del embarazo, incluso antes de que la mujer sepa que está embarazada.
- Los problemas cognoscitivos e intelectuales que provoca la exposición al alcohol durante el embarazo perduran toda la vida.
- Los defectos relacionados con el alcohol son totalmente prevenibles.

Por estas razones:

1. La mujer embarazada no debe consumir alcohol durante el embarazo.
2. Toda mujer que haya tomado alcohol durante el embarazo, debe dejar de hacerlo a fin de minimizar otros riesgos.
3. Toda mujer que este pensando quedar embarazada, debe dejar de consumir alcohol.
4. Dado que casi el 50% de los embarazos en los Estados Unidos no son planificados, las mujeres en edad reproductiva deben consultar a su médico y tomar medidas para reducir la posibilidad de exponer al feto al alcohol prenatal.
5. Los profesionales de la salud deben indagar constantemente acerca del consumo de alcohol entre las mujeres en edad reproductiva, informales sobre los riesgos del consumo de alcohol durante el embarazo y sugerirles que se abstengan de tomar bebidas alcohólicas durante el embarazo.

*Director General de Salud,
Vice-Almirante Richard H. Carmona, MD, MPH, FACS*

THE CONTINUED SUPPORTERS OF PRO-PARENTS

Many thanks to the continued supporters of PRO-Parents:

Abbeville DSS, Abbeville FPA, Aiken DDSN, Aiken FPA, Allendale DDSN, Allendale DSS, Allendale FPA, Al de Lachica, Anderson DDSN, Anderson DSS, Anderson FPA, ASY Counseling, BabyNet, Bamberg DDSN, Bamberg IFCCS, Barnwell DDSN, Beaufort REACH, Benedict College- College of Social Work, Berkeley DDSN, Bishopville/Lee DDSN, Bob Burgess, BJ Brown, Bright Starts, Brookland Baptist Church, Calhoun DDSN, Charleston DSS, Charleston FPA, Cherokee FPA, Chester DDSN, Chesterfield DSS, Chesterfield FPA, Clarendon DDSN, Clarendon DSS, Clarendon FPA, Colleton DDSN, Colleton DSS, Colleton FPA, Cornerstone Community Church, DAODAS, Darlington DDSN, Dillon DDSN, Dillon DSS, Dillon FPA, Dorchester DDSN, EdVenture Children's Museum, Edward Sharkey, EFMP Charleston, EFMP Marine Corp. Beaufort, Embassy Suites Columbia, Fairfield DSS, Fairfield FPA, Family Connection, Family Preservation, First Steps, Florence DSS, Florence FPA, Florence IFCCS, Fort Mill, Greenville Child's Haven, Greenville DDSN, Greenville FPA, Greenville Library, Greenwood DDSN, Greenwood FPA, Georgetown Autism Support Group, Hampton DSS, Hampton FPA, Horry DDSN, Horry DSS, Horry IFCCS, Jasper DSS, Jeff Hibbs, Joyce Brown, Kershaw DSS, Kershaw FPA, Lancaster DSS, Lancaster FPA, Laurens DDSN, Laurens DSS, Laurens FPA, Lee DDSN, Lee DSS, Lee FPA, Lexington DSS, Lexington FPA, Lillian Bouknight, Limestone College, Macedonia Baptist Church, Marion DDSN, Marion DSS, Marion FPA, Mark Waldrop, Marlboro DSS, Marlboro FPA, McCormick DDSN, Mullins Early Childhood Center, Newberry DDSN, Newberry DSS, Newberry FPA, Nick De Liberto, Norma Donaldson-Jenkins, Oconee DDSN, Orangeburg DDSN, Orangeburg DSS, Orangeburg FPA, Orangeburg Mental Health, Pickens DDSN, Richland DDSN, Sarah Farra, SAMSHA, SC Association for the Education of Young Children, SC Association of Children's Homes and Family, SC Autism Society, SC Dept. of Education, SC Foster Parent Association, SC Respite Coalition, SC State Museum, SCYAP, SC Youth Leadership Forum, Sgt. Shawn Noble, Shaw AFB, Spartanburg Memorial Baptist Church, Spartanburg Regional Hospital, Special Olympics, Sumter DDSN, Sumter FPA, Tri-Development Center-Aiken, Trinity Methodist Church, Union DDSN, United Way, USC-Aiken, USC-Kinship Care Program, William Buford, Williamsburg DDSN, Williamsburg DSS, Williamsburg FPA, Wil Lou Gray Opportunity School, York DDSN

Donations & Contributions

Mast General Store
 Belk Charity Sale
 Mary Eaddy
 Susan Bruce
 Ruth Anderson
 Michael and Merle Arnold
 Mavis Brown
 Marsha Dement
 Disability Determination
 Employees
 Disability Division Charleston
 Disability Division Columbia
 Disability Division Greenville
 Disability Division West Columbia
 Cheryl Gadsden
 Lindsey Galto

Libby Green
 Wendy Lee Gunter
 Nicole Hines Starkey
 Sandra Johnson
 Brandi Knight
 Clara Martin
 Andrea McAlhany
 Sandra McGlone
 Sheila Moeller
 Jennifer Porth
 Nancy Schaeffer
 Linda Seyfer
 Catherine Smith
 Lisa Smith Klohn
 Rhonda Warren
 Christie Watts

South Carolina Vocational
 Rehabilitation:
 -Charleston Office
 -Conway Office
 -State Office
 -Newberry Office
 -Anderson Office
 -Aiken Office
 -Lexington Office
 -Beaufort Office
 -Greenwood Office
 -Rock Hill/Lancaster Office
 -Orangeburg Office
 -Bryant Center

Thank you for your continued support.



PRO-Parents of South Carolina, Inc

652 Bush River Road, Suite 203
Columbia SC, 29210
www.proparents.org

Non-Profit Org.
U.S. POSTAGE
PAID
Permit No. 989
Columbia, S.C.

The Mission of PRO-Parents

is

To enhance the abilities of families to assist children and young adults with disabilities in obtaining services and opportunities needed to become successful adults.

Your donation will help provide positive futures for children

By contributing as little as \$5.00 to PRO-Parents, you can assist in ensuring positive outcomes for students with disabilities and remembering someone in a special way: a special teacher, loved one, children or other person or organization that has special meaning in your life. An acknowledgement of the contribution will be included in our next newsletter and a card acknowledging your recognition or memory will be sent to the person or your designee. Your tax deductible donation can be mailed to: PRO-Parents of South Carolina, Inc., 652 Bush River Road, Suite 203, Columbia, SC 29210.

This donation is in memory / honor of: _____

Please acknowledge this donation to: (name & address) _____

Contribution letter for tax purposes mailed to: (name & address) _____

Thank you for your support of families with children of special needs.

If you are receiving duplicate copies of this newsletter - please clip the addresses and mail them to PRO-Parents or call us at 1-803-772-5688 or 1-800-759-4776 toll free



The contents of this newsletter were developed under a grant from the US Department of Education, #H325M070017. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Lisa Gorobe. This newsletter is not intended to provide legal advice. Parents needing legal advice are advised to consult a qualified attorney.