

DCD Messages[©]

MN Regions 5 & 7 DCD Community of Practice

Volume 18, Issue 6 - February 2016

DCD Committee Members

Sponsored by MN Regions 5 & 7

For the 18th year, a representative from each of the special education agencies in Central Minnesota (Regions 5 & 7) attends a quarterly meeting regarding topical issues in the area of Developmental Cognitive Disability. Each meeting has a topic and information shared is compiled in **DCD Messages** to assist staff in the field and parents stay informed. The representatives assume the responsibility of bringing information shared at the regional meeting back to their local area staff, parents, and administrators in person and through the electronic newsletter.

YOUR COMMITTEE REPRESENTATIVES:

Benton-Stearns	Sandra Haller/Debra Kuzma
Buffalo District #877	Lori Anderson
Elk River	Audra Wells
Freshwater	Cari Grenier
Little Falls	Tanya Bergman
MAWSECO	Shawna Moe/Linda Wharram
Mid-State	Jennie Stumpf
Paul Bunyan	Pam Stock
Regions 5 & 7 DCD	Barb Lhotka
Regions 5 & 7 RLIF	Mary Ruprecht
Rum River	Tanya Tacker
St Cloud	Danielle Mehr
SCRED	Connie Sim
Sherburne N Wright	Monica Lewis
West Central	Becky Bartz

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Calendar of Events

Dates and Topics 2015-2016

September 22, 2015—Sauk Rapids-Rice High School, Sauk Rapids, MN; 9:00 AM – 2:00 PM—Quality Indicators for DCD Programs: Program Structure, Technology, Behavior Support Systems.

October 2015—NO MEETING.

November 19, 2015—Sauk Rapids-Rice High School, Sauk Rapids, MN; 9:00 AM – 2:00 PM— Quality Indicators for DCD Programs: Standards-Based IEPs, State Testing, Transition, Recreation/Leisure.

December 15, 2015— Sauk Rapids-Rice High School, Sauk Rapids, MN; 9:00 AM – 2:00 PM— Quality Indicators for DCD Programs: Family Involvement, Collaboration, Transportation, Related Services, Curriculum, Instructional Methods, Emergency Procedures, Transition.

January 2016—NO MEETING.

February 2016—NO MEETING.

March 23, 2016—Sauk Rapids-Rice High School, Sauk Rapids, MN; 9:00 AM – 2:00 PM—Quality Indicators for DCD Programs: Personnel, Classrooms, Training, Scheduling; Planning for 2016-2017.

April 2016—NO MEETING

May 2016—NO MEETING

Information from meetings is published in the newsletter. The *DCD Messages* is distributed by the Committee members. Barb Lhotka, Facilitator blhotka@mawseco.k12.mn.us

DCD Resources

DCD Listserv

Are you a member of the Minnesota DCD Listserv? It is a wonderful resource for educators who work with students in the DCD category of special education. Members ask questions, share information, and discuss topics that are relevant to our day to day work with students birth through 21. Emails are automatically posted on your email account.

How to Join: Send an e-mail to garrett.petrie@state.mn.us. In the subject line, type “subscribe” and send the e-mail.

To Post on the Listserv: Send messages to dcd@lists.state.mn.us. Complete the subject line identifying your post. Type your message and send it.

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DCD Wiki

A wiki is like a filing cabinet website. You join the wiki and are able to access information as you need it. The only emails you will receive are the invitation to join and notification of updates. MN has a wiki for DCD staff and team members. It grows as new resources are found.

How to Join: Send an e-mail stating your name, email address, and where you teach to barblhotka@embarqmail.com. You will then receive an invitation to join the wiki. You will choose a password and will have access to all files and pages (categorized). Please write down the website address and your password for future use.

BULLYING

Did you know that 25% of all students report being bullied, and 60% of students with disabilities (who are able to report) report being bullied. Bullying is a huge concern for teams working with students in DCD programs. Nancy Murphy, M.D., FAAP and chair of the AAP Council on Children with Disabilities Executive Committee has stated, "Since these children (with special needs) already struggle with self-esteem issues, bullying has a greater impact and they desire to fit in, and are less likely to stand up for themselves."

Research reported by AbilityPath.org states concludes "that children with special needs are bullied more because:

- "They may have a low frustration tolerance. When frustration increases and reaches a threshold, it can lead to a meltdown, which makes the person stand out as being different.
- "Students with developmental disabilities may have difficulty paying attention to more than one piece of information, which may cause them to stay 'stuck' in a conversation.' Such actions can have adverse effects on their social skills and make it difficult for them to hold conversation and make friends.
- "Children with motor difficulties have difficulty reading, writing and participating in gym class. As such, they are often made fun of on the playground and in class because they are unable to perform age-appropriate motor skills, such as kicking a ball to the right person or coloring in the lines.
- "Children with communication disabilities often have assistive technology devices that other students do not understand and, as such, the other students view them as 'weird.'
- "Students with physical impairments may move slower, have less stamina and an unsteady gait. These conditions, as well as others, may be viewed as signs of weakness and precipitate physical or verbal abuse."

ABOUT BULLIES . . . BIG AND SMALL

[PACER Center's Kids Against Bullying](#) features videos and other kid-friendly materials about stopping bullying.

BULLYING: NO WAY!

[Bullying: No Way!](#) is an Australian schools website for teachers, students, parents, and young children regarding bullying. It offers information and options for students who are being bullied.

BULLYING 101

[Bullying 101: Guide for Middle and High School Students](#) is a PACER guide to help students understand bullying and what to do about it.

PACER FACT SHEET

[PACER](#) has published a brief brochure that is an excellent resource to share with school and family team members regarding bullying. The topics include discussion of 10 facts:

1. The facts—Students with disabilities are much more likely to be bullied than their nondisabled peers.
2. Bullying affects a student's ability to learn.
3. The definition—Bullying based on a student's disability may be considered harassment.
4. The Federal Laws—Disability harassment is a civil rights issue.
5. The State Laws—Students with disabilities have legal rights when they are a target of bullying.
6. The adult response is important.
7. The resources—Students with disabilities have resources that are specifically designed for their situation: IEP, Dear Colleague Letter, Template Letters.
8. The Power of Bystanders—More than 50 percent of bullying situations stop when a peer intervenes.
9. The importance of self-advocacy.
10. You are not alone.

UNDERSTANDING CYBERBULLYING

[Understanding Cyberbullying](#) is a manual using picture symbols to help students understand electronic bullying. The *GETTING STARTED!!! Using Visual Systems to Promote an Understanding of CYBER BULLYING* was written by a speech pathologist in Australia for students with significant disabilities. The topics addressed include: email, cell phones, instant videoing, social networking, messaging, chatrooms, webcams, and game sites. This 70 page manual has great visuals to communicate the message. Very to the point!