

“Caring for Children with Special Needs”

Polk County, Minnesota

Directory of Agencies and Services

2004

Prepared for:

Families, Child Care Professionals
and Other Professionals

Who Care for Children with Special Needs

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“Caring for Children with Special Needs”
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This booklet may be reproduced.

FOREWORD

It is hoped that by sharing ideas about the various services, information and possibilities available, that parents, childcare providers and professionals who care for children with special needs will be more comfortable and better equipped to make it possible for all children to be included in learning, playing and working together.

OVERVIEW

Often, families need to work through different stages before they feel comfortable seeking help for their child. The first step is to have a concern that a child might need some form of help. The second step is to find out if a child does have special needs. This will mean describing concerns or symptoms to an agency or expert and allowing tests or assessment techniques to be used to determine whether a child may or may not need help. A referral to an agency that specializes in assessment and diagnosis may be necessary.

The next step is to identify services that meet each individual child and their family's needs. Services may be coordinated and provided through the local school district, community health, social service agencies or other public or private providers. With agencies working together, families have easier access to services.

Finding help for a child with special needs can be overwhelming and frustrating. Many agencies offer a variety of different types of services. Determining which services and locating those services that may be best for each child is a time consuming process. The following information and guide to services may help provide some clues about agencies and the help they offer.

This Directory of Agencies and Services includes listings that contain the name, address and telephone number for an agency or organization. In addition, brief descriptions of who is served and eligibility can help to determine whether the resource may be able to help you.

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Minnesota 211 FIRST CALL FOR HELP

1424 Central Ave. NE
East Grand Forks, Minnesota 56721

www.firstcallnet.org

(800) 543-7709 or

Call: **211***

* like dialing 911 for an emergency, dial 211
for Health and Human services information

- Eligibility:** No Eligibility requirements
Hours: 24 hours a day, 7 days a week
Fees: No Fees
Intake: Call for information
Services: Free, confidential information and referral service that links people with programs and agencies.

Description:

First Call for Help Northwest is a 24-hour comprehensive information and referral service that connects people with the programs and services they need.

First Call provides information about community services, links people with programs and agencies, assists communities to identify unmet needs and offers a caring, confidential listening service.

In some instances, callers may be connected directly to the appropriate agency without the need for another call. The directory of services includes local, regional and national services, plus lists of National Toll Free Numbers; Minnesota Toll Free Numbers and North Dakota Toll Free Numbers. People throughout the state of Minnesota can access their local First Call for Help at no cost to them.

Call First Call at **(800) 543-7709** or **211** with questions about community services or with personal concerns or problems. All calls are confidential, anonymous and free.

POLK COUNTY PUBLIC LIBRARIES

Eligibility: Open to the public

Hours: Vary - Call for information

Intake: Call or stop in

Services: Interlibrary loan. Home-bound delivery is available.

Children's services include story time and summer reading programs.

Climax Public Library

PO Box 6; Climax, MN 56523
(218) 857-2455;

Crookston Public Library

110 N Ash
Crookston, MN 56716
(218) 281-4522

EGF Campbell Library

422 4th St NW
East Grand Forks, MN 56721
(218) 773-9121

Fertile Public Library

Fertile, MN 56540
(218) 945-6137

Fosston Public Library

421 4th St NE
Fosston, MN 56542
(218) 435-1320

McIntosh Public Library

McIntosh, MN 56556
(218) 563-4555

Northwest Regional Library;

www.nw.lib.org
210 Labree Ave. North
Thief River Falls, MN 56701
(218) 681-1066 or (800) 450-1066
Dial-a-story: (218) 681-4985
A different story each week for
preschool and elementary school
children.

PARENT INFORMATION CENTER (PIC)

Century Elementary School; 3351 17th Ave. S.; Grand Forks, ND 58201
(701) 787-4216

<http://www4.grand-forks.k12.nd.us>

Eligibility: Open to the public

Hours: Monday - Friday 8:00 am - 4:00 pm

Extended library hours: Second Monday of month 6:00 pm - 8:00 pm

Fees: Free; some books may be purchased

Intake: Call for information and/or to register for a class or child care.

Services: Parenting classes and study groups for parents.

Books & videos on many family topics.

Noon talks, weekly book clubs, evening classes.

Monthly children's story hour.

Free child care provided in some cases. Must call ahead.

Description:

Parent Information Center provides a monthly newsletter describing special events and classes plus helpful ideas, suggestions and information.

Speakers offer video presentations, special presentations, study group sessions and seminars on a variety of subjects of interest to families. A weekly "Lunch Box Specials" meeting is held from 12:10 - 12:50 p.m. where presenters and parents discuss special issues and concerns. Child care is provided for designated classes. Call to register.

Parent Information Center houses a library of resources including books & videos on many family topics.

Family story hour is held on the Second Monday of the month at 6:30 p.m.

EDUCATION

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POLK COUNTY CHILD CARE LICENSING UNIT and POLK COUNTY FOSTER CARE LICENSING UNIT

Polk County Social Services

Crookston: (218) 281-3127; 612 N. Broadway, Suite 110; Crookston, MN 56716

Fosston: (218) 435-1585; 116 E 1st St.; Fosston, MN 56542

East Grand Forks: (218) 773-2431; 1424 Central Avenue NE; EGF, MN 56721

Hours: Monday – Friday, 8:00 am - 4:30 pm

Intake: Call for Information and/or set up appointment

Services:

The Polk County Child Care Licensing Unit gathers information to determine whether an individual meets the Minnesota Child Care Rule (legal requirements) to obtain and maintain a license to supply child care for more than one other family.

The Polk County Foster Care Licensing Unit is responsible for recruiting, training and licensing homes according with the Minnesota Child Care Rules (legal requirements). These homes must provide a stable family environment for children whose normal family environment is not available.

Foster Care homes are agency-supervised private family homes that offer alternative family living arrangements for individuals who need care for a temporary or extended period of time.

TYPES OF CHILD CARE

Child Care Centers provide group care for children in a center setting. Children are mainly in groups with children of the same age.

Family Child Care Homes provide care for several unrelated families of children in the provider's home. Children from infants to school age are together in a group.

Group Family Child Care provides care for up to 14 children in a home or center-like atmosphere. With more than 12 children, two adults must be present.

Legally Unlicensed Child Care is excluded from licensing and provides care to one, unrelated family.

Preschools and Nursery Schools provide educational and socialization experiences for children typically 3 years to kindergarten, can be full or part days.

School Age Programs provide care for children before and/or after school, during school holidays, and summer vacation. Programs may be offered in schools, family child care homes or centers.

Respite Care provides rest and allows parents freedom from the intensity of caring for their child with special needs. The two kinds of respite care are in-home and out-of-home. When a family uses in-home respite, it means that someone comes to their home to help with their child. This might be a personal care attendant (PCA), an in-home counselor, or an in-home respite provider. Out-of-home respite care means that the child leaves their home, usually spending time in a foster care home setting.

CHILD CARE RESOURCE & REFERRAL (CCR&R)

A Program of Tri-Valley Opportunity Council, Incorporated
1424 Central Ave. NE
East Grand Forks, MN 56721
(800) 543-7382

- Eligibility:** Child care providers; Potential child care providers and/or Families in need of child care providers.
- Hours:** Monday, 8:00 am-8:00 pm; and Tuesday – Friday, 8:00 am-5:00 pm
- Fees:** Consultation is free; Training workshops may have a fee
- Intake:** Call for information.
- Services:** Assists parents/guardians looking for child care.
Assists child care providers through informational support, training, technical assistance, on-site consultation and periodic grant opportunities.
A Nurse is available to answer medical questions.

Description for Parents: Child Care Resource and Referral helps parents of young children make informed choices about childcare. CCR&R offers information on current openings and hours of providers and information about environments and childcare for children with special needs. Guidelines and resource material for selecting quality care are available. A Referral Counselor can discuss child care needs and concerns and offer a chance to explore child care options, including: licensed family & center child care, nursery schools, Head Start, school age programs, and unlicensed child care.

Description for Child Care Providers: Child Care Resource and Referral helps early childhood professionals by providing information on training, workshops, and resources available. CCR&R offers technical assistance for becoming a licensed provider; data on current demand for child care; start up grants and assistance; training classes; and phone support to help with child care concerns and business issues. On-site consultation is also available.

CCR&R offers classes, workshops and presentations on child care to help providers meet licensing requirements. To receive training through Child Care Resource and Referral, call for information.

CCR&R has a lending library that includes books, videos, children's books, activity kits and infant/toddler equipment.

A "Healthy Child Care Nurse" service is available at extension #2720 to answer medically related questions.

POLK COUNTY ASSOCIATIONS FOR EARLY CHILDHOOD PROFESSIONALS

East Grand Forks Child Care Provider Association

Contact: Susan Weber
(218) 773-0781

Fee of \$20.00 covers newsletters,
16 training hours and referrals.

Meets monthly at the EGF Head Start.
Offers mutual support and training.

Crookston Child Care Provider Association

Contact: Kim Fiero (218) 281-5515
Or: Maria Pahlen (218) 281-3934

Fee of \$20.00 yearly membership.

Meets monthly in Crookston.
Offers mutual support and training.

**POLK COUNTY PUBLIC
SCHOOL DISTRICTS**

Climax-Shelly
www.climax.k12.mn.us
School District #592
PO Box 67
Climax, MN 56523
(218) 857-2385

Crookston
www.crookston.k12.mn.us
School District #593
415 Jackson Ave
Crookston, MN 56716
(218) 281-5313

East Grand Forks
www.egf.k12.mn.us
School District #595
1420 4th Ave NW
East Grand Forks,
MN 56721
(218) 773-3494

Fertile-Beltrami
www.fertilebeltrami.k12.mn.us
School District #599
210 Mill St
Fertile, MN 56540
(218) 945-6933

Fisher
www.fisher.k12.mn.us
School District #600
313 Park Ave
Fisher, MN 56723
(218) 891-4105

Fosston
www.fosston.k12.mn.us
School District #601
301 East 1 St
Fosston, MN 56542
(218) 435-6335

Win-E-Mac
www.win-e-mac.k12.mn.us
School District #2609
RR 2 Box 148A
Erskine, MN 56535
(218) 563-2900 or
(218) 687-2236

**CROOKSTON
SCHOOLS**

Crookston High School
402 Fisher Ave
Crookston
(218) 281-2144

Highland
801 Central Ave
Crookston
(218) 281-5600

Lincoln
900 Alexander
Crookston
(218) 281-2854

Washington
724 University
Crookston
(218) 281-2762

**Our Savior's Lutheran
Day School**
(Preschool - 6th grade)
217 South Broadway
Crookston
(218) 281-5191

**Sunrise Center for
Children
And Families**
(Age 16 months to
12 years)
702 Summit Ave
Crookston
(218) 281-6540

Cathedral
702 Summit Ave
Crookston
(218) 281-1735

**EAST GRAND FORKS
SCHOOLS**

**East Grand Forks
Senior High**
1420 4 Ave NW
East Grand Forks
(218) 773-2405

Central Middle School
1827 Bygland Rd SE
East Grand Forks
(218) 773-1141

New Heights Elementary
1427 6 Ave NW
East Grand Forks
(218) 773-0908

South Point Elementary
1900 13 St SE
East Grand Forks
(218) 773-1149

**Sacred Heart High
School**
www.sacredheartegf.net
202 3 St NW
East Grand Forks
(218) 773-0230

**Sacred Heart
Grade School**
www.sacredheartegf.net
(Preschool - 6th grade)
117 4 St NW
East Grand Forks
(218) 773-1579

FOSSTON SCHOOLS

**Magelssen Elementary
School**
700 E 1st St
Fosston
(218) 435-6036

Fosston High School
301 E 1st St
Fosston
(218) 435-1909

AREA SPECIAL EDUCATION COOPERATIVE

1505 Central Ave. NW
East Grand Forks, MN 56721
(218) 773-0315

**CROOKSTON SPECIAL
EDUCATION PROGRAM** Highland School;
801 Central Ave.
Crookston, MN 56716
(218) 281-5600

- Hours:** Monday – Friday, 8:00 am - 4:30 pm
- Eligibility:** Children with hearing impairments, visual impairments, speech/language impairments, mental impairments, other health impairments, developmental disabilities, physical disabilities, autism, traumatic brain injury, learning disabilities or emotional/behavioral disorders. Must meet Minnesota State criteria for special education services.
- Intake:** Teacher, parent, or agency referral for special education evaluation.
- Services:** Evaluation and coordination of services that may include: school psychology, early childhood special education, visual, hearing and general special education.

Description: Area Special Education Cooperative (ASEC) is a joint cooperative of 14 schools districts in Polk and other counties. Crookston Public School System works independently to provide special education services. Both offer special education services through the public school system and work with agencies to develop the best service plan to meet each child's needs. Educational services include special placement and individualized programming, instruction and support services for children and youth, including those who have hearing impairments, visual impairments, communication disorders, developmental disabilities, physical disabilities, learning disabilities or emotional disturbances.

Special Education Through Public Schools

School age students may be identified through school screening procedures or a referral by the classroom teachers or other regular education staff. Parents who suspect that their child may have learning difficulties are welcome to contact their child's teacher or principal. The school district will then follow up on each child referred to determine the need for further assessment and possible placement for special education services. All such follow-up will be conducted with parental consent.

By law, all students with disabilities should receive special education services in the "least restrictive environment (LRE)." This means that they should be educated with non-disabled students whenever possible. Children do not have to be students in public schools to receive special education services.

The Individualized Family Service Plan (IFSP): The IFSP is a written plan that takes into account the needs of both family and child. It contains a description of the child's level of development, needs of the child and family, outcomes and objectives, and services to be provided. A Service Coordinator is named to coordinate the services received by the family. The plan is reviewed and updated yearly.

The Individualized Education Plan (IEP): The IEP is a tailor-made program to fit each child's needs and abilities. It is a written education plan for children with disabilities, ages 3 to 22, developed by a team of professionals (teachers, therapists, etc.) and the child's parent(s). The plan is reviewed and updated yearly; contains a description of the child's level of development, learning needs, goals and objectives, and services the child will receive. The IEP is drawn up at a special IEP conference and should contain:

- Annual goals to be achieved in one year and short-term objectives or specific steps that will be used to achieve those goals.
- A list of services provided and who will provide them.
- A list of "related services," such as transportation or counseling.
- A description of how the child's progress will be reviewed and the date of review.

The IEP should be reviewed at least once a year. If the plan is not working well, a meeting to discuss possible changes should be requested.

The Individualized Interagency Intervention Plan (IIIP): The IIIP is a plan for children over age 3 that have services provided by more than one public agency.

A Section 504 Plan: When a child with a disability does not meet the criteria to be served under **Individuals with Disabilities Education Act of 1990 (IDEA)** but does require modifications to meet their needs, a 504 Plan is available so that schools may provide accommodations to enhance the educational program even if a child does not qualify for special education and related services. Also a parent's disability may be used to qualify their children.

MEDICAL & HEALTH

Hospitals & Clinics

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Public Health

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See Also:

Public Health

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Minnesota Children with Special Health Needs (MCSHN)

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HOSPITALS and CLINICS

Clearwater Health Services
Clinic of Clearbrook
22 Elm St; PO Box 67
Clearbrook, MN 56634
Hours: Monday-Friday,
9:00 am-5:00 pm
(218) **776-3124**
www.clearwaterhs.com

Riverview Health Care Association
Hospital
323 S Minnesota St
Crookston, MN 56716
(218) **281-9200** or (800) 743-6551
www.riverviewhealth.org

Altru Clinic-Crookston
400 S Minnesota St
Crookston, MN 56716
Hours: Monday-Friday,
8:00 am-5:00 pm
(218) **281-9100** or (800) 743-6551
www.altru.org

Meritcare - East Grand Forks
621 DeMers Ave
East Grand Forks, MN 56721
Hours: Monday-Thursday,
8:30 am - 6:00 pm
5:00 pm - 7:00 pm walk in clinic
and 8:30 am - 5:00 pm Friday
(218) **773-5801**
www.meritcare.com

Altru Clinic-Erskine
113 Vance Ave
Erskine, MN 56535
Hours: Monday-Friday,
8:00 am - 4:30 pm
(218) **687-5317**
www.altru.org

Altru Clinic-Fertile
Mill and Main Street
Fertile, MN 56540
Hours: Monday-Friday,
8:00 am-4:00 pm
(218) **945-6064**
www.altru.org

First Care Medical Services
900 S Hilligoss Blvd SE
Fosston, MN 56542
Hours: Monday-Friday,
8:00 am - 4:30 pm
(218) **435-1133**
www.firstcare.org

Dakota Clinic-Fosston
102 Sather Dr
Fosston, MN 56542
Hours: Monday-Friday,
8:30 am - 5:00 pm
and Saturday (Emergencies only)
9:00 am - 12:00 pm
(218) **435-1212** or (888) 448-1212
www.dakotaclinic.com

Altru Clinic/Family Medicine Center
1200 Columbia Rd S
Grand Forks, ND 58201
(701)-**780-6000** or (800) 437-5373
www.altru.org

Altru Hospital
1200 Columbia Rd S
Grand Forks, ND 58201
(701) **780-5000** or (800) 732-4277
www.altru.org

UND Family Practice Center
Altru Health Institute
1300 Columbia Rd S Suite #100
Grand Forks, ND 58201
(701) **780-6800**

In some hospitals, social work services are available, at no charge, to assist patients and their families to solve problems that accompany health care issues. Social workers provide counseling and other support services such as discharge planning and referral to community agencies and financial programs. Your physician or nurse may refer you or you can request to see a Hospital Social Worker.

POLK COUNTY PUBLIC HEALTH

721 S. Minnesota Street, Suite 1
P.O. Box 403; Crookston, MN 56716-0403
(218) 281-3385
East Grand Forks: (218) 773-8039
McIntosh: (218) 563-2010
Website: www.pcphealth.org

Eligibility: Varies with program
Hours: Monday – Friday, 8:00 am - 4:30 pm
Fee: Varies with program.
Intake: Calls are referred to appropriate nurse
Services: Early Childhood Intervention Services (Polk County First Steps Program); Helping Us Grow (HUG) program; Infant Follow-Along Program; Child & Teen Checkup program; Women, Infants and Children (WIC) program; Communities Caring for Children; Immunization clinics; Immunization Registry; Family planning services; Personal Care Assistant (PCA) assessments; and health education.

Description:

Polk County Early Childhood Intervention Committee (First Steps Program): is a program that provides early intervention and coordination of services to help families receive a range of health, social and educational services for their child, ages birth through five, who either has a developmental delay or may be at risk of a delay. Polk County Public Health is the lead agency for this committee, which is responsible for the evaluation and coordination of services for families with children with known or suspected developmental delays or disabilities. Early Intervention Services are available at no cost to children and families. The services include: 1) identification and referral; 2) screening; 3) evaluation; 4) assessment; 5) service coordination; and 6) special education and related services.

Helping Us Grow (HUG) Program: provides home visits by public health nurses to families who are expecting a baby, have a new baby or are parenting young children. The focus is to promote the healthy well-being of mother, infant and family and promote positive parent-child relationships through providing support to parents and helping them access community resources.

Infant Follow Along Program: provides parents an opportunity to periodically assess their child's development and provides ideas for parent encouragement of their child's development through a computer assisted tracking program.

Child and Teen Checkup Program: is designed to inform families on Medical Assistance or MinnesotaCare about the importance of well child exams and to assist families with making appointments.

Women, Infants, and Children (WIC): is a federal and state funded program targeted to low-income pregnant women, mothers who are breastfeeding and postpartum, infants and children up to five years of age. WIC provides nutrition education, vouchers for nutritious foods and referrals to health and social services when indicated.

Communities Caring for Children: is a regional program designed to promote early prenatal care, well-child exams and immunizations. Enrolled families are sent trimester newsletters on prenatal health issues and child growth and development letters once the baby is born.

Immunization Clinics: provide both childhood and adult immunizations to Polk County residents. Polk County Public Health participates in the 11 county Communities Caring for Children

Immunization Registry: This registry is designed to assist parents in keeping their child up to date with the required immunizations as well as providing needed records for parents.

Personal Care Assistance (PCA) assessments: are provided by a public health nurse to families of children who may require additional services in the home.

**MINNESOTA CHILDREN WITH SPECIAL HEALTH NEEDS
(MCSHN)**

www.health.state.mn.us/mcshn

Minnesota Department of Health
85 East Seventh Place, Suite 400
P.O. Box 64882
St. Paul, MN 55164-0882
(651) 215-8956 or (800) 728-5420

Minnesota Department of Health
Northwestern Field Office
1705 Anne Street
Bemidji, MN 56601
(218) 755-3820

- Eligibility:** Intake staff will determine eligibility for MCSHN services and/or make referrals to other appropriate resources.
- Fees:** None
- Intake:** Call for information regarding eligibility for services.
- Services:** Specialty Clinics provide diagnostic services and treatment recommendations. An Information and Referral Line can help families, health care providers, and community programs find the right resource to meet special needs. The service is free and confidential.

Description:

MCSHN is a public program that seeks to improve the quality of life for Minnesota children with special health needs and their families. MCSHN helps Minnesota families with children under age 21 who have special health needs or disabilities. It provides education, information, support and referral. MCSHN has developed the “Early Childhood Services: A Directory of Services Available to Children with Disabilities in Minnesota” which provides information on resources that may help families, providers and others working with children with special health needs or disabilities. MCSHN provides statewide support to achieve: *Early identification, diagnosis and treatment; Family centered services and systems of care; Access to health care and related services; Community outreach and networking; and Collection and dissemination of information and data.*

MCSHN’s special clinics:

MCSHN clinics can provide quality medical and rehabilitation assessments for children with suspected or diagnosed special health needs. MCSHN clinics offer diagnostic assessments; recommendations for treatment and follow-up; and a written report of findings and recommendations for families, providers or professionals. All clinics have staff available to discuss appropriate care options. The types of clinics include: *Development and Behavior; Facial Dental; Habilitation Technology; and Speech Pathology.* Children or youth up to age 21 who reside in Minnesota may attend a clinic. There are no family out-of-pocket charges for clinic services (an exception exists for Habilitation Technology clinics for specialized equipment services). Clinic information and appointments can be arranged by calling the MCSHN district consultant at (218) 775-4172 or by calling toll free 1-800-728-5420.

SOCIAL SERVICES

***Polk County Social Services
Developmental Disabilities Unit
“Case Management”
Page 14***

**SOCIAL SERVICES: See Also:
Services: Age 0 - 21
Mental Health
Polk County Social Services Family Preservation Unit
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POLK COUNTY SOCIAL SERVICES

Developmental Disabilities Unit

Crookston: (218) 281-3127; 612 N. Broadway, Suite 110; Crookston, MN 56716

Fosston: (218) 435-1585; 116 E 1st St; Fosston, MN 56542

East Grand Forks: (218) 773-2431; 1424 Central Avenue NE; EGF, MN 56721

Case Management Service

A Case Manager is the key to accessing options and services available to a child. Case Managers work with individuals and their families to identify, plan, and access funding for services that will promote safety, growth and independence.

Case Management Service is provided by a Social Worker and involves assessment, planning, implementation and monitoring of services. A County Case Manager can explain the process used to decide what services best meet a person's needs, when and how a person can access services and if the services are available. The Case Manager will also explain any limits to services and which agencies can provide them.

The procedure to obtain case management services for children with developmental disabilities involves:

Application: Apply to Polk County Social Services for Case Management Services. Persons with a developmental disability or a related condition; parents or guardians may apply for services.

Eligibility: Eligible individuals include people with mental retardation or related conditions, with onset prior to age 22, as determined by standardized assessment of developmental functioning; by tests of intellectual functioning (or IQ test), measures of adaptive behaviors, social history and physical-medical examination.

Notice: If a person meets the eligibility criteria for social services, Ongoing Case Management Services are initiated.

If a person does not meet the eligibility criteria for social services, a notice of denial is given to the applicant. An individual has a right to appeal this decision.

Ongoing Case Management

Ongoing case management means that a family may receive help that includes:

Assessment: Assessment of the functioning skills and need for supports and services, as well as the preferences of the person, is a case management service requirement. The Case Manager will make service recommendations based on the individual's needs and abilities and explore funding options. The recommendations for services are reviewed with the person and parents or guardians.

Service Planning: Based on assessment results, an individual service plan (ISP) is developed. An ISP is a comprehensive plan that includes:

1. A summary of diagnostic and assessment information.
2. Identification of necessary services, supports and preferences of the family and child.
3. A list of services and documentation of services that will be provided.
4. Identification of long term and annual goals as well as recommendations for needed services.
5. Explanation of how needed services will be developed.

Services Arranged: The Case Manager arranges services (as available) and services are implemented.

Services Monitored: The Case Manager monitors services; annually reviews assessments and updates the Individual Service Plan. Parents, guardians, and/or advocates are also encouraged to monitor progress.

MENTAL HEALTH

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CHILDREN'S MENTAL HEALTH

Mental health disorders are real health conditions that have an impact on individuals and families. Mental health is fundamental to overall good health and mental health treatment is effective. There is a range of treatment for most disorders. Individuals should seek help if they suspect a mental health problem. Preventive measures often reduce the impact of risk factors for mental health disorders and improve the chances for children's positive social and emotional development.

Behavioral and adjustment issues of children are not always signs of serious mental health problems. Learning to interpret children's behavior is complicated. Normal changes in a children's behavior make it difficult to decide whether a child is "going through a stage" or having problems that will last. Also, children may develop emotional/behavioral disturbances at any point in time. First indications that a child may have significant problems are delays in normal development.

Young children often ask for help with their problems in non-verbal ways. Their behavior may be the only indication that they have too much to handle.

Four general types of behaviors may tell when a child has an emotional disturbance. A child may exhibit just one of these types of behavior or some combination of them. They are:

Acting out behavior - Self abusive, aggressive, violent, disruptive, cruel.

Withdrawing behavior - Fears, depression, anxiety, refusing to talk, acting younger than age, refusing to be social.

Defensive behavior - Lying, cheating, manipulating others, avoiding others.

Disorganized behavior - Out of touch with reality, seeing or hearing things that aren't there, multiple personalities, disconnected thinking or acting.

Since children are unique, they will have unique ways of showing distress. If a child's behavior is confusing; if efforts to deal with the child's behavior are unsuccessful; or if there is a concern about a child's development or mental health, a mental health professional may be able to help.

The sooner a problem is identified; the sooner help can be found. Providing mental health treatment to children with mental health problems can be effective in preventing the development of more serious emotional disturbances.

Different professionals may utilize a different approach to the therapy they recommend for a child. Each child is different. Some will respond best to a medication therapy approach; some to behavior modification or other psychotherapy and some will respond best to a combined therapy approach. The role of the therapist is to provide a relationship the family can use for personal growth.

Families are integral members of the treatment team. The most effective approach to helping families whose children have emotional disorders are family-centered. The family and child are at the center of services, which revolve around, and support, the family unit. Non-medical services that support and strengthen families are an essential part of a mental health program. Parents and families may need added support services to enable them to meet the strenuous demands of caring for their child. Children with emotional disturbances are eligible for services for the child's physical, emotional, social and educational needs.

Children can be assessed, or tested, for emotional, behavioral, and mental disorders by a mental health professional or practitioner, including Master Level Social Workers, Psychologists or Psychiatrists. Determining whether a child has a neurobiological disorder, a behavioral problem, or an emotional disorder helps families and professionals decide what services will be the most useful to help support a child and family and to help the child learn new skills. An evaluation should result in a set of recommendations for how to help the child. An assessment provides the basis for a child's treatment or program and is necessary for a child to be eligible for special education placement, or children's mental health case management.

POLK COUNTY FAMILY SERVICES CHILDREN'S MENTAL HEALTH COLLABORATIVE

P.O. Box 603; Crookston, MN 56716

Initial referrals can be made to: Northwestern Mental Health Center, Inc. (218) 281-3940

Represents: Northwestern Mental Health Center; Polk County Social Services;
Polk County Public Schools; Polk County Public Health; Glenmore;
Polk County Sheriff Office; Tri-County Community Corrections
and Tri-Valley Opportunity Council

The Children's Mental Health Collaborative was established to assist agencies to better meet the needs of children with mental illness and their families through coordination and collaboration.

The goals of the Children's Mental Health Collaborative are to reduce out-of-home placements; improve functioning of children; reduce clinical symptoms of emotional disturbance; and coordinate services to meet the needs of the child and family.

Polk County agencies and organizations work together to provide and coordinate services that enhance the lives of children and families through the Children's Mental Health Collaborative.

Examples of community services providing therapeutic assistance to children and families include:

Northwestern Mental Health Center provides a range of services for children and families experiencing mental health issues. It is the contact agency for the Children's Mental Health Collaborative.

Polk County Social Services-Family Preservation Division provides assessment and case management services to children of all ages.

Polk County Social Services-Family Based Life Management Skills provides services to a family in their own home, teaching family parenting skills, budgeting, communication and home management skills.

Lutheran Social Services-Kairo's House provides a substitute 24-hour care for children who are unable to live in their own homes.

Tri County Community Corrections-Red River Valley Juvenile Center provides assessment and programming in a correctional facility for juveniles who are unsuccessful in their homes or community. Programming focuses on improving an individual's behavior and/or mental health issues. Emphasis is on integrating the youth back into their home or community.

POLK COUNTY PUBLIC HEALTH

721 S. Minnesota Street, Suite 1; P.O. Box 403; Crookston, MN 56716-0403

(218) 281-3385; website: www.pcphealth.org

East Grand Forks: (218) 773-8039

McIntosh: (218) 563-2010

Eligibility: Varies with program

Hours: Monday - Friday 8:00 am - 4:30 pm

Fee: Varies with program.

Intake: Calls are referred to appropriate nurse

Polk County Early Childhood Intervention Committee (First Steps Program): provides early intervention and coordination of services to help families receive a range of health, social and educational services for their child, ages birth through five, who either has a developmental delay or may be at risk of a delay. Polk County Public Health is the lead agency for this committee, which is responsible for the evaluation and coordination of services for families with children with known or suspected developmental delays or disabilities. Early Intervention Services are available at no cost to children and families. The services include: 1) identification and referral; 2) screening; 3) evaluation; 4) assessment; 5) service coordination; and 6) special education and related services.

Helping Us Grow (HUG) Program: provides home visits by public health nurses to families who are expecting a baby, have a new baby or are parenting young children. The focus is to promote the healthy well-being of mother, infant and family and promote positive parent-child relationships through providing support to parents and helping them access community resources.

Infant Follow Along Program: provides parents an opportunity to periodically assess their child's development and provides ideas for parent encouragement of their child's development through a computer assisted tracking program.

NORTHWESTERN MENTAL HEALTH CENTER INCORPORATED

603 Bruce St; Crookston, MN 56716

(218) 281-3940

1424 Central Ave NE; East Grand Forks, MN 56721

(218) 773-6102

- Eligibility:** Resident of Polk, Kittson, Mahnomon, Marshall, Norman, or Red Lake County
- Hours:** Outpatient Program: Monday, Wednesday, Thursday, Friday 8:00 am-5:00 pm
and Tuesday 8:00 am-9:00 pm
24-hour crisis telephone line **(800) 282-5005**
Other programs available on variable schedules related to client need.
- Fees:** Costs may be paid by Health Insurance, Medical Assistance, Medicare or Champus.
Some In-home Family and Children Services are charged to a grant provided by county social service agencies. Other fees are specific to each program.
- Intake:** Call or walk in. Financial and diagnostic assessment is done on the first visit.
- Services:** The Northwestern Mental Health Center offers comprehensive diagnostic and evaluation programs; and treatment services including professional counseling, therapy and special services for children and families who may need a little extra help.

Description:

Children and family programs provide varied services that seek solutions for families with emotional distress. Family and Children's Services include:

Outpatient Services: provides counseling and therapy for personal and family problems; medication for certain psychiatric problems; psychological testing of intelligence, personality, school abilities and other needs; help for mental health problems related to drug or alcohol abuse; help for victims of abuse or trauma; and specific ways for handling stress, depression and anxiety.

Infant and Toddler Mental Health: provides early childhood mental health assessments and recommendations.

Family Community Support Services - Family Ties: is a program designed to serve children and families in which there is a child diagnosed with a severe emotional disturbance who is at risk of out of home placement. The emphasis of Family Ties is to aid with the child's success in their current environment.

Intensive In-Home Therapy: is a program to help the child and family in which the child is having difficulty functioning in their community, home and school environment. There does not need to be a diagnosis of a severe emotional disturbance to qualify for these services.

School/Summer Programming: After school and summer programming is available to school districts for children. Mental health skills building and therapeutic recreational activities are offered to children.

Respite Care: Children receiving Family Ties Services and Intensive In-Home Therapy Services are eligible for respite care. Respite providers are licensed through their county of residence social service agency. Crisis respite care is available to all children on an as-needed basis and determined by a county case manager or in-home worker.

Wraparound: Wraparound is a way to help families and children who have difficulties at home, school, and/or in the community. It is a process to help set goals and develop a plan that will build on strengths and explore alternative ways to meet needs. The process begins when a family, school, agency, or community member refers a child or family to a Wraparound Coordinator. This person meet with family to discuss family strengths, values, needs, and preferences and determines whether the Wraparound process may be beneficial. Meetings occur as often as needed to review the strengths of each family member; to review services that have been helpful; to set goals and identify needs; to decide which needs are most important, explore possible ways to meet those needs and to develop a plan to meet those needs.

POLK COUNTY SOCIAL SERVICES

Family Preservation Unit

CROOKSTON: (218) 281-3127; 612 N Broadway, Suite 110; Crookston, MN 56716

FOSSTON: (218) 435-1585; 116 E 1st St.; Fosston, MN 56542

EAST GRAND FORKS: (218) 773-2431; 1424 Central Ave NE; EGF, MN 56721

Eligibility: Resident of Polk County

Hours: Monday through Friday, 8:00 am - 4:30 pm

Fees: None

Intake: Call Intake at (218) 281-3127 to request services and determine eligibility

Services: Polk County Social Services Family Preservation Unit offers *Case Management Services* and a *Family Based Service Provider Program* for families with a child with an emotional disturbance (ED) or a severe emotional disturbance (SED) or at risk of developing an emotional disturbance. The *Family Preservation Unit* provides assessment and case management services to children of all ages.

Description:

The goal of the Family Preservation Unit is to preserve and strengthen children and their families.

Assessment: If a child has not been officially diagnosed, a referral may be made for a diagnostic assessment. The diagnostic assessment is a written evaluation by a mental health professional to evaluate the child's functioning at home and in the community. The county can help find an appropriate mental health professional to do the assessment. The mental health professional who tests the child must have the parent's permission to share the results with the county social services. Parents can request a copy of all assessment information. The county cannot share information about a family and their child without parental permission (except in an emergency).

Case Management Services: These are activities designed to help a child diagnosed as having an emotional disturbance (ED) or a severe emotional disturbance (SED), and the child's family obtain needed mental health services and related services. Case management services include assisting in obtaining a comprehensive diagnostic assessment, if needed; developing a functional assessment; developing an individual family community support plan; and assisting the child and the child's family in obtaining needed services by coordination with other agencies.

A *functional assessment of the child's condition* is a description of how the child's mental health disabilities affect his or her daily life at home, in school, and in the community. This assessment will be used to determine what services will be beneficial to the child.

An *Individual Family Service Plan (IFSP)*, based on the diagnosis and/or functional assessment, will be written to meet the individual needs of the family and the child. This plan is a document that describes the services the child and family can expect from the agencies involved with the family. Because children change, this plan may be reviewed and revised.

In *Service Planning*, a Case Manager assists the family to decide on, coordinate and monitor treatment, special therapy, programs, or services for a child. The Case Manager can help the family look at options for financial aid to help pay for these and other services. The Case Manager will continue to work with the family and the child until the child no longer needs services or the family decides to stop using county services.

Family Based Service Provider Program: The Family Based Service Provider Program is an intense, time-limited in-home family service. It is a specialized service in which the entire family is the focus of intervention. It utilizes the belief that power for change resides in each family and it works to preserve and strengthen families. Building on the family's strengths is at the base of the services.

SPECIAL EDUCATION

School districts offer Early Childhood Special Education services for children birth to age seven and Special Education services to school age children. To be eligible, a child must be evaluated or assessed. An assessment is not a diagnosis; it is an evaluation of how the child functions.

Children with emotional or behavioral disorders receive services under the special education category *emotional/behavioral disorder (EBD)*. Eligibility for services is based on the federal definition: “A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, that adversely affects educational performance:

An inability to learn that cannot be explained by intellectual, sensory, or health factors.

An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

Inappropriate types of behavior or feelings under normal circumstances.

A general pervasive mood of unhappiness or depression.

A tendency to develop physical symptoms or fears associated with personal or school problems.

A child with a diagnosis is not necessarily eligible for special education services unless they also meet the Minnesota special education definition.

By law, all students with disabilities should receive special education services in the “least restrictive environment (LRE).” This means that they should be educated with non-disabled students whenever possible. Children do not have to be students in public schools to receive special education services.

Once a child is assessed and qualifies; parents, teachers, and other professionals work together to create either an Individualized Family Service Plan (IFSP), an Individualized Education Plan (IEP), or an Individualized Interagency Intervention Plan (IIIP).

The Individualized Family Service Plan (IFSP): The IFSP is a written plan that takes into account the needs of both family and child. It contains a description of the child’s level of development, needs of the child and family, outcomes and objectives, and services to be provided. A Service Coordinator is named to coordinate the services received by the family. The plan is reviewed and updated yearly.

The Individualized Education Plan (IEP): The IEP is a tailor-made program to fit each child’s needs and abilities. It is a written education plan for children with disabilities, ages 3 to 22, developed by a team of professionals (teachers, therapists, etc.) and the child’s parent(s). The plan is reviewed and updated yearly; contains a description of the child’s level of development, learning needs, goals and objectives, and services the child will receive. The IEP is drawn up at a special IEP conference and should contain:

Annual goals to be achieved in one year and short-term objectives or specific steps that will be used to achieve those goals.

A list of services provided and who will provide them.

A list of “related services,” such as transportation or counseling.

A description of how the child’s progress will be reviewed and the date of review.

The IEP should be reviewed at least once a year. If the plan is not working well, a meeting to discuss possible changes should be requested.

The Individualized Interagency Intervention Plan (IIIP): The IIIP is a plan for children over age 3 who have services provided by more than one public agency. It is a plan similar to the IEP and the IFSP and takes into consideration both the child’s education needs and the family’s need for various kinds of support from county social services, public health and private providers.

A Section 504 Plan is a more informal plan. It is available so that schools may provide accommodations to enhance the educational program even if a child with an emotional or behavioral disorder does not qualify for special education and related services. Schools have a legal responsibility for learners with disabilities, as defined by Section 504. When a child with a disability does not meet the criteria to be served under IDEA but does require modifications to meet their needs, a 504 Plan may be developed.

MENTAL HEALTH AGENCIES

Altru Health System

860 Columbia Road; Grand Forks, ND 58201
(701) 780-6444

Dr. Ashok Bansal - Psychiatrist
Dr. Ellen Feldman - Psychiatrist
Dr. Jacob Kerbeshian - Psychiatrist
Dr. Shakeeb – Psychiatrist
Four Social Workers provide counseling therapy

Center for Psychiatric Care (CPC) or Stadter Center

1451 44 Av S; Grand Forks, ND 58201
(701) 775-2500

Dr. Kevin Erickson - Psychiatrist
Dr. Thomas Peterson - Psychiatrist
Nicole Anvinson - Physician's Assistant
Paula Osowski - Physician's Assistant
Mary Pat Holler - Family Nurse Practitioner

The Village Family Service Center

215 N 3 St #104; Grand Forks, ND 58201
(701) 746-4584

Need to call The Village and be screened.
Screening involves the needs of the child,
insurance eligibility and sliding fee assessment.
Counselor then assigned by needs of child.

Northwestern Mental Health Center

1424 Central Ave NE;
East Grand Forks, MN 56721
(218) 773-6102

603 Bruce St; Crookston, MN 56716
(218) 281-3940
24 Hour Emergency Line - (800) 282-5005
James Schober - Psychologist
Dr. James Jarmuskowicz – Psychiatrist
Dr. Jodi Boerger - Psychologist

Northwest Medical Center

Thief River Falls
120 LaBree Ave S;
Thief River Falls, MN 56701
(218) 683-4349

Dr. Dee Jay Donlin - Psychologist
Dr. Elliot Grant - Psychologist
Dr. Mark Tsibulsky - Psychiatrist
Ellie Wiemerslage - Psychologist
Karen Pietras - Psychologist
Paul Adams - Psychologist
Trell Kelsch - MA Therapist

PRIVATE MENTAL HEALTH PROFESSIONALS

Individual local private mental health professionals are listed in the yellow pages of the phone book under counselors, psychiatrists, psychotherapists or psychologists.

Some of the possibilities may include:

Center for Self Growth & Renewal

600 DeMers Ave; Grand Forks, ND 58201
(701) 746-4400 or 1-888-831-0446

Dakota Therapy Center

600 DeMers Ave; Suite 301;
Grand Forks, ND 58201
(701) 746-9341 or (800) 524-1689

Family Institute PC

2100 Columbia Rd S
Grand Forks, ND 58201
(701) 772-1588

Laidlaw Psychological Services

3374 31st Street S.
Grand Forks, ND 58201
(701) 780-9700

Neuropsychology Associates PA

3374 S. 31st Street Ste B
Grand Forks, ND 58201
(701) 780-9700

Lipp, Carlson, Lommen & Witucki

2808 17 Av S; Grand Forks, ND 58201
(701) 746-8376

North Star Psychological Services

PO Box 482; East Grand Forks, MN 56721
(218) 773-3803 or (800) 696-3803

Prairie Psychological Service PA

223 E 7 Street, Suite 42
Crookston, MN 56716
(218) 281-2117 or (800) 870-2117

Black Pearl Counseling Center

2524 S. Washington, Suite 4
Grand Forks, ND 58201
(701) 746-4000

Jarman Counseling Service

1015 Reeves Dr.
Grand Forks, ND 58201
(701) 772-8446

Katy Wright Counseling

1407 24th Ave., Suite 214
Grand Forks, ND 58201
(701) 746-9488 or 1-800-357-9488

THE VILLAGE FAMILY SERVICE CENTER

215 North 3rd Street #104
Grand Forks, North Dakota 58203-3736
(701) 746-4584

- Eligibility:** Needs based
Hours: Monday-Friday, 8:00 am-noon & 1:00 pm-5:00 pm.
Evening hours by appointment.
Fees: Private pay on a sliding fee according to gross annual income;
or payment through an insurance coverage, an employee assistance program;
or payment through social services for qualified families or individuals.
Intake: Call for an appointment
Services: Individual and family counseling, therapy and play therapy

Description:

The Village Counseling Services: Professional counselors trained to deal with all types of issues provide individual and family counseling and group therapy. One therapist specializes in and is registered in play therapy with children age 12 and under.

The Village Family Based Services: Families dealing with problems find needed support through the In-Home services. This program seeks to develop new behaviors or solutions through family therapy and short-term services to families and their children.

OTHER CHILDREN'S MENTAL HEALTH RESOURCES

The Minnesota Association for Children's Mental Health (MACMH)

165 Western Ave, Suite 2
St. Paul, MN 55102
(651) 644-7333 or (800) 528-4511

www.macmh.org

Provides information, parent support and publishes "A Survival Manual for Parents of Children with Emotional/Behavioral Disorders and Mental Health Needs."

Parent Advocacy Coalition for Children's Educational Rights (PACER)

8161 Normandale Boulevard
Minneapolis, MN 55437-1044
(800) 537-2237 or (952) 838-9000

www.pacer.org

Provides information, referrals, and support.

EVALUATION & REHABILITATION

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ALTRU HEALTH SYSTEM PEDIATRIC THERAPY SERVICES

1300 South Columbia Road; P.O. Box 6002; Grand Forks, ND 58201
(701)-780-2477 or (800) 732-4277 extension # 2447
www.altru.org

Eligibility: Needs based
Hours: Monday through Friday, 8:00 am - 5:00 pm
Fees: Vary
Intake: Registration form
Services: The Pediatric Rehabilitation program conducts screenings, assessments and treatment programs and provides outpatient and inpatient services to infants, children and teens. The Pediatric Team members include physical therapists, occupational therapists, speech/language pathologists, case managers, and education specialists.

Description:

Altru's Pediatric Rehabilitation program serves children with developmental disabilities, learning difficulties, psychological and emotional problems, communication disorders and a wide range of physical disabilities.

Specialized evaluation and treatment programs

have been developed for patients with the following diagnoses:

Developmental Disabilities;	Behavioral Disorders;
Birth Defects;	Head Trauma;
Learning Disorders;	Neuromuscular and Orthopedic Disorders
Communication Disorders;	

Altru's Pediatric Rehabilitation program provides a variety of services:

Diagnostic Services include:

Developmental assessment; Educational Assessment; Emotional/Behavioral Assessment; Dysphagia Assessment; Augmentative Communication Assessment;

Educational Services include:

Family Counseling and Parent Education.

Therapy Services include:

Pediatric gym for physical and occupational therapy; Pediatric therapeutic swimming program; Adaptive technology for mobility and communication; Feeding program for dysphagia patients; Hippotherapy horseback riding program (Manely Therapy); Physical, Occupational and Speech Therapy in rural locations by Outreach Therapy

Altru's Pediatric Rehabilitation program offers *Pediatric Rehabilitation Clinics*:

Attention Deficit Hyperactivity Disorder Clinic provides evaluation services with follow-up education and treatment services available for children diagnosed with ADHD.

Neuromusculo-skeletal Clinic designed to meet the needs of children with neurological and skeletal deficits which affect their posture, muscle tone, self care skills, daily living skills and mobility. Children with scoliosis will also benefit from this clinic.

Pediatric Physical Medicine Clinic provides evaluation and treatment services to children who need bracing, special adaptive equipment or other consultative services requiring a physician with a specialty in physical and developmental medicine

Spasticity Clinic provides evaluations of children with spastic cerebral palsy or other neurological conditions.

ALTRU HEALTH SYSTEM

1200 S. Columbia Road; P.O. Box 6002; Grand Forks, ND 58201
(701) 780-5000

Description:

In addition to diagnostic and therapy services provided by physicians specializing in physical medicine and rehabilitation, pediatrics, pediatric neurology, pediatric orthopedics, clinical genetics, and child psychiatry; Altru Health System offers ***Therapy Services*** including: Prosthetics and orthotics services.

FIRST CARE MEDICAL SERVICES

www.firstcare.org

Main Office: Fosston
900 Hilligoss Blvd. SE
Fosston, MN 56542
(218) 435-1133

Therapy Information: extension 363

Home Health Care toll-free: 1-866-514-1142

Fertile Office:
Highway 32 N.
PO Box 526
Fertile, MN 56540
(218) 945-6152

Eligibility: Needs based
Hours: Monday-Thursday, 8:00 am - 4:30 pm
Fees: Vary
Intake: Call for appointment
Services: Diagnosis and Treatment. Therapy services may include Occupational Therapy, Physical Therapy and therapy for Communication Disorders. Home Health Care services are also available.

Description:

The First Care Medical Services offers evaluation, diagnosis and treatment for individuals. Occupational and physical therapy require a physician's referral followed by an evaluation.

Occupational Therapy: Occupational therapists work with people who, because of physical, developmental, social, or emotional problems need specialized assistance to lead independent productive and satisfying lives. Services include: customized treatment programs aimed at improving abilities to carry out activities of daily living (ADLs). Comprehensive evaluation of environments and recommendations on necessary adaptations. Training and recommendations in the use of adaptive equipment for independence. Instructions to family members and attendants in safe and effective methods of caring for individuals. Assessment and treatment for school readiness, including fine motor coordination, prehension, grasp, attention to task, etc.

Physical Therapy: Physical therapists provide services aimed at preventing the onset and/or slowing the progression of conditions resulting from injury, disease, and other causes. The physical therapist provides these services to people who have functional conditions and/or injuries. They can provide services for children with developmental delays; problems with balance; head and spinal cord injuries; and/or birth defects.

Communication Disorder: A communication disorder is a difficulty or inability of individuals to exchange information. A communication disorder is based on 5 components: voice, articulation, language, fluency, or hearing. Speech-language pathologists are clinicians who identify, assess, and treat speech and language problems and/or disorders of swallowing. Services can help individuals become more effective communicators, problem-solvers and decision-makers.

Home Health Care: Referrals can be made by the individual, a family member or friend, or a physician. Call for information about services. A registered nurse provides a free assessment to determine what services a person is eligible for and how they will be paid. Home health care is provided in the home for individuals who are: recovering from a serious medical circumstance; managing a chronic condition; or disabled and need assistance to meet their healthcare needs. First Care staff work to develop a care plan that meets an individual's needs. Services include: Professional Nursing Care; Home Health Aides; Respite Care; Physical, Speech and Occupational Therapies; and Referrals.

RIVERVIEW FOR KIDS

Pediatric Therapy Services;
RiverView Healthcare Association
323 S Minnesota; Crookston, MN 56716
(218) 281-9462 Occupational Therapy; (218) 281-9438 Speech
Or (800) 743-6551 extension #462

Eligibility: Physician's referral
Hours: Monday through Friday, 8:00 am - 4:30 pm
Fees: Vary
Intake: Admission process
Services: RiverView for Kids provides evaluation/diagnostic, treatment and consultation services. Services are available for children who have physical, developmental or sensory problems. Treatment services available include: occupational therapy, speech & language therapy and physical therapy, including aquatic and sensorimotor therapies. Services can be coordinated with other agencies as needed for the benefit of the family.

Description:

A physician's referral is needed to treat a child. Following the referral, a therapist will evaluate the child and develop a program which includes regular contact with the child and family for direct treatment and parental instruction.

A qualified and experience therapist will provide an intensive therapy program working directly with the child one-on-one. Therapists are flexible with the treatment. Family and caregivers are provided home programs. Therapy can be provided in a variety of settings to meet child and family needs. Splints, adaptive devices and durable medical equipment can be provided. Services are available in Crookston and other communities. Payment for services is available through insurance, medical assistance and a variety of special and private payment sources.

A child's therapy may include activities to promote skilled movement, hand function or self help skills. Therapy may improve a child's sensory awareness of the environment and his/her response to sensory information. A Pediatric Sensorimotor Gym, (which is a therapist-directed environment designed to promote motor skill development and improve the ability to handle sensory information in an atmosphere of cooperative play) may also be part of the therapy used. Therapy may be used to promote receptive and expressive language development and pre-reading skills. Consultation is available concerning adaptive equipment, and may include devices to assist in communication.

Since most growth and refinement of the nervous system takes place during pregnancy and through the first few years of a child's life, this is when problems are most likely to occur and also when the nervous system is most easily modified. Early treatment will help improve motor, language and speech development and self-help skills; help stop the development of other handicapping conditions; reduce family stress; reduce the need for special class placement in special education once the child reaches school age; and is cost effective.

SPEECH, LANGUAGE AND HEARING CLINIC, UND

University of North Dakota
Montgomery Hall, Room 101; P.O. Box 8040
Grand Forks, ND 58202
(701) 777-3232

Eligibility: Open to the public
Hours: Monday-Thursday, 8:00 am - 5:00 pm
Fees: Nominal
Intake: Call for appointment and registration forms
Services: Diagnosis and Treatment of speech, language or hearing problems

Description:

The UND Speech, Language and Hearing Clinic offers evaluation, diagnosis and treatment for individuals with speech, language, communication or hearing problems. Services are provided through student training programs supervised by certified professionals, which helps maintain low fees.

ASSISTIVE TECHNOLOGY

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ASSISTIVE TECHNOLOGY (Adaptive Equipment)

Assistive technology devices are items, products or pieces of equipment used to increase, maintain or improve the functional capabilities of individuals with disabilities.

Assistive technology services are any services that directly assist a child with a disability in the selection, acquisition, or use of an assistive technology device.

Some possible uses of Assistive Technology may include help with:

Mobility (such as, a walker),

Vision (such as, large print books),

Hearing (such as, a pen and paper),

Position and Seating

(such as, a non-slip surface on a chair),

Recreation (such as, toys adapted with Velcro),

Control of the Environment

(such as, use of an extension for a light switch),

Activities of Daily Living (ADLs)

(such as, adaptive eating utensils),

Communication (such as, a communication board with pictures/words/objects),

Reading

(such as, a book adapted for page turning),

Math (such as, an Abacus/math line),

Learning/Studying

(such as, word or picture schedule),

Motor Aspects of Writing

(such as, an adaptive grip for pen/pencil),

Computer Access

(such as, a keyboard with accessibility options),

Composing Written Material

(such as, a pocket dictionary/thesaurus).

Minnesota STAR Program

(System of Technology to Achieve Results)

50 Sherburne Avenue, Room 309

St. Paul, MN 55155

(800) 657-3862 or (651) 296-2771

www.admin.state.mn.us/assistentechology

Eligibility: Minnesota residents with disabilities, their families, or service providers

Hours: Monday through Friday, 8:00 am - 4:00 pm

Fees: Little or no fee, based on activity

Intake: Call for information

Services: Assistive Technology Education, Services and Funding Resources

Description:

STAR identifies goals, objectives and activities to meet the assistive technology needs of Minnesotans with disabilities.

Activities include public awareness, technical assistance and training, and interagency coordination to help individuals overcome obstacles that separate them from the devices and services they need.

STAR provides a free directory entitled “*Directory of Funding Resources for Assistive Technology in Minnesota*” with information of organizations and programs that offer potential assistance in acquiring adaptive equipment. It includes a list of places that loan, purchase, rent equipment or loan money to buy it.

STAR offers workshops and assistive technology services, including information, evaluation and training provided by professionals.

Assisting People Through Technology (APTT) of Northwest Minnesota

1819 Bemidji Ave.
Bemidji, MN 56601
(218) 759-0097 or (800) 450-7338

- Eligibility:** Assistive Technology users, their families, professionals and others.
Hours: Monday through Friday, 9:00 am - 4:30 pm
Fees: No Fee
Intake: Call for information
Services: APTT strives to improve awareness of, access to, and advocacy for Assistive Technology in Northwestern Minnesota.

Description:

Assisting People Through Technology (APTT) maintains a regional network, conducts conferences and provides training, education and advocacy for assistive technology users, their families and professionals. It also sponsors assistive technology clinics in Roseau, Red Lake, Bemidji and Park Rapids. APTT maintains a lending library of assistive technology devices, equipment, and information available to residents throughout the region.

The mission of Assisting People Through Technology (APTT) is: to provide awareness of assistive technology; to promote availability of assistive technology; to advocate access to services for all people; to improve service delivery; and to promote education on disability issues. For more information on clinics, conferences, and/or equipment, call Cassandra Robinson, APTT coordinator.

Assistive Technology Lending Library Arc Northwest Minnesota

1819 Bemidji Ave.
Bemidji, MN 56601
(218) 759-0097 or (800) 450-7338
arcnw@paulbunyan.net

- Eligibility:** People with disabilities in northwestern Minnesota.
Hours: Monday through Friday, 9:00 am - 4:30 pm
Fees: No Fee
Intake: Call for information
Services: Arc offers several assistive technology items for short-term use.

Description:

The Lending Library was developed to give people the opportunity to try different types of equipment. Items may be borrowed, free of charge, for short-term use. Any resident in northwestern Minnesota, or a family member, who would benefit from trying a piece of equipment, may borrow items. The Lending Library has items that will aid people at home, work, school, or in the community. For a list of items, call and request a catalog. If a specific item is needed, call to ask about it. Items can be shipped. Arc also accepts donations of assistive devices or equipment that are in good working condition. For more information, call or visit the Arc Office.

ASSISTIVE TECHNOLOGY (AT) WEBSITES

www.admin.state.mn.us/ assistentechtechnology STAR (System of Technology to Achieve Results)	www.atmn.org Assistive Technology of Minnesota: provides information on financial assistance, education, information & resources	www.LDonline.com Learning Disabilities: For AT; go to 'LD in Depth' then 'Technology'
www.idea.practices.org Offers information about AT considerations: go to 'professional development resources' then to 'assistive technology'	www.tamcec.org Technology and Media Division of the Council for Exceptional Children	http://cosmos.buffalo.edu/letsplay Let's play: Ways to play through the use of assistive technology
www.closingthegap.com Closing the Gap: information on AT products and practices	www.ataccess.org Alliance for Technology Access: The mission is: "connecting children and adults with disabilities to technology tools"	http://nationaltechcenter.org/ National Center for Technology Innovation; articles, discussion groups
www.fctd.info Family Center on Technology and Disability	www.ataporg.org Association of Tech Act Projects	www.techandyoungchildren.org Technology and Young Children National Association for the Education of Young Children (NAEYC) website
http://tnt.asu.edu/ Tots 'n Tech Research Institute; assistive technology for infants and toddlers with disabilities	www.cast.org CAST Center for Applied Special Technology	

FUNDING

Nonprofit and advocacy organizations or manufacturers of assistive technology may be sources of funding and information. Local service clubs will often contribute funds or organize fundraisers. Chances of success in obtaining funding will be greater if you ask a school to fund a device that is educationally necessary or if you ask an insurance company or Medical Assistance to fund a medically necessary device.

Use directories of foundations offering grants.

The local **library** will help to locate Minnesota and national granting organizations.

Three particular guides include:

"Directory of Grants for Organizations Serving People with Disabilities,"
"Directory of Computer and High Technology Grants," and
"Directory of Building and Equipment Grants."

Steps to obtain funding:

1. Define the need.
2. Document the need.
3. Identify the equipment and/or services needed and obtain necessary prescriptions and other justification.
4. Determine if alternative equipment will meet the need.
5. Determine funding sources.
6. Collect and submit the required paperwork.
7. Authorization is received.
8. Search for co-payment.
9. The appeals process.

RESOURCES:

Assistive Technology (Adaptive Equipment) Information and Possibilities

School Districts will provide an assistive technology device which is necessary for a child to obtain a free, appropriate public education, as defined in the IDEA. The IEP team will decide what devices, services or strategies are necessary.

Department of Education, (through Local Education Agencies)

provides educational services, which can include assistive technology, to Minnesota students with disabilities.

Assistive Technology Specialist:

Joan Breslin Larson (651) 582-1599
1500 Highway 36 W, Roseville, MN 55113

Private Insurance; Minnesota Care; Medical Assistance (MA); and Medical Assistance Waivers are health care programs to help with costs for medically needed services or equipment.

The Community Alternative Care (CAC) Program is a home and community-based waiver program funded through Medical Assistance. CAC serves persons who are chronically ill and/or technology dependent and who are at risk of acute inpatient hospital care. CAC coverage can include assistive technology devices and services.

The Community Alternatives for Disabled Individuals (CADI) Program provides medical and related services, which can include assistive technology, to disabled children and adults residing in their homes who require the level of care provided in a nursing home.

The Family Support Group Grant Program provides cash grants to eligible families for the purchase of services and items, which can include assistive technology, necessary to maintain children with developmental disabilities in the family home.

Minnesota State Services for the Blind and Visually Handicapped (SSB) is the organizational unit of the Department of Economic Security responsible for providing and coordinating the provision of rehabilitation services to blind and visually handicapped persons. www.mn.ssb.org
2200 University Ave W, Suite 240;
St. Paul, MN 55114; (800) 652-9000
Or 616 America Ave NW, Suite 230;
Bemidji, MN 56601; (888) 234-1257

Telephone Equipment Distribution Program

provides telephone equipment (at no cost) to Minnesotans who have hearing, speech, or mobility impairments. (800) 456-7589; www.tedprogram.org

Minnesota Resource Center:

Deaf/Hard of Hearing offers a lending library of videos, written material and information.

615 Olof Hanson Dr; Faribault, MN 55021-0308;
(800) 657-3936

Or **NW Regional Services Center:**

Deaf/Hard of Hearing; dhhs.Bemidji@state.mn.us

616 America Ave NW, Suite 320;
Bemidji, MN 56601; (218) 759-8283

Minnesota Children with Special Health Needs

provides evaluation services, which can include assistive technology for children with a chronic disabling condition. www.health.state.mn.us/mcshn
(800) 728-5420

Minnesota Computers for Schools program

provides access to recycled computers for schools.
(651) 779-2816

PACER Computer Resource Center

8161 Normandale Boulevard
Minneapolis, MN 55437-1044
(800) 537-2237 or (952) 838-9000

SUPER

(Still Useful Products Equipment Resource)
PACER: (800) 537-2237 or (952) 838-9000

STAR

(System of Technology to Achieve Results)
360 Centennial Building; 658 Cedar St;
St. Paul, MN 55155
(800) 657-3862 or (651) 296-9478

STAR provides a free directory,

“Funding Resources for Assistive Technology in Minnesota”

which includes information about organizations and programs that offer potential assistance in acquiring adaptive equipment.

Other STAR programs include:

Minnesota Assistive Technology Loan Network (MATLN); 1821 University Ave Suite 286;
South St. Paul, MN 55104

(651) 646-7588 or (800) 328-4827 ext.1437

ATMN, a financial loan program: Tom Shaffer:
(651) 296-2771 or (800) 657-3862

CAN (Community Action Network)

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ARC MINNESOTA

770 Transfer Road, Suite 26
St. Paul, MN 55114
(651) 523-0823 or (800) 582-5256
www.arcminnesota.com

Arc is dedicated to ensuring full participation of people with developmental disabilities in their communities and improving their lives and the lives of their families by: Promoting a system of support; Advocating for basic civil rights; Providing workshops and educational opportunities; Improving public policies; Providing information and referral sources; Developing opportunities and services; Enabling people to become contributing members of their communities. Arc serves people of all ages with many kinds of developmental disabilities. Arc's vision is a world where people with developmental disabilities have equal opportunities to choose their own paths.

ARC HEADWATERS

1819 Bemidji Ave.
Bemidji, MN 56601
(218) 759-0097 or (800) 450-7338

Eligibility: Any individual with any disability and/or their families
Hours: Monday-Friday; 9:00 am–4:30 pm and by appointment
Services: Arc provides information, advocacy and support services for people with any disability and their families.

Fees: No Fees
Intake: Call for information

Description: Arc offers programs designed to help meet individual and family needs. **Programs include:**
Headwaters Parent Connection provides information and support. A parent-to-parent support network for families of children with special needs offers emotional support, resource information, links to community services and practical suggestions for meeting the daily challenges of caring for a child with special needs. Headwaters Parent Connection provides understanding, empathy and emotional support to parents of children with special needs. This program matches parents with other parents who have experienced similar issues or situations.
Newsletters provide information about Arc workshops, parent retreat and other family support activities. Call to be placed on their mailing list.
Advocacy Services includes advocates who will assist with the processes of accessing and planning services for a child. IFSP, IEP, IIP, transition planning, attending meetings, informing people of their rights, being a liaison between families and the various service systems, and problem resolution are many of the advocacy services provided.
Toy and Adaptive Equipment Lending Library has books and videos and toys for children and adults that can be checked out. The library also contains a variety of adaptive equipment and switch operated toys. Examples of adaptive equipment include: bolsters, wedges, walkers, wheelchairs, feeder seats, and more. Call to receive a catalog of available items.

THE ARC, UPPER VALLEY, INC.

2500 DeMers Ave; P.O. Box 12420
Grand Forks, ND 58208-2420
(701) 772-6191

Eligibility: Any individual with any disability
Hours: Monday- Friday; 8:30 am–5:00 pm
Services: The Arc, Upper Valley offers advocacy, education and family support services.
Description: The Arc works to improve the quality of life for children and adults with mental retardation and related developmental disabilities and their families. Arc programs include:

Fees: No Fees
Intake: Call for information

Family Forum Educational Series:
Provides educational workshops and seminars, including IEP training.
Family Support Services:
Provides information and referral services as well as advocacy for families.

Parent Connection: Offers parent support groups.
Sibshops:
Help siblings explore their feelings and learn about disabilities. Provides activities and team support.
Mom's Group:
Offers support and mentoring from volunteers.

**LOCAL ADVISORY COUNCIL FOR CHILDREN'S MENTAL HEALTH
(LAC)**

612 North Broadway
Crookston, MN 56716
(218) 281-0669

Email: terri.heggie@co.polk.mn.us

- Eligibility:** Families, professionals and community members who work with, have access to, and/or have an interest in children's mental health services.
- Hours:** Monthly meetings
- Fees:** None
- Intake:** Attend meeting. Everyone is welcome to participate.
Contact Terri Heggie, LAC chairperson at (218) 281-0669
or terri.heggie@co.polk.mn.us
- Services:** LAC provides a connection to local mental health resources and an opportunity to bring attention to the local community children's mental health services that need to be created or expanded.

Description:

The Local Advisory Council for Children's Mental Health includes parents, professionals and community members with an interest in children's mental health. The purpose of this group is to identify children's mental health needs in the community and to take action to meet those needs. It meets monthly.

The LAC offers a connection to resources and support and an opportunity to get together with other parents and community members with similar interests. The meetings are a place to share concerns and comments about services in the community as well as making plans for activities. The meetings are open to anyone in the community, especially those with an interest in local mental health policies and services.

The LAC motto is:

"When families and communities work together OUR children's lives are improved!"

OPTIONS

318 3rd St NW
East Grand Forks, MN 56721
(218) 773-6100 or (800) 726-369

123 S Main, Suite B
Crookston, MN 56716
(218) 281-5722

- Eligibility:** Individuals of all ages with any type of disability and their families
Hours: Monday through Friday; 8:00 am - 5:00 pm
Fees: None
Intake: Call for information
Services: Information, referral, peer visiting, skills training, direct services, community education and training, advocacy and coordination of services and adaptive equipment.

Description:

Options can assist individual with disabilities to live independently in the communities of their choice, and eliminate barriers of attitude, architecture and communication from the environments served.

The Options Resource Center services include:

Direct Services provide one-on-one independent living skills training, advocacy transition assistance from school to community living, and alternatives to institutional settings, plus other services.

Information & Referral provides help to identify, obtain and coordinate services, adaptive equipment and strategies.

Equipment & Media Loan provides videos, books and magazines. Some adaptive and recreational equipment is on hand to borrow. Options 'Swap Shop' offers an opportunity to buy, sell or give away adaptive equipment.

Peer Visiting provides supportive relationships with other people who have disabilities.

Also, Options works to make support groups available to individuals and families.

Community Education & Outreach provides presentations on legal rights, architectural accessibility, attitudinal barriers and information on disability rights, including the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA).

Options will come to the home to provide ideas to make needed home improvements.

The 'Ramp Project' provides information and free technical assistance for individuals, with disabilities, who need a ramp for their home.

Individual & Systems Advocacy provides assistance with safe-guarding individual's civil rights.

This may include help with issues of discrimination in the school and/or work place.

Systems advocacy supports critical issues based on community needs. Options will work one-on-one or in group settings to teach people about the rights of individuals with disabilities.

PROJECT EXCEPTIONAL MINNESOTA (PEMn)

Concordia University
275 N. Syndicate Street
St. Paul, MN 55104
(651) 603-6265

www.projectexceptional.org

Project EXCEPTIONAL MN (PEMn) is a statewide network for promoting and supporting inclusive early childhood and school age programs and professionals. PEMn provides training and consultation to child care professionals about topics such as behavior challenges, disability perceptions and specific disabilities. The website www.projectexceptional.org contains links to hundreds of disability specific sites that help people find information about early intervention, disability law, and state and national resources. The site also offers resources for materials and information that promote and support inclusive care.

Project EXCEPTIONAL MN uses training workshops and its website to educate child care professionals and parents about local resources and how to talk to parents if concerns arise about a child's development. The PEMn goal is to help educators more readily access the resources needed to successfully include children with special needs in early care and school age programs.

PACER CENTER
(Parent's Advocacy Coalition for Education Rights)
8161 Normandale Blvd; Minneapolis, MN 55437-1044
(800) 537-2237 or (952) 838-9000
www.pacer.org

Eligibility: Minnesota families of children with disabilities and professionals
Fees: No charge for most services
Intake: Call for information
Services: PACER helps families obtain appropriate education and services for their children with disabilities; works to improve education results for all children; and connects children with disabilities to resources that address their needs.

Description:

PACER advocates for parents of children with any kind of disability, age 0-21 years and teaches parents legal rights in seeking special education services. The PACER philosophy of *Parents Helping Parents* is carried out through workshops, individual assistance and written information for families of children and adults with ALL disabilities: physical, mental, learning and emotional. Resources are provided to help families make decisions about education and other services for their child with disabilities. PACER workshops are free to families and childcare is often provided, call (800) 537-2237. The PACER Simon Technology Center offers free hands-on technology consultation.

PACER Programs

Minnesota Parent Center: Offers individual assistance, workshops and information for families and professionals

Simon Technology Center: Offers: information, referral, workshops, in-service training, consultation and a used equipment referral service. It also includes a Software Lending Library, which provides an opportunity to preview software and adaptive equipment.

Project KITE (Kids Included through Technology are Enriched): Teaches parents and early childhood educational staff to use software and other technology to enable children with disabilities to interact with their peers.

Parents Helping Parents Program: Provides workshops, individual assistance and written materials on special education, communication skills, etc.

Early Childhood: Provides services and support for families of infants, toddlers, and preschoolers with special needs.

Emotional/Behavioral Disorders (EBD): Offers assistance on education, social services, mental health or corrections issues for parents of youth with EBD. Organized parent support groups throughout Minnesota can refer parents to other parents or groups in their area of the state.

PACER Resources and Other Services

PACER publishes three free newsletters, "*The Pacesetter*," the "*Early Childhood Connection*", and the "*Computer Monitor*."

PACER's Catalog of Publications lists books, videotapes, training manuals, workshop outlines, transparencies, handouts, and state directories of early childhood and emotional/behavioral disorders services. It offers educational materials to parents and professionals on issues related to special education and disabilities.

"*An Early Childhood Guidebook for Families of Young Children*" outlines the laws mandating early childhood services. It describes how assessment works, defines the purposes of the Individualized Family Service Plan (IFSP), gives resources for resolving differences, and more.

OTHER ORGANIZATIONS

National Information Center for Children and Youth with Disabilities (NICHY)

PO Box 1492; Washington, DC 200313
1-800-695-0285; www.nichcy.org

a national information center that provides information on disabilities and related issues for families, educators and other professionals. The focus is on children and youth. It provides information and makes referrals related to specific disabilities.

Special Needs Network

1-800-471-0026

is a parent based network for providing information and resources to families.

There is no charge for membership or for the monthly publication, "Special News."

Minnesota State Council on Disability (MSCOD)

12 East Seventh Place, Suite 107
St. Paul, MN 55101

1-800-945-8913; www.disability.state.mn.us

provides information and referrals regarding disability issues, services and policies and advocates for policies and programs that promote the quality of life for people with disabilities.

Minnesota Governor's Council on Developmental Disabilities

658 Cedar Street
St. Paul, MN 55155

1-877-348-0505; www.mnddc.org

Established to serve as an advocate for persons with developmental disabilities. Offers information on rights and services

Pathfinders; Pathfinders Resources, Inc.

Midtown Commons, Suite 105
2324 University Ave.; West St. Paul, MN 55114
(651) 647-6905

works to improve the system of care for people with a chronic health condition. They have conferences for parents and professionals; help communities plan and combine services; and they research and write reports and booklets.

Alliance for the Mentally Ill of MN, Inc.

970 Raymond Ave. Suite 105; St. Paul, MN 55114
(651) 645-2948; www.nami.org/namimn

Children and Adults with Attention Deficit Disorders (ChADD)

4301 Highway 7, Suite 140
Minneapolis, MN 55416
(612) 922-5716; www.chadd.org

Lutheran Social Services of Minnesota

403 4th Street NW, Suite 120
Bemidji, MN 56601
(218) 751-1305 or 1-800-582-5260
www.lssmn.org

*Learning Disabilities of Minnesota
(a program of Children's Home Society
and Family Services)*

166 E. 4th St., Suite 200
St. Paul, MN 55101
(651) 222-0311; www.family.org

Mental Health Association of Minnesota

2021 E. Hennepin Ave. Suite 412
Minneapolis, MN 55413-2726
(800) 862-1799; www.mentalhealthmn.org

*Minnesota Association for
Children's Mental Health*

165 Western Ave., Suite 2; St. Paul, MN 55102
(800) 528-4511

*Deaf and Hard of Hearing Services Division
of the Minnesota Department of Human Services*

www.dhhsd.org

*Minnesota Foundation for Better Hearing and
Speech; Parent Network, Doorways*

Piper Tower
444 Cedar St., Suite 1150; St. Paul, MN 55101
(651) 223-5130

Email: doorways@doorwaysmn.org

Pilot Parents

P.O. Box 545; Willmar, MN 56201
(800) 799-3803

Mid-State Pilot Parents, St. Cloud

3400 First St. N; P.O. Box 251
St. Cloud, MN 56302
(320) 251-7272; arestcloud@cs.com

Spina Bifida Association of Minnesota

P.O. Box 29323
Brooklyn Center, MN 55429-0323
(651) 222-6395

*Tourette Syndrome Association
Minnesota Chapter*

7317 Cahill Road, Suite 231; Edina, MN 55439
(952) 918-0350; www.tsa-mn.org

United Cerebral Palsy of MN, Inc.

Griggs-Midway Building, Suite 219S
1821 University Ave.; St. Paul, MN 55104-3094
Email: ucpmn@nninc.net

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TEFRA, CAC, CADI, MR/RC

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PRIVATE INSURANCE

Traditional health insurance policies, also called “fee-for-service” coverage. The doctor, clinic or hospital is paid for the services the policy covers.

Managed Care Organizations (MCO), also called Health Maintenance Organizations (HMO) offer a wide range of medical services for a fixed premium. The monthly premium pays for all covered services in advance.

Self-insured plans: Instead of paying an outside insurance company, some employers pay for the health care of its employees and their dependents out of company assets.

Agencies that deal with complaints and monitor insurance companies and MCO's regulated by the State of Minnesota

Commissioner
Minnesota Department of Commerce
85 – 7th Place East; St. Paul, MN 55101
www.commerce.state.mn.us
(651) 296-4026
Monday - Friday; 10:00 am - 3:00 pm

Health Care Delivery Systems
Minnesota Department of Health
PO Box 64975; St. Paul, MN 55164-0975
HMO Hotline: (651) 282-5600
or **(800) 657-3916**
Monday through Friday; 8:00 am - 4:30 pm

Insurance Federation of Minnesota
Insurance Help Line
750 Norwest Center, 5th St E
St. Paul, MN 55101
(651) 222-3800 or **(800) 642-6121**
Direct number for health insurance questions is: (651) 228-7362
Monday through Friday; 9:00 am - 3:00 pm

MN Health Information Clearinghouse:
Provides information about all health plan companies in a specific area.
(651) 282-6314 or **(800) 657-3793**

Two booklets published by *Pathfinder Resources, Inc.* have information about health care coverage issues. **"Special Needs/Special Solutions"** explains health care programs and coverage. **"Speaking Up For Your Child"** provides information about how parents can advocate for their children in the health care system. To obtain them call **(651) 647-6905 extension 10**. There is a charge for the booklets.

MINNESOTACARE

444 Lafayette Rd N; St. Paul, MN 55155-3829
(651) 297-3862 or (800) 657-3672

Eligibility: Permanent Minnesota resident, not currently insured or covered by insurance in the last four months and meet income guidelines.
Fee: Varies
Intake: Call for Information and/or for an application. Many medical providers, schools and Polk County Social Services offices also have applications.
Services: Provides coverage for hospitalization; outpatient and clinic services; dental; mental health; chiropractic care; immunizations; prescriptions; prenatal care; chemical dependency; ambulance; and vision care.

Description:

MinnesotaCare is a state-subsidized health care program for uninsured Minnesota residents who meet income and other eligibility guidelines. Premium amounts vary according to household income and size. MinnesotaCare can help pay for medical, dental and preventive care. Applications are available for Minnesota residents at Polk County Social Service offices, many schools, clinics or hospitals.

SOCIAL SECURITY ADMINISTRATION

124 N 6th St; Grand Forks, ND 58203

(800) 772-1213

www.socialsecurity.gov

- Eligibility:** Individuals must qualify medically and financially
Hours: Monday through Friday, 9:00 am - 4:00 pm
Fees: None
Intake: Appointments suggested for anyone filing application for monthly benefits. No appointment needed for other actions.
Services: Provide Supplemental Security Income (SSI) for qualifying individuals who are blind or medically disabled (including children). Helps people apply and receive the benefits entitled to them.

Description:

Supplemental Security Income (SSI) is a program through Social Security for people with disabilities or special health needs. SSI provides a monthly payment to use in meeting that person's needs. Recipients must have a medically determined impairment that results in marked and severe functional limitations and is expected to last at least 12 months. For applicants under age 18, it is the child who must meet Social Security Administration (SSA) guidelines for disability but the parent(s) with whom the child lives must meet guidelines limiting income and resources. It is important to contact Social Security as soon as possible. The date of the first contact is called the "protected date." If eligible, that is the date eligibility starts.

MEDICAL ASSISTANCE

Polk County Social Services

CROOKSTON: (218) 281-7329; Professional Building; Crookston, MN 56716

FOSSTON: (218) 435-1585; 116 E 1st St; Fosston, MN 56542

EAST GRAND FORKS: (218) 773-2431; 1424 Central Avenue NE; EGF, MN 56721

- Eligibility:** Varies
Hours: Monday - Friday, 8:00 am - 4:30 pm
Fees: No Fees
Intake: Call for Information and/or set up appointment
Services: Medical Assistance (MA) is a program that helps pay for medical care

Description:

Medical Assistance (MA) can help pay for medical care. The services MA will pay for include: hospital services; psychiatric and psychological services; dental services; prescriptions; speech and occupational therapy; and early and periodic screening and diagnosis and treatment (EPSDT) services for individuals under twenty-one. Individuals under age 21, certified disabled or blind may be eligible for Medical Assistance.

To apply for Medical Assistance and for further information regarding income standards, contact Polk County Social Services for information and to set up an appointment to make an application.

You have a right to apply. Even if your income is above the income limits, you may be able to get Medical Assistance through other plans that allow a family with high medical costs to get Medical Assistance. Ask the County Medical Assistance Financial Worker about options. If your income is more than the Medical Assistance standards, Medical Assistance may still be able to pay part of your medical bills with a spend down. A spend down is like an insurance deductible.

MINNESOTA HEALTH CARE WAIVER PROGRAMS

Polk County Social Services

CROOKSTON: (218) 281-7329; Professional Building; Crookston, MN 56716

FOSSTON: (218) 435-1585; 116 E 1st St; Fosston, MN 56542

EAST GRAND FORKS: (218) 773-2431; 1424 Central Avenue NE; EGF, MN 56721

- Eligibility:** Determined through the screening process
- Hours:** Monday through Friday; 8:00 am - 4:30 pm
- Fees:** No Fees
- Intake:** Call for Information and/or set up an appointment with a County Case Manager - Family Social Worker and/or Financial Worker and request that a MR/RC (mental retardation or related condition) waived services screening document be completed.
- Services:** Programs provide financial assistance for eligible individuals and families to ensure that they have access to essential medical, nutritional, and supportive services. These programs include: **Tax Equity Fiscal Responsibility Act (TEFRA); Community Alternative Care Program (CAC); Community Alternatives for Disabled Individuals (CADI); Mental Retardation or Related Condition Waiver (MR/RC waiver).**

Description:

Tax Equity Fiscal Responsibility Act (TEFRA) is a special Medical Assistance program for children. It helps a family with a child with disabilities to purchase supports needed to keep that child in the community. Some children with emotional or behavioral disturbances can qualify for this financial aid. Eligibility for the program is based on the individual child's disability and the need for care. Financial eligibility is based upon the child's own income and assets. There may be a parental co-pay based on parent's income. To apply, call Polk County Social Services, and ask about TEFRA.

Community Alternative Care Program (CAC) is a Medicaid "waiver" program that allows the family income requirement to be waived (not counted) in order to receive Medical Assistance for a person with serious special health needs who lives in a hospital or needs hospital-type care.

CAC requirements:

- The child's family wants to and can care for the child at home.
- Any health insurance covering the child must be used first to pay the costs of care.
- **The child must meet the guidelines for MA based on their own income, not counting family's income.**
- Must cost less for MA to pay for home care than it would be to pay for care at the hospital.

CAC covers the same services as MA. It also covers some additional services, including: family training; respite care; homemaking services; increased amounts of medical supplies; home health services; medication; and case management.

Community Alternatives for Disabled Individuals (CADI) means certain community-based services are provided under a waiver to physically disabled individuals under the age of 65 who require the level of care provided in a nursing home. CADI services allow the persons to remain in their homes. Home and community-based services refers to services that provide care; family support; homemaker; independent living skills; respite care services; and medical supplies and equipment to a recipient through CADI.

Services for Persons with Developmental Disabilities: There are other funds for services for people with mental retardation or related conditions available through a **MR/RC waiver**, contact Polk County Social Services.

A Case Manager gathers information about the child's needs and the family's resources. The Case Manager then matches these concerns with family and community resources. The type of service(s) a person may receive will depend upon his/her needs and desires, the availability of the service(s), and whether the service(s) is/are cost-effective. Some services may require a parental fee.

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THE LAWS

There are federal and state laws that are important to know about. They require that children who have disabilities receive certain services and have rights.

The **Individuals with Disabilities Education Act (IDEA)** of 1990 and 1997 is the federal law that addresses early intervention services for young children. The section of the law covering children age birth through two was called Part H of IDEA. This was renamed Part C after the 1997 reauthorization of IDEA. Part B of IDEA covers education services for ages three through 22. Each state passes its own additional law and writes rules telling how the federal law will be carried out.

Part B of IDEA

Before 1975, children with disabilities were not guaranteed the right to a public education. Federal law requiring free, appropriate public education for children with disabilities was written in Public Law 94-142, the Education for All Handicapped Children Act, passed in 1975 (known now as IDEA). It states that, "All children, no matter how severe the handicap, are entitled to a free, appropriate education in the least restrictive environment...and their parents are entitled to due process rights." It requires state and local education agencies to provide special education and related services from birth to age 22 or the completion of high school.

Americans with Disabilities Act

Another federal law that is important to people of all ages who have a disability is the American with Disabilities Act (ADA) of 1990. This law covers access to public and private buildings and programs. It also covers areas such as child care, transportation, housing, and employment.

Child and Adolescent Service System Program (CASSP)

In 1984, CASSP provided states with a philosophical model for the development of community-based, coordinated services for children with serious emotional disorders. The philosophy behind this model is respect for the child and his or her family and respect for their right to receive services in their own community, in the same way services are provided for other chronic illnesses.

Please note:

Federal and state laws are constantly changing. They are modified through legislative changes, federal agency policies, and court decisions. PACER and other parent training centers help keep parents up to date on these changes.

Minnesota's Comprehensive Children's Mental Health Act (CCMHA)

Passed in 1989. This act requires that mental health services for children be available statewide. The intent of the law was to create a mental health system for children that is child-oriented, family-centered, and flexible enough to meet their needs.

Minnesota Special Education Laws – Chapter 3525

The Minnesota state law follows the federal legislation and is known as Chapter 3525 (Minnesota Special Education Laws). The state's special education law was originally passed in 1976 and defines how IDEA will be implemented in Minnesota. After the early intervention law was passed, Minnesota law was changed to require special instruction and services to begin at birth, and it created the state Interagency Coordinating Council. It also establishes responsibilities between county human services agencies, public health agencies and school districts.

Section 504

Section 504 of the Rehabilitation Act passed in 1973. This is also known as the Civil Rights Act for people with disabilities. The Act states that "no otherwise qualified handicapped individual shall be discriminated against in any federally funded program." The areas covered under the act include employment, education, housing, and accessibility to public accommodations.

RIGHTS

Laws have been written to ensure rights for families with children with special needs. Rights proposed by these laws include:

Free Appropriate Public Education (FAPE)

A child with a disability is entitled to a free public education appropriate to his or her individual needs.

Least Restrictive Environment (LRE)

To the extent appropriate, a child should be educated with children who do not have disabilities. This is often referred to as education in the least restrictive environment (LRE).

Confidentiality and Release of Information

Records kept on your child and family cannot be shared with others unless you give written permission. This includes the right to written notice and written consent for the exchange of information among the agencies working with you and your child.

Nondiscriminatory Testing

Tests given to a child must not discriminate on the basis of disability or racial or cultural background.

Examine Records

You can ask to see the records kept on your child and the family, to have records explained, and to obtain copies. You can ask to have inaccurate records changed or more information to be included.

Written Prior Notice

You must be notified in writing regarding any evaluation services or any changes in your service plan.

Written Consent

You must give your consent in writing before any evaluation is done or services are provided. Make sure you understand what will happen as a result of your agreeing to give or not give your consent.

Independent Educational Evaluation

You may obtain an independent (outside) assessment if there is a disagreement with the school's assessment results. This must be paid for by the school district or secured at no cost to you, unless, through a Due Process Hearing, the school's evaluation is found to be appropriate. If you choose to pay for an outside evaluation and request that it be placed in your child's record, it must be considered in the planning process.

Use of Parent's Native Language or Preferred Mode of Communication

Your native language or preferred mode of communication must be used so you can participate in making decision about your child's program. If possible, information should be provided in the language or way of communicating (i.e. sign language, Braille) that you use.

Surrogate Parents

Children who are under the guardianship of the Commissioner of Human Services (Wards of the State) or whose parents are unknown or totally unavailable must be represented in the educational process by surrogate (substitute) parents.

Accept or Decline Services Without Risk

You can accept or decline services that are recommended by the team to meet the needs of your child and family. You may decline some services and accept others. Services may be reviewed and changed at any time.

Appeal Process

You and the school are entitled to make use of appeals when differences cannot be resolved.

LEGAL AND ADVOCACY RESOURCES

Minnesota Disability Law Center (MDLC)

430 First Ave N Suite 300
Minneapolis, MN 55401-1780
(612) 332-1441 or (800) 292-4150

Eligibility: Minnesotans with disabilities

Fees: Free

Intake: Call for information

Services: MDLC works to promote, expand and protect the human and legal right of persons with disabilities by providing information, training, advocacy and legal representation.

Legal Advocacy for Persons with Developmental Disabilities in Minnesota (DDA) is a MDLC project which provides advice and legal representation for persons with developmental disabilities who have legal problems related to their disabilities. They also provide advocacy to individuals with disabilities who need assistive technology.

The Client Assistance Project (CAP) is a MDLC project that offers assistance for persons with disabilities in obtaining vocational rehabilitation services they are entitled to by law.

Minnesota Mental Health Law Project (MHLP) Is a MDLC project that offers assistance for persons experiencing mental illness with legal problems related to the illness.

Protection and Advocacy for Individual Rights (PAIR) is a MDLC project that provides assistance for persons with disabilities (not eligible for the other programs in the MDLC), who are facing discrimination based on their disabilities.

Legal Services of Northwest Minnesota

1015 7th Ave N; P.O. Box 838
Moorhead, MN 56560
(218) 233-8585 or (800) 450-8585

Eligibility: Non-discriminating

Hours: M-F, 8:00 am - 4:30 pm

Fees: Varies, based on services

Intake: Call or come in, applications taken by phone 9 am – 3 pm

Services: Legal assistance

School Mediation Service

Office of Dispute Resolution; (651) 297-4635

Minnesota Special Education Mediation Service (MNSEMS) provides a method of settling disagreements about a student's educational needs among parents, school, and agency personnel. It helps to resolve issues such as:

- Conflicts concerning the identification.
- Evaluation, and education placement.
- Provision of a free appropriate public education.
- And the payment for such services.

Arc Headwaters

522 Beltrami Ave, Suite 108
Bemidji, MN 56601
(218) 759-0097 or (800) 450-7338

Arc Minnesota

700 Transfer Rd, Suite 26
St. Paul MN 55114
(651) 523-0823 or (800) 582-5256

The Arc, Upper Valley

2500 DeMers Ave; P.O. Box 12420
Grand Forks, ND 58208-2420
(701) 772-6191
Arc offers advocacy assistance.

Minnesota Department of Human Services; Community Supports for Minnesotans with Disabilities

444 Lafayette Rd
St. Paul, MN 5555-3857
Policy Line (651) 282-5436

Options

318 3rd St NW
East Grand Forks, MN 56721
(218) 773-6100 or (800) 726-3692

Pacer Center

8161 Normandale Blvd.
Bloomington, MN 55437-1044
(952) 838-9000 or (800) 537-2237

Eligibility: Minnesota families of children with disabilities and professionals

Fees: No charge for most services

Intake: Call for information

Services: PACER advocates for parents of children with any kind of disability, ages 0-21, and teaches parents legal rights in seeking special education services. PACER helps families obtain appropriate education and services for their children with disabilities; works to improve education results for all children; and connects children with disabilities to resources that address their needs.

Families and Advocates Partnership for Education (FAPE):

8161 Normandale Blvd.
Minneapolis, MN 55437-1044
(952) 838-900 or (888) 248-0822

**STATE
DEPARTMENTS**

***Minnesota Department of Education
(MDE)***

***Minnesota Department of Human Services
(DHS)***

***Minnesota Department of Health
(MDH)***

MINNESOTA STATE DEPARTMENTS

Minnesota Department of Education (MDE)

1500 Highway 36 West
Roseville, MN 55113-4266
Information: (651) 582-8200
www.education.state.mn.us

The Minnesota Department of Children, Families & Learning works to help communities to measurably improve the well-being of children through programs that focus on education, community services, prevention, and the preparation of young people for the world of work. All department efforts emphasize the achievement of positive results for children and their families.

Minnesota Department of Human Services (DHS)

Central Office 444 Lafayette Rd N
St. Paul, MN 55155
Information: (651) 297-3933
www.dhs.state.mn.us
Children's Services: (651) 297-3840

The Minnesota Department of Human Services Children's Services oversees adolescent services, adoption, child protection, children's mental health, foster care, Indian Child Welfare and other child welfare services in Minnesota. Children's Services works in partnership with tribes, counties, communities and service providers to support families based on their cultural and individual needs and strengths. They work with these partners to ensure that they have the tools, skills, support and oversight they need to help children and families in Minnesota. By doing so, Children's Services ensure that children and families in crisis receive the services they need quickly and close to home to enable them to lead safe, healthy lives and achieve their highest potential.

Minnesota Department of Health (MDH)

P.O. Box 64975
St. Paul, MN, 55164-0975
Information: (651) 215-5800
www.health.state.mn.us

The mission of the Minnesota Department of Health is to protect, maintain and improve the health of all Minnesotans. The Minnesota Department of Health works closely with a wide range of public and private partners to improve the public's health. The closest partners are the local public health agencies that represent each county of the state. Public health efforts focus on promoting healthy behaviors and assuring healthy environments for all Minnesotans, especially children. One of the most effective ways to assure healthy people and communities is to promote the health of children. It is critical that Minnesota's children have access to preventive health care that allows them to grow into adults with healthy bodies and healthy life styles.

EARLY INTERVENTION

&

EARLY CHILDHOOD:

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**POLK COUNTY
INTERAGENCY EARLY INTERVENTION COMMITTEE**

721 S. Minnesota Street, Suite 1
PO Box 403

Crookston, MN 56716-0403

Initial referrals can be made to “**First Steps**” at Polk County Public Health
Facilitator: Irene Dosser, RN, PHN: **(218) 281-3385**

Represents: Polk County Public Health, Public Schools in Polk County,
Polk County Social Services, Northwestern Mental Health, Head Start,
and Medical Service Providers

***One call initiates a responsible, coordinated system to help identify a
child’s special strengths and needs.***

A little extra help now might make a difference later!

Polk County Public Health is the central intake agency for early intervention in Polk County. Early intervention is designed to help families find services that promote the development of their infants and toddlers. The First Steps Advisory Committee, comprised of professionals from various agencies, is responsible for the evaluation and coordination of services for families with children with known or suspected developmental delays or disabilities.

Services are available at no cost to children and families. These services include: identification and referral; screening, evaluation, or assessment; service coordination; and referral to special education and related services.

Receiving help from the First Steps Advisory Committee begins with a referral. The parent, the child’s doctor, or someone who knows the child may make the referral call **(with the parent’s permission)**.

A meeting is arranged with the facilitator, parent and child, where forms are filled out to obtain more information. A developmental screening may also be done with the child at this time. Based on this information, the parent, with help from the facilitator will decide whether to continue the process and involve other agencies that may be able to help with concerns about the child.

The First Steps Advisory Committee members meet to discuss early intervention services for a child. The team may decide there is not enough information to develop a plan that meets the child’s needs. If so, an evaluation may be recommended. An evaluation is a way of learning about the child. It will tell how the child is developing and what the child’s strengths and needs are.

The law says that infants, toddlers, and preschoolers who have a disability or who have delayed development *may be eligible* for early intervention services.

Children may qualify for early intervention services if they:

1. have a delay or disability in one or more of the following areas:
sensory, physical, mental, or social/emotional development
2. have a diagnosed condition that has a high probability of resulting in developmental delay
3. meet Minnesota special education criteria

EARLY CHILDHOOD SPECIAL EDUCATION

Polk County Interagency Early Intervention Committee
(First Steps)
721 S. Minnesota Street, Suite 1
PO Box 403; Crookston, MN 56716
(218) 281-3385

- Fees:** None
- Eligibility:** Any child with special needs from birth to age seven.
- Intake:** Contact Polk County Public Health; Public Schools; Medical Services; or Polk County Social Services.
Polk County Public Health is the central intake agency for Polk county early childhood special education.
- Services:** School districts provide early special services to any child with special needs from birth to age seven. This includes children who may experience problems or difficulties in any area of development.

Description:

Early Childhood Special Education (ESCE) is for young children, age birth to seven who have a substantial delay or disorder in development or have an identifiable sensory, physical, mental, or social/emotional condition or impairment known to hinder normal development and need special education.

Early special services are provided by school districts to any child with special needs starting at birth. Parents, along with a team of professionals from education, health and human service agencies, work together to plan for services the child needs. Services are free for children who meet the eligibility requirements.

To be eligible, a child must be evaluated or assessed. An assessment is not a diagnosis; it is an evaluation of how the child functions in a preschool setting. Once a child is assessed and qualifies, parents, teachers, and other professionals work together to create either an Individualized Family Service Plan (IFSP), an Individualized Education Plan (IEP), or an Individualized Interagency Intervention Plan (IIIP).

The most critical learning period occurs in the first three years of life. It is important that developmental delays be determined as early as possible so that activities and learning experiences may be provided during these formative years.

People who know of a pre-school child who might be in need of special education services may contact the Polk County Early Childhood Interagency Committee or may call their local school. Each agency, **with parental consent**, will follow-up on each referral to determine if special education services are needed.

EARLY CHILDHOOD FAMILY EDUCATION (ECFE)

Polk County Public Schools Offering an ECFE program include:

Climax-Shelly: Shannon Svaleen
(218) 857-2385

Fisher: Deann Donarski
(218) 891-4105

Crookston: Sandy Peterson
(218) 281-2159

Fosston: Dawn Bly
(218) 435-6036

East Grand Forks: DyAnn Stordahl
(218) 773-1149

Win-E-Mac: Sue Lee & Betty Tangen
(218) 563-2900

Fertile-Beltrami: Carol Osmondson
(218) 945-6933

Eligibility: Families with preschool children (birth to age 5)

Fees: Some ECFE classes charge a low fee,
using a sliding fee scale.

No one is turned away for inability to pay.

Intake: Contact the local school district to ask for information about
Early Childhood Family Education or Community Education.

Services: Educational activities and experiences for parents and children
to foster social, emotional and intellectual growth and to
prepare children for further learning.

Description: Early Childhood Family Education (ECFE) is a public school
program that works to enhance the ability of all parents to provide the best
possible environment for the healthy growth and development of their children.
One of the goals of ECFE is to support parents in their efforts in raising children
by offering information on effective communication between parents and their
children and on parenting techniques.

ECFE offers special activities for families with small children age birth through
kindergarten where families can discover new things about each other by
exploring, playing and learning together and apart.

Early Childhood Family Education (ECFE) programming varies with each district.

Basic services include:

1. Parent/child classes from birth to kindergarten.
2. Special events and speakers for families with young children.
3. Home visits for families with unique circumstances.
4. Integrated parent/child classes for preschoolers with special needs.
5. Information on community resources for families and young children.
6. Services for teen parents.
7. A toy and book lending library.

HEAD START

Center Based services are provided through the
Tri-Valley Opportunity Council Early Childhood Education Program
(218) 281-5832 or (800) 584-7020 at:

Crookston Community Service Center

1407 Erskine St.
Crookston, MN 56716
(218) 281-1343

East Grand Forks Family Service Center

1825 Central Ave NW
East Grand Forks, MN 56721
(218) 773-8452 or (800) 773-8486

Eligibility: Targeting low income families or children with special needs
Hours: 4 hours per day, 5 days per week
Head Start Fees: None
(Eligibility determined by income, child's age and the child's special needs)
Child Care Fees: \$3.00/hr for infants and \$2.25/hr for toddlers/preschool
(This program is only available at the East Grand Forks location and only if space is available for non-eligible families.)
Intake: Applications taken by mail or in person.
Services: Head Start provides opportunities for children to develop self-confidence and basic skills for future success.

Description: Head Start strives to enhance the physical and intellectual development of children and to help parents achieve the goals they have established for their children and themselves. This involves providing comprehensive child and family services and encouraging parental involvement in the program.

Head Start offers several programs:

Center Based Head Start is five days a week. The Center Based educational program is designed to meet the individual needs of 3 - 5 year old children. Classes are held Monday through Friday, four hours a day. Teachers plan developmentally appropriate activities according to each child's needs. Every child receives a variety of learning experiences to foster intellectual, social, emotional and motor development.

The East Grand Forks Head Start offers a center based program for infants and toddlers.

Home Based Head Start is one weekly home visit plus a socialization experience for families. The Home Based program provides opportunities for children and parents to grow and succeed together. A teacher comes into the home once a week. Parents help plan what these visits will include. The Home Based program also offers weekly events where children can join in activities and socialize with other children and parents can share learning experiences with their child, as well as meet with other parents.

Full Day Child Care is available when the East Grand Forks Head Start program enrollment has space.

Migrant Head Start programs are Center Based and offer children learning environments and experiences enabling them to solve problems, initiate activities, explore, question and gain mastery through learning by doing. Programs are individualized, multi-cultural and utilize appropriate developmental practices. Children learn to be self-directed, to interact in group settings, and to be accepting of the ethnic, cultural and individual differences in people. Parent meetings allow parents to be active in the decision-making process of their local programs. Household income, the family's involvement in agricultural work, the family migrant status and the child's special needs determine eligibility for the program for children age 6 weeks to school entry age.

Parenting classes, workshops and information on a variety of topics are made available to the community as a whole through Head Start.

HEAD START

Inter-County Community Council, Inc. Head Start Program
PO Box 189; Oklee, MN 56742
(218) 796-5144 or (888) 778-4008

Site: Fosston Elementary School

Home Based Program is offered throughout Polk County

Eligibility: Targeting limited income families with children ages three to six years old and children with special needs.

Hours: Monday – Friday, 8:00 am - 4:30 pm
Home-based hours are flexible to meet family needs.

Fees: None

Services: Head Start provides comprehensive services including health, education and family partnership to qualifying families with preschool children.

Description:

Children may attend a preschool Center Based program or be part of the Home Based program. While attending the Head Start **Center**, the child will be able to socialize with others, solve problems and have other experiences which help them to become self confident.

In the **Home Based** Program, a Home Based Educator visits the home every week for 90 minutes. During these home visits, the Head Start staff brings activities to involve parents and children in educational and family partnership experiences. Twice a month parents and children of several families meet together for group activities. In Polk County, areas served by Inter-County Community Home Based Educators include: Erskine, Gully, Fertile, Fosston, McIntosh, Mentor and Trail.

Parenting classes, workshops and information on a variety of topics are made available to the community as a whole through Head Start.

POLK COUNTY CHILD CARE CENTERS AND PRESCHOOL

Services: Provide educational experiences and activities for children who are under compulsory school age that supplement parental care and home play and stimulate intellectual growth and motor skills development.

First Lutheran Church Daycare - Preschool

203 5th St NW; East Grand Forks, MN 56721
(218) 773-3207

Eligibility: Children, age 6 weeks–1st grade

Hours: Monday – Friday, 6:30 am - 6 pm

Future Edition Preschool & Daycare

510 N Broadway; Crookston, MN 56716
(218) 281-2536

Eligibility: Children ages 3 to 6 years

Hours: Monday-Friday, 6:45am-5:30 pm

Sacred Heart Child Care

117 4th St NW; East Grand Forks, MN 56721
(218) 773-1579

Eligibility: Children ages 2 1/2 to 6 years

Hours: Monday-Friday, 7:30 am - 6 pm

Sunrise Center for Children & Families

702 Summit Ave; Crookston, MN 56716
(218) 281-6540

Eligibility: Children age 16 months-12 years

Hours: Monday-Friday, 7:30 am - 5:30 pm

University of Minnesota - Crookston

Early Childhood Development Center
2900 University Ave; Crookston, MN 56716
(218) 281-8285 or 1-800-232-6466

Eligibility: Infant to age 1st grade Children

Hours: Monday-Friday, 7:30 am - 5:30 pm

Our Savior's Lutheran Day School

217 S. Broadway; PO Box 477;
Crookston, MN 56716
(218) 281-5191

Eligibility: Children, age 4th - 6th grade

Hours: Monday-Friday, 8:20 am - 2:40 pm

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TRANSITION: AGE 14 – 21

Overview

Each step of a child's journey toward adulthood and independence should focus on strengths, identifying needs, and planning for the future. A transition plan for a child with disabilities provides the basic structure for preparing an individual to live, work, and play in the community, as fully and independently as possible. A successful transition process is the result of planning that is driven by the dreams, desires and abilities of the youth. For most families, a public school district has been responsible for providing the services required for the child to become a successful learner. But that changes as the child leaves school. The adult system is very different. Instead of one agency, there are many public and private agencies that provide services for adults with disabilities. Also, adult service agencies may have different or more restrictive criteria for eligibility than special education services.

Transition Definition:

Transition is the process by which youth with disabilities move from high school education to working and living in their community as adults. Transition services are a coordinated set of activities that are based on the student's needs and that take into account his/her preferences and interests. Transition services can include instruction, community experiences, the development of employment and other post-secondary adult living objectives, and (if appropriate) the acquisition of daily living skills and functional vocational assessment.

The focus of transition includes all aspects of an individual's life, including:

Employment, Jobs and Training; Post Secondary Education and Training;
Home Living/Daily Living Skills; Community Participation; and Recreation and Leisure.

IEP (Individualized Educational Plan) or IIP (Individualized Interagency Intervention Plan)

Transition Terms:

Present Levels of Educational Performance:

List the skills a student has already achieved and determine the student's educational needs.

The purpose is to describe what a child can do at the time the IEP or IIP is developed. The 'present levels of educational performance and educational needs' must be established in each of the five transition areas based on observations, assessments, and interviews.

Present level of performance answers: "What I can do now."

Annual instructional goals and objectives for

transition-age students: When evaluation shows that a student does not have the skills to attain his/her life goals, instructional goals (which must be measurable) identify skills the student needs to learn. These must be identified in each of the five transition areas.

Annual goal answers: "What do I plan to learn in the next year to meet my goal?"

Future adult goal answers: "What do I want to do after high school?"

Needs answers: "What do I still need to do and learn?"

Activities answers: "What do I plan to do to meet my goal?"

Specialized instruction answers: "What will be taught?"

Statement of measurable annual goals: are statements that describe what a child is expected to accomplish within a year.

Short-term objectives or benchmarks:

are steps leading to the accomplishment of the goal.

Objectives: are measurable steps that help a child reach goals

Benchmarks: are developmental milestones.

Special Education and Related Services:

The child's IEP or IIP goals determine the education and services that the school provides.

Related services are supportive services that help the student to benefit from special education.

Transition Evaluation Tools: Surveys, interviews, assessments, and/or evaluations that help a child determine strengths, interests and needs.

Transition Services: These may include specialized instruction, related services, community experiences, employment, learning daily living skills/social skills, or adaptive equipment. They are activities that help a student move from school to work and other activities after graduation.

Special factors: must be considered when: a child's behavior negatively affects his or her own learning or that of others; a child has limited English skills; a child is blind or visually impaired; a child is deaf or hard of hearing; a child has communication needs; and/or a child may need assistive technology devices/services.

Least Restrictive Environment (LRE): A child with disabilities must be in an educational setting that provides an appropriate program, including any special supports needed for the student, in as typical a school environment as possible.

TRANSITION – THE IEP (*Individualized Educational Plan*) or IIIP (*Individualized Interagency Intervention Plan*)

Students with disabilities are guaranteed, by state and federal law, the opportunity to prepare for their future through a transition planning process. The Transition process will help a student reach their goals after high school. It focuses on strengths, abilities and needs. It helps the student connect with services and supports needed and develop a plan. It is a time to think of the child as a future adult. The key to success of transition planning is the collaboration of agencies, the youth and their family.

Transition planning is required by law to start once a student reaches age 14 or grade 9, whichever comes first, and is part of the student's Individualized Education Plan (IEP) or Individualized Interagency Intervention Plan (IIIP). It is designed to prepare students to move smoothly from the world of school to adulthood. **Unlike school services, adult agencies are not mandated by federal law.** Team members must work together to help youth live as productively and interdependently as possible.

The Transition IEP or IIIP process for each of the transition areas includes:

Evaluation (including the Evaluation Summary Report and Present Levels of Educational Performance) which identifies the child's educational **Needs**, that determine the **Services** a child receives, and leads to **Placement** (special education and related services in the least restrictive environment).

The student and his/her family are expected to take an active role in preparing the student to take responsibility for his/her own life once school is finished. Transition is a time to help youth understand their disability and how it may affect their adult lives. It is a time to learn self-awareness and self acceptance. Students, no matter what or how significant their disability may be, are the most important people involved in transition. The transition planning process should be done WITH not FOR the student.

The Transition IEP or IIIP: outlines special education and related services to be provided for a child by the school district. It is a planning tool to look at educational services that help the student reach their goals. The school must **assess** the student's abilities, skills and interests through diagnostic assessments, evaluations and informal observation. In Minnesota, if a child is in ninth grade or is 14 years old, a **transition evaluation** must include the **five areas of transition:** *employment, post-secondary education and training, home living/daily living skills, community participation, and recreation and leisure* and determine what skills the child needs to work on to prepare for life beyond high school. These must be documented on the student's IEP or IIIP on an annual basis. They should reflect the child's likes, dislikes, needs, abilities and skills. The IEP or IIIP should identify outcomes and/or actions needed to help the child meet or move toward his/her goals. It should refer to programs, services, accommodations or modifications the child may want and determine who will be responsible, plus list specific time lines.

The role of the IEP or IIIP team is to determine the student's desired post high school goals; define the student's strengths, interests, preferences, and needs; decide what instruction, activities, services and supports are needed; translate the dream/vision into IEP or IIIP goals and objectives; and determine interagency responsibilities (if appropriate).

State Graduation Standards: Beginning at grade 9 or age 14 and annually thereafter, the IEP or IIIP team must address the requirements for graduation and a diploma. The IEP or IIIP team should determine if the student is able to complete the graduation standards without modification or whether standards must be modified to an individual level. Students are entitled to reasonable accommodations to enable them to satisfy the graduation standards.

Age 18: In Minnesota, when a student reaches age 18, all rights under IDEA transfer from parents to the student unless that student is under guardianship with respect to educational matters. If a child is not able to make informed decisions about major issues, the family may want to learn more about guardianship. At age 18, students, themselves, assume the responsibility to approve and sign any IEP or IIIP documentation.

TRANSITION – THE IEP (*Individualized Educational Plan*) or IIPP (*Individualized Interagency Intervention Plan*) 5 AREAS OF TRANSITION

The 5 Transition areas of the IEP or IIPP: The IEP or IIPP should list any accommodations, instruction or support needed to increase the child’s skills to reach their goals in each of five transition areas.

These are: *employment; post-secondary education and training; home living/daily living skills; community participation; and recreation and leisure* .

Employment: Employment and job training means getting ready to work. The vision is for all children with disabilities to work and share their gifts with their communities. Understanding strengths, disabilities, and appropriate accommodations is critical to successful employment. Students need to identify their likes, desires and job preferences, as well as their skills and abilities. They need to know what education is needed; what jobs are available; how to fill transportation needs; how to do job interviews and a resume; and what work behaviors are required. Job shadowing, internships, surveys and interviews help identify skills and interests. Being a community volunteer can help a child to experience work activities, develop a routine, and learn about responsibility. A vocational evaluation helps determine the types of jobs that fit a child’s aptitudes the best. The results help develop specific goals that can be incorporated in the IEP or IIPP.

Post-Secondary Education and Training: is education and/or training that occurs over a lifetime, such as, preparing for and applying to technical institutes, community colleges and universities, and/or adult and community education programs. Post-secondary education is not an extension of high school. Young adults who want to continue school have many different options. Things to consider are the school (location, size, atmosphere, and living choices); the student’s aptitude, abilities and skills (Can the youth meet the entrance requirements of the institution; apply for admission and financial aid, take admission’s tests and **ask for accommodations?**) Many institutions have specific offices for students with disabilities. It is important to ask what kinds of supports the office provides.

Home Living and Daily Living Skills: Home living includes: *Social skills*, such as, knowledge of self, developing friendships, respect for others and authority, self-confidence, handling praise and criticism, appropriate behaviors to fit different environments. *Transportation*, such as, public, specialized, driver’s license. *Housing opportunities*, such as, living arrangements: where and with whom, apartment, group home or supported living option. *Self-advocacy*, such as, decision making, rights and responsibilities, knowledge of disability, knowledge of available resources. *Financial management*, such as, money management, budgeting, bank account, making purchases, paying bills, insurance, social security and medicaid. *Medical and support services*, such as, health care, doctor appointments, counseling, personal care services, adaptive equipment, Medical Assistance. *Daily living skills*, such as, cooking, cleaning, shopping, personal hygiene, time management, knowledge of safety and vulnerability issues, relationships with others, appropriate dress.

Community Participation: includes ways the child can be actively involved in local activities; such as: shopping, voting, using the library and making health care appointments; knowing about transportation options, community education, support groups, religious organizations, and volunteer opportunities in the community. Active involvement in the community makes it possible for an individual to develop and maintain a support network, make friends and know that he/she is helping to make the community better.

Recreation and Leisure: can include activities such as hobbies, classes, clubs or community events, volunteering and being part of the community, recreational organizations, sports or social groups. Recreation and leisure activities for a child with disabilities do not need to be specialized services or programs. Almost any community program can accommodate a person with a disability, as long as the program’s leaders are aware of the disability. Recreation activities can be a source of fulfillment, a way to meet others and make friends, and a way to become a part of a community. They are also a great way to stay healthy, build friendships and have fun!

TRANSITION – AGENCIES

State Vocational Rehabilitation Agencies:

Minnesota State Services for the Blind and Visually Handicapped (SSB)

www.mnssb.org
2200 University Ave. W, Suite 240;
St. Paul, MN 55114; (800) 652-9000
or 616 America Ave.NW, Suite 220;
Bemidji, MN 56601; (888) 234-1257

Minnesota Vocational Rehabilitation Program
(800) 328-9095; or contact the local
Minnesota WorkForce Center website:
www.MnWorkForceCenter.org.

Rehabilitation Services 1730 University Ave.;
Crookston, MN 56716 (218) 281-6033

Intake: In Minnesota, two agencies provide Vocational Rehabilitation services. State Services for the Blind (SSB) serves individuals who are blind or visually impaired regardless of other disabilities they may have. Rehabilitation Services (RS) serves all others with disabilities. An individual must apply for services. Even if a person is not eligible for services, the counselor may be helpful in identifying public or private resources for work-related training, transportation and/or residential options.

The first step for involving either agency in the transition process is to contact the rehabilitation counselor.

Eligibility: An individual must have a physical or mental impairment which results in a substantial impediment to employment and requires Vocational Rehabilitation services to prepare for and become employed (get ready for a job, find a job, keep a job). Vocational Rehabilitation will determine eligibility.

Order of selection: The federal Rehabilitation Act requires that when a state Vocational Rehabilitation program lacks the resources to provide services to all eligible individuals who apply, the state must establish a statewide “Order of Selection” - a priority system - to assure those with the most significant disabilities are served first. Even so, it is **important to apply**.

Services: Counselors help students with disabilities *who qualify for Vocational Rehabilitation services* to plan for transition to adult life that includes further education and/or employment. The services may include: assessments, evaluations, counseling, assistive technology, training, job placement and follow-up. They can also help explain social security and medical assistance benefits.

Other Agencies involved in Transition Planning:

Transition planning should involve representatives of any other agency that is likely to be responsible for providing or paying for transition services. They should be identified in the IEP with descriptions of their responsibilities. Some possibilities are:

Post-secondary education and training providers: provide information regarding types of education and training programs available at colleges or trade schools.

Independent living centers: help people with disabilities achieve and maintain self-sufficient lives within the community.

Disability Specific organizations: (such as Arc, United Cerebral Palsy, and the Mental Health Association) can provide case management services, residential services and/or other services.

Mental Health Agencies: provide a system of services to meet the needs of individuals with mental illness. Services are provided on a sliding payment scale.

County Social Service Agencies: can provide case management services to help the student access other services and benefits. Families must apply to county social services to determine eligibility for case management services.

Social Security Administration: operates the federally funded program that provides benefits for people of any age who are unable to do substantial work and have a severe mental or physical disability. Programs include: SSDI, SSI, PASS, Medicaid, and Medicare. Social Security Administration programs provide financial assistance or work incentives to eligible people with disabilities based upon federal guidelines.

Minnesota Disability Law Center (MDLC): works to promote, expand, and protect the human and legal rights of persons with disabilities through information, training, advocacy and legal representation. Services are free. No income guidelines. *Their mission is to advance the dignity, self-determination and equality of individuals with disabilities:* Phone: (612) 332-1441 or 1-800-292-4150 (*ask for new client intake*); Minnesota Disability Law Center; 430 First Avenue No., Suite 300; Minneapolis, MN 55401-1780 Website: www.mndlc.org

The Minnesota Work Incentives Connection serves people with disabilities. It offers advocacy, referral and information. (800) 976-6728

The Client Assistance Project (CAP) can help with questions, concerns, or complaints about Rehabilitation Services. (800) 292-4150

TRANSITION – AGENCIES

Polk County Developmental Achievement Center (DAC)

515 5th Ave, South
Crookston, MN 56716
(218) 281-4181
dac@midconetwork.com

1011 11th Ave. NE
East Grand Forks, MN 56721
(218) 773-0530
egfdac@rrv.net

Eligibility: Age 18, individuals with Mental Retardation or Related Condition
Hours: Monday through Friday; 9:00 am - 3:00 pm
Fees: Per Diem: full day, partial day and transportation fees
Intake: Call for information
Services: Job development, job coaching, social skills, leisure, communication training, vocational training (sensory integration, range of motion), and assessments.
Description: DAC offers training for jobs and training of social skills. It also offers help with finding jobs. DAC provides assistance with training and obtaining communication devices. It works with individuals on sensory integration and range of motion. It provides assessments of client needs and interests and will do community placement.

East Polk County Developmental Achievement Center (DAC)

326 North Mark Avenue
Fosston, MN 56542
(218) 435-6188

Eligibility: Age 18, individuals with Mental Retardation or Related Condition
Hours: Monday through Friday; 8:00 am - 4:00 pm
Fees: Per Diem: full day, partial day and transportation fees
Intake: Call for information or call Polk County Social Services
Services: Job development, job coaching, social skills, Special Olympics, leisure, vocational training, sensory integration, communication training, assessments, and services for individuals with traumatic brain injury.
Description: DAC offers training for jobs and training of social skills. It also offers help with finding jobs. DAC provides assistance with training and obtaining communication devices. It works with individuals on sensory integration. It provides assessments of client needs and interests. It can provide services to help individuals with a traumatic brain injury.

The East Polk County DAC offers the Special Olympics program for individuals with disabilities in the East Polk area.

Occupational Development Center, Inc. (ODC)

245 Fifth Avenue SW
Crookston, MN 56716
(218) 281-6020

910 Central Avenue
East Grand Forks, MN 56721
(218) 773-0992

Eligibility: Individuals with Mental Retardation or Related Condition or Mental Illness
Hours: Monday through Friday; 8:00 am - 4:30 pm
Fees: None
Intake: Call for Information
Services: Job development, job coaching, job placement, assessments, supported employment and job training.
Description: The Occupational Development Center, Inc. provides programs for those experiencing employment challenges. Through these programs, many people with disabilities are able to obtain various jobs in the community. The ODC mission is “to provide services to enhance the lives of those who have serious employment challenges, including developmental disabilities, mental illness, brain injury, and the chronically unemployed, so that they may be successful at seeking, obtaining and retaining

employment commensurate with their abilities and to operate supportive work environments for those who are unlikely to obtain market-based employment.”

TRANSITION – AGENCIES

Colleges and/or Universities:

Office for Students with Disabilities: provides accommodations for students with a documented disability or with a record of having received services for a disability in the past. The Americans with Disabilities Act mandates that all private, community and technical colleges, and universities provide reasonable accommodations so that students with disabilities have access to all programs and facilities. Most colleges have a disability support services program available to students with physical, learning or emotional disabilities. The needs of individual students determine the accommodations recommended by the program. *Students are responsible for contacting the program about their needs.* The services are confidential and it is the student's decision whether to reveal his or her disability to professors or classmates.

College Financial Aid: is designed to help individuals meet their educational expenses when their own resources are not sufficient. There are four types: Grants; Loans; Work-study; Scholarships. Each year there are changes in the financial aid system.

Application: All students applying for federal assistance are required to complete the Free Application for Federal Student Aid (FAFSA); available at their website: www.fafsa.ed.gov. There is **no** charge to process this application. Some special equipment and support services may be available; students should check with the Student Services Personnel at the post-secondary institution. *In general, the best resource for all students, including those with disabilities, is the financial aid administrator at the colleges being considered.*

College Resources:

The Division of Student Services,

Provides information about programs that provide counseling and other services to students with disabilities.

1250 Maryland Ave. SW, Portals Building,
Suite 600, Washington, DC 20202-5249
website: www.ed.gov/offices/OPR/HEP/trio/

Websites:

www.mnscu.edu/Student?StudentInfo.html
Minnesota State Colleges and Universities

www.grantsplus.mnscu.edu/Partners/DisabilityCoordinators.html Disability Coordinators of
Minnesota State Colleges and Universities

www.grantsplus.mnscu.edu/TechPrep/Downloads/collegepartners.html
Minnesota Tech Prep Programs

On-Line Publications:

Higher Learning = Higher Earning; What You Need to Know about College and Careers, a guide
www.aypf.org/publication/HigherLearning.pdf

Opening Doors for Postsecondary Education, a handbook for students, parents and professionals:
www.dpi.state.wi.us/dpi/dlsea/een/pdf/tranopndrs.pdf

PACER (Parent Advocacy Coalition for Educational Rights)

8161 Normandale Boulevard;
Minneapolis, MN 55437;
Phone: (888) 248-0822;
website: www.pacer.org

PACER Project:

Perkins Initiative: Preparing Special Populations of Youth with Disabilities for Post-secondary Education.

PACER On-Line Publication:

www.pacer.org/pride/504/html
ADA, Section 504 & Postsecondary Education

College Financial Aid Resources:

Funding Your Education;

(FREE Booklet on Federal Financial Aid);
U.S. Dept. Of Education
Write to : Federal Student Aid Programs,
Box 84, Washington, DC 20044
Phone: (800) 433-3243

Free Application for Federal Student Aid (FAFSA) website: www.fafsa.ed.gov

A Resource on Financial Aid for Students with Disabilities, 2003 Edition

The George Washington University Heath Resource Center; HEATH Resource Center; 2121 K Street, NW Suite 220; Washington, DC 20037
Phone: (800) 544-3284
website: www.heathgwu.edu

TRANSITION – ASSISTIVE TECHNOLOGY

Technology for Transition-age students:

Assistive technology is any item or piece of equipment that is used to increase, maintain, or improve functional capabilities of individuals with disabilities. Services that assist in the selection, acquisition or use of an assistive technology device are also considered part of assistive technology. Assistive technology can contribute to a student's successful transition from school to adult life. It can help students develop independent living skills and learn about accommodations in order to achieve post-secondary and employment goals.

Funding: IDEA lists assessments and services that school systems must provide to ensure students with disabilities receive a free and appropriate public education. Vocational rehabilitation provides assessment, training, placement, and other services to eligible people with disabilities to help them get and keep a job. Beyond special education and vocational rehabilitation, few established funding sources exist for assistive technology. Funds may need to be taken from sources designated for other purposes, for example, Medicaid. Other funding options might include: Medicare, private insurance, community or charity organizations, or credit financing. For more information, contact Tech Act Project at PACER www.pacer.org; Phone: 888-248-0822

Assistive technology and post-secondary education: Students should check with the Disabled Student Services Office at the college or vocational school for assistance in identifying and obtaining education accommodations needed. The staff help make arrangements for assistive technology but cannot do so if the student does not make his/her needs known. Vocational rehabilitation counselors may be able to provide assistance to students who need assistive technology in job training and career preparation programs.

Job Accommodation: Employers must make reasonable accommodations, often by using assistive technology, which will permit a qualified employee with a disability to work at their company and perform a job. Knowing the possibilities and learning to use assistive technology devices and services are important skills for future employment and to function in the community.

Resources:

PACER: Simon Technology Center

offers a free list of software devices for transition-age youth. Phone: 888-248-0822
website: www.PACER.org

The Alliance for Technology Access (ATA)

offers help to adults and children with disabilities gain access to the benefits of technology.
Contact: Alliance for Technology Access;
2175 E. Francisco Boulevard, Suite L;
San Rafael, CA 94901; Call: 1-415-455-4575
website: www.ataccess.org

Developing Independent Living Skills:

“MoneyCoach”

is a financial management program developed for people with developmental disabilities or mental retardation.

Contact: AbleLink Technologies;
1-719-592-0347

“Freddy & Freida Independent Living Activities Series”

helps an individual learn skills that will allow them to better function in the community.

Contact: Computer Options for the Exceptional;
Phone: 1-914-452-1850;
website: www.augcomm.com/coe.html

The Job Accommodation Network,

helps identify job related assistive technology accommodations. They provide technical assistance on specific cases, requests for general information about employment accommodations and the employment provisions of the Americans with Disabilities Act.
Call 1-800-ADA-WORK.

Career planning:

Sensitive career planning software:

“Taking Charge”

is a job and career choice program, individualized by responding to user's input, needs and interests.

Contact: Virginia Commonwealth University;
Call: 1-804-828-1851

“InSight–Your Career & Personal Exploration Tool”

allows individuals of all ages and abilities to find out about their interests and goals.

Contact: Bytes of Learning;

1-800-465-6428;

website: www.bytesoflearning.com

TRANSITION – LAWS

Federal and State law require that eligible students with disabilities receive:

Free Appropriate Public Education (FAPE). **The process includes:** an evaluation; a team process; parent/student participation; Individual Education Plan (IEP); specialized instruction and related services; and services in the Least Restrictive Environment (LRE).

IDEA (Individuals with Disabilities Education Act) describes transition services as a process that promotes the movement from high school to post-high school activities. Transition services must (1) be coordinated and (2) lead to a defined outcome. These coordinated activities must reflect the interests and preferences of the student and must include: instruction; the development of employment and other adult living objectives; community experiences; acquisition of daily living skills; and a functional vocational evaluation (if appropriate) for post secondary education and training. Transition services are provided while a student is still in high school. Not all students have needs in each transition area, but each area should be considered when developing the transition IEP. Under IDEA, the transition process has two phases: (1) initial transition planning and (2) providing transition services. *Initial planning:* When a student with disabilities turns 14, the IEP team must begin planning for the student's future. *Providing services:* The implementation of necessary services. The IEP must document the needed services and identify the agencies that are likely to provide services for the student as an adult.

Transition Legislation in Minnesota states: By grade 9 or age 14, the IEP shall address the student's needs for transition from secondary services to post-secondary education and training, employment, community participation, recreation and leisure, and home living.
MS 120.17 Subd. 3a(1)

Federal Rehabilitation Act: Defines transition services and calls for meaningful cooperation and coordination of transition preparation, planning, and services between the schools and vocational rehabilitation agencies.

Section 504: Colleges and universities must not discriminate in the recruitment, admission, or treatment of students, and they must ensure that academic programs are accessible to all students with disabilities. Colleges and universities, in addition to removing architectural barriers, can ensure accessibility through adaptations in the way specific courses are taught, the use of assistive equipment and support staff, and accommodations in academic requirements.

Transfer of Parental Rights: One year before the student reaches the age of majority (the age a young person legally becomes an adult, established by each state), the school must notify the student and his or her parents that the parental rights and procedural safeguards provided under IDEA will transfer to the youth at the age of majority. IDEA ends at graduation. This means that a child then needs to identify themselves as disabled and ask for accommodation - under ADA (Americans with Disabilities Act).

Transfer of parental rights at age of majority in Minnesota:

Minnesota state law provides for the transfer of educational rights at age 18 for students with disabilities who have Individualized Educational Programs (IEP) and are not under guardianship. At age 18, the child becomes an adult and the child is responsible for making his/her decisions and for the consequences of those decisions. Parents do not have legal authority to make decisions for their children after they turn 18. If they think that they will need to make decisions on behalf of their child after he or she turns 18, they should go to court and be appointed legal guardian. If the school receives notice that the student is under guardianship, no rights transfer to the student at age 18.

Guardianship: Due to age, poor health, or disability, some people may not be able to make informed decisions or to provide for their own needs. In such situations, a guardian is appointed by a court. Guardians are legally authorized to make decisions for the person and to take actions to preserve the person's best interests.

TRANSITION – RESOURCES

“FULL LIFE AHEAD–

Workbook and Guide to Adult Life for Students & Families of Students with Disabilities”*

* Workbook can be downloaded from website; www.FullLifeAhead.org (click on publications). Specific questions help identify student’s interests, abilities, needs, skills and strengths. Resource booklet with easy to understand suggestions and descriptions to help students with disabilities move from school to adult life. Also includes toll-free numbers and web sites. Write:
U.S. Department of Education
Office of Special Education (OSEP)
Southeast Regional Resource Center (SERRC)
Auburn University Montgomery
Montgomery, Alabama 36124
or:
The Full Life Ahead Foundation
2908 Clairmont Avenue
Birmingham, AL 35205
Phone: 205-439-6534
www.FullLifeAhead.org

Other Publications

“Transition to adulthood: A resource for assisting young people with emotional or behavioral difficulties”

Contact: Paul H. Brookes Publishers;
P.O. Box 10624
Baltimore, MD 21285-0624
Phone: (800) 638-3375
website: www.brookespublishing.com

“Transition Summary: Transition Planning: A Team Effort (TS10)”

TS10, January 1999,
Resources Updated 2002

NICHY; National Information Center for Children and Youth with Disabilities;
P.O. Box 1492; Washington, DC 20013;
Phone: (800) 695-0285.
website: www.nichy.org

“Guardianship and Conservatorship in Minnesota”
Information about guardianship and conservatorship is available on the Arc of Minnesota web site: www.arcminnesota.com
or by contacting Arc Minnesota;
770 Transfer Road, Suite 26; St. Paul, MN 55114
(800) 582-5256

PACER (Parent Advocacy Coalition for Educational Rights)
8161 Normandale Boulevard;
Minneapolis, MN 55437;
Phone: (888) 248-0822; website: www.pacer.org

PACER Projects:

Project Youth: Works with adolescents with disabilities and their families, agencies and service providers to promote successful transition planning and support. Focuses on personal goals, self-advocacy, independent living, recreation, health care and vocational counseling.

Project Pride: Works with youth with disabilities who need help preparing for, finding or holding a job. Rehabilitation Act Information & Disability Education Information for youth, families and professionals.

Minnesota Collaborative to Improve Transition Outcomes for Youth with Disabilities: Agencies working together to improve transition services

PACER On-Line Publication:

www.pacer.org/tatra/ada.htm

The Americans with Disabilities Act (ADA) and Transition

www.pacer.org/tatra/familyRoles.htm

Family Roles in the Transition from School to Work

PACER Publication Booklets:

MAPPING YOUR DREAMS–

“Employment”

“Education”

“Home Living”

“Community Involvement”

“Recreation and Leisure”

Parents can be the key

When I grow up...I am going to work

A Guide for Minnesota parents to the

Individualized Education Program (IEP)

Transition & Beyond...Now what?

Parent tips for Transition Planning

See also PACER:

“Resources list”

“Adolescent Checklist”

“Planning for the Future” (workbook)

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CAMPS

Call a camp of interest and request an application and program of the camp.

Each camp may have a specific age group or disability they cater to.

Ask if the camp offers scholarship or discounted fees.

Bridges Integrated Camp Service
(Works to integrate children with developmental disabilities into mainstream camps)
(800) 450-8376

Camp Buckskin
PO Box 389
Ely, MN 55731
(218) 365-2121

Camp Courage
(Primary diagnosis must be a physical disability or speech/hearing/language)
3915 Golden Valley Rd.
Golden Valley, MN 55422
(612) 520-0504

Camp Friendship
10509 108th St. NW
Annandale, MN 55302
(320) 274-8376 or
(800) 450-8376

Camp Hand in Hand
(Twin Cities Autism Society)
2325 E Franklin Ave.
Minneapolis, MN 55406
(612) 339-5212

Camp Knutson
2029 S. 6th St. # 106
Brainerd, MN 56401
(218) 829-9214

Camp New Hope
HCR 3 Box 578
McGregor, MN 55760
(218) 426-3560

Camp Omega
22750 Line Ave.
Waterville, MN 56096
(507) 685-4266

Camp OZ
(Epilepsy Foundation Sponsored)
777 Raymond Ave.
St. Paul, MN 55114
(800) 779-0777

Camp Winnebago
Rt 1 Box 44
Caledonia, MN 55921
(507) 724-2351

Confidence Learning Center
6260 Mary Facette Memorial Dr.
Brainerd, MN 56401
(218) 826-2344

Eden Wood Center
10509 108th St. NW
Annandale, MN 55302
(800) 450-8376

Special Needs Inc. Camp Special
(Vegetarian camp)
North Star Camp
Brainerd, MN 56401
(651) 642-9919

United Methodist Camping
122 W. Franklin Ave., Suite 400
Minneapolis, MN 55404
(612) 230-267

www.campingminnesota.org

RECREATIONAL OPPORTUNITIES

Arts for All: www.zotartz.com
(Assistive art tools, instructional videos, and art day training).
PO Box 767; 10 S. 5th Street
Bayfield, WI 54814
(877) 851-2103

Very Special Arts Minnesota
(Promotes quality accessible art experiences for people with all types of disabilities).
(763) 332-3888

Adapted Athletics
(Part of the Minnesota State High School League).
Opportunities for students with disabilities to participate in athletic activities for their School. (763) 560-2262
www.mshsl.org

Special Olympics of Minnesota
400 S. 4th Street, Suite 915
Minneapolis, MN 55415
800-783-7732
www.somn.org

Friendship Ventures
“Ventures Travel Service”
(Travel opportunities for individuals with developmental disabilities); (952) 852-0101 or
(800) 450-8376

Off the Beaten Path
(Travel/vacation options in Minnesota and beyond)
PO Box 853;
Faribault, MN 55021
(800) 221-3155

Search Beyond Adventures
(Travel programs for people with disabilities); (612) 374-4845 or
(800) 800-9979

Wilderness Inquiry
(Outdoor experiences for people with and without disabilities)
(612) 379-3858

Health Directed Riding
(Therapeutic horseback riding for children and adults with disabilities); (651) 689-2812

Victory Riding School
1428 Pathfinder Lane NW
Solway, MN 56678
(218) 759-9139

WEBSITES

- www.mn.ssb.org
Minnesota State Services for the Blind and Visually Handicapped (SSB)
- www.tedprogram.org
Telephone Equipment Distribution Program
- www.health.state.mn.us/mcshn
Minnesota Children with Special Health Needs
- www.dhhsd.org
Deaf and Hard of Hearing Services Division
- www.dssc.org/nta
National Transition Alliance for Youth with Disabilities
- www.stw.ed.gov/index.htm
School-to-Work Learning and Information Center
- www.mnwfe.org/rehab/index_is.htm
Disability Services
- cfl.state.mn.us/mcis/
Minnesota Career Information System (MCIS)
- www.ahead.org
Association on Higher Education and Disability
- <http://janweb.icdi.wvu.edu>
Job Accommodation Network (JAN)
- www.iseek.org
Internet System for Education and Employment
- www.thearc.org
The Arc of the US.
- www.cleweb.org
The Center for Law and Education. Contains articles on special education and other education-related topics.
- www.c-c-d.org/index.htm
Consortium for Citizens with Disabilities.
- www.copaa.net
Council of Parent Advocates and Attorneys.
- www.fape.org
Families and Advocates Partnership for Education project. Site includes information about IDEA, special education and disability issues
- www.pacer.org
PACER Center
- www.ucpa.org
United Cerebral Palsy Association
- www.ideapractices.org
IDEA Partners
Initiatives of the Council for Exceptional Children funded by Office of Special Education Programs
- www.mndlc.org
Minnesota Disability Law Center
- www.npnd.org
National Parent Network on Disabilities (NPND)
- www.resna.org
Rehabilitation Engineering and Assistive Technology Society of North America
- www.cfl.state.mn.us/dmc
Office of Monitoring and Compliance portion of Minnesota Department of Children, Families, and Learning.
- www.reedmartin.com
Information on various aspects of special education.
- cfl.state.mn.us/SPECED/speced.htm
Special Education portion of Minnesota Department of Children, Families and Learning
- www.ed.gov/offices/OSERS/OSEP/index.html
U.S. Department of Education, Office of Special Education and Rehabilitation Services (OSERS), Office of Special Education Programs (OSEP). Contains annual reports to Congress, information about the IDEA '97 and the new regulations, copies of state monitoring reports and other useful information.
- www.cfl.state.mn.us/onlinelearning
Online Learning in Minnesota
- www.tea.state.tx.us/special.ed/IDEA99
State of Texas: Education.
- Contains a side-by-side summary of the 1999 IDEA regulations and their comments.
- www.fulllifeahead.org
The Full Life Ahead Foundation. Workbook can be downloaded from website.
- www.nichy.org
National Information Center for Children and Youth with Disabilities
- www.heathgwu.edu
The George Washington University Heath Resource Center
- www.brookespublishing.com
Paul H. Brookes Publishers; "Transition to Adulthood"
- www.ataccess.org
The Alliance for Technology Access (ATA)
- www.bytesoflearning.com
Bytes of Learning (software)
- www.augcomm.com/coe.html
Computer Options for the Exceptional
- www.ed.gov/offices/OPR/HEP/trio/
Division of Student Services
- www.fafsa.ed.gov
Free Application for Federal Student Aid (FAFSA)
- www.mnadr.state.mn.us
Minnesota Alternative Dispute Resolution
- www.disability.state.mn.us/pubs/tran/s/td.html
Minnesota State Council on Disability
- doorways@doorwaysmn.org
Minnesota Foundation for Better Hearing and Speech Parent Network
- www.MnWorkForceCenter.org
Minnesota WorkForce Center
- www.starbright.org
online games & resources for seriously ill children

GLOSSARY

Advocate - To take action on someone else's behalf.

Amendment - A change, revision, or addition made to a law.

Annual instructional goals and objectives for transition-age students - measurable instructional goals that identify skills a student needs to learn within each year

Appeal - A written request for a change in a decision or the act of making such a request.

Appropriate - In special education means, that a service meets the educational needs of a child.

Assessment - Is a collecting and bringing together of information about a child's learning needs. It is a process using observation, testing, and test analysis to determine an individual's strengths and weaknesses to help plan his or her educational services.

Assessment Team - Is a team of people from different areas of expertise who observe and test a child to find out his or her strengths and needs.

Assistive Technology - Adaptive equipment developed to increase, maintain, or improve functional capabilities of individuals.

An **Assistive Technology Device** - Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability.

Assistive Technology Service is any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

Case Management Services - Activities designed to help a child with special needs and the child's family to identify and obtain needed services.

Child Find - A service directed by each state's Department of Education for locating, identifying, and serving children with disabilities

Child Psychologist - A medical doctor who is able to diagnose, treat and prevent mental disorders in children. A psychiatrist can prescribe medications, provide psychiatric testing and therapy.

Child Psychologist - A licensed individual who is trained in dealing with mental processes in children (both normal and abnormal) and their effects upon behavior. A psychologist is not a medical doctor, and therefore cannot prescribe medications. However he/she may be able to provide psychological testing and therapy.

Children's Mental Health - A state of emotional and psychological well-being. Mental health begins at birth and everyone has mental health needs.

Cognitive - A term that describes the process people use for remembering, reasoning, understanding, and using judgment.

Counseling - Advice or help given by someone qualified to give such advice or help (often psychological counseling).

County Case Management - The coordination of county services and programs for eligible persons by a County Social Worker.

Developmental - The steps or stages in growth and development of children at a particular age.

Developmental History - The developmental progress of a child in such skills as sitting, walking, and talking.

Developmental Pediatrician - A pediatrician who specializes in treating children with developmental delays, ADD/ADHD and other special needs.

Disability - Includes any sensory, physical, mental or emotional impairment that challenges the individual's development or functioning and/or limits one or more major life activity. A child may have a disability in: physical development, cognitive development, communication development, social or emotional development, or adaptive development. The Head Start definition of a child with special needs is one with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities and who need special education and related services.

Due Process Procedure - An action that protects a person's rights. In special education this applies to action taken to protect the educational rights of students with disabilities.

Early Intervention Services or Programs - Programs or services designed to identify and serve developmental needs as early as possible. These services include: identification and referral, screening, evaluation, assessment, service coordination, special education and related services. Services are available at no cost to children and families.

Early and Periodic Screening, Diagnosis, and Treatment (Child and Teen Checkup) EPSDT - The purpose of this program is to identify potentially handicapping conditions in children eligible for Medical Assistance, to provide diagnosis and treatment for conditions identified, and to encourage parents and their children to use health care services when necessary.

GLOSSARY

Early Childhood Educational Assessment – Informal and formal testing of the basic senses, social/emotional/behavioral development, cognitive development (play skills), physical/motor development (muscles) and self-help skills of an infant or child

Eligible - Means able to qualify.

Evaluating - Means assessing a child's special learning needs.

Evaluation - A way of collecting information about a child's learning needs, strengths, and interests. The evaluation is part of the process of determining whether a child qualifies for special education programs and services.

Family Assessment - A family-directed identification of the needs of the family related to the development of the child.

Financial Worker - A person employed by a county to administrate financial assistance programs such as Medical Assistance, TEFRA, and other financial assistance programs.

Free, Appropriate Public Education (FAPE) - One of the key requirements of IDEA (Individuals with Disabilities Education Act of 1990), which requires that an education program be provided for all eligible children with disabilities without cost to families; based on the child's needs.

Inclusive care - Means including people with disabilities in all aspects of life. It means children with special needs have an opportunity to live, work or play in settings where normally developing youngsters are doing the same.

Interagency Coordinating Council (ICC) - The state level council that advises the lead agency on issues related to early intervention services.

Interagency Early Intervention Committee (IEIC) - The local level committee responsible for planning and coordinating early intervention services among local agencies.

Individualized Education Plan (IEP) - A written education plan for children with disabilities, ages 3 to 22, developed by a team of professionals (teachers, therapists, etc.) and the child's parent(s). The plan is reviewed and updated yearly. It contains a description of the child's level of development, learning needs, goals and objectives, and services the child will receive.

Individualized Family Service Plan (IFSP) -

A written plan for a child and his or her family. The plan contains a description of the child's level of development; needs of the child and family; outcomes and objectives; and services to be provided. The plan is reviewed and updated yearly.

Individualized Interagency Intervention Plan (IHIP)

- A plan for children over age 3 who have services provided by more than one public agency. It replaces the IEP and the IFSP and takes into consideration both the child's education needs and the family's need for various kinds of support.

Individual Service Plan - A comprehensive plan that includes: a summary of diagnostic and assessment information; identification of necessary services; supports and preferences of the family and child; a list of services and documentation of services that will be provided; identification of long term and annual goals as well as recommendations for needed services.

Lead Agency - The agency within a state or area in charge of overseeing and coordinating early childhood programs and services; in Minnesota, the state lead agency is the Department of Education. Local communities may identify a local lead agency.

Least Restrictive Environment (LRE) - The educational setting or program that provides a child with as much contact as possible with children without disabilities while still appropriately meeting all of the child's learning and physical needs. The Least Restrictive Environment means that children with special needs should be in settings similar to those of their non-disabled peers and is determined by each child's needs. It is an educational setting that provides an appropriate program in as typical a school environment as possible.

Mental Retardation – A diagnosis determined by a comprehensive evaluation which includes assessments of the intellectual abilities and adaptive skills, social and developmental history, and physical and health status of an individual.

See also: Related Condition

Natural Environment - A setting where children of a particular age would typically be found.

Neurological Assessment – Testing pertaining to the structure and disease of the nervous system (brain and spinal cord).

Normalization - Removing legal and social barriers, so that people with disabilities can participate freely in regular society and to ensure that people with disabilities are integrated into all aspects of everyday community life.

GLOSSARY

Occupational Therapist (OT) – A licensed individual trained to provide assessment and therapy to correct physical and psychological problems which interfere with activities and tasks of daily living such as feeding, swallowing, sensory integration, fine motor (hands/fingers) skills, etc.

Occupational Therapy - Therapy or treatment provided by an occupational therapist that helps an individual develop mental or physical skills that will aid in daily living. It focuses on the use of hands and fingers, coordination of movement, and self-help skills such as dressing, eating with a fork and spoon, etc.

Parent Advocacy Coalition for Education Rights (PACER) – A Minnesota organization to help families of children and adults with disabilities.

Parent Training and Information Centers (PTIs) - Federally-funded centers (such as PACER) in each state that provide information to parents of children with disabilities about their rights to access services; work with schools and educators to ensure an appropriate educational placement for their child; understand the methods of testing and evaluating a child with a disability; resolve differences; and make informed decisions about their child's needs.

Pediatric Neurologist – A medical doctor who specializes in diseases of the nervous system (brain and spinal cord) of children

Personal Assistance Services - Assists people who have mental or physical disabilities with activities of daily living.

Personal Care Attendants (PCAs) - Are individuals hired to perform services that enable persons with disabilities to participate more fully in community settings and activities, including employment. They offer assistance with Activities of Daily Living (ADL).

Physical Therapy - A therapy or treatment provided by a physical therapist that helps improve the use of bones, muscles, joints, and/or nerves.

Placement - The classroom, program, and/or therapy that is selected for a student with a disability.

Present Levels of Educational Performance - describe what a child can do at the time an IEP is developed.

Psychiatric Assessment – Testing pertaining to the study, diagnosis, and prevention of mental illness.

Psychological Assessment – Testing pertaining to the study of the mind in all of its relationships, both normal and abnormal processes.

Psychological Development - The psychological development of a person in relation to his or her social environment.

Psychologist - A specialist in the field of psychology who usually has a Master's degree or Ph.D. in psychology

Public Agency - An agency, office, or organization that is supported by public funds and serves the community at large.

Related Condition (as used for MR/RC waiver) – A related condition is a condition, determined through a diagnostic evaluation, that is found to be closely related to mental retardation and meets the following criteria: is severe and chronic; results in the impairment of general intellectual functioning or adaptive behavior similar to that of persons with mental retardation; requires treatment or services similar to those required for persons with mental retardation; is manifested before the person reaches 22 years of age; is likely to continue indefinitely; results in substantial limitations in three or more of the areas of major life activity including: self-care, understanding and use of language, learning, mobility, self-direction, capacity for independent living; and is not attributable to mental illness as defined in Minnesota Statutes section 245.462, subdivision 20, or an emotional disturbance as defined in section 245.4871, subdivision 15.

“Mental illness does not include autism or other pervasive developmental disorders.”

Related Services - Includes transportation and developmental, corrective, and other support services that a child with disabilities requires in order to benefit from special education. Examples of related services include: audiology, psychological services, physical and occupational therapy, recreation, counseling services, interpreters for persons who are deaf or hard of hearing, and medical services for diagnostic and evaluation purposes.

Respite - A temporary break from providing care for a child with a disability.

Sensory Integration Disorder – Sensory integration problems occur when one or more of the senses is not being interpreted correctly by the brain. This misinformation can lead to perceiving the world differently. Things that are generally thought of as pleasurable, such as a light brush on the arm, or a kiss on the cheek, or a pat on the head; may, in fact, be painful to children with sensory integration disorders. As a result of sensor integration problems, these children may experience problems in learning, motor skills and behavior.

GLOSSARY

Service Coordinator - someone who acts as a coordinator of IFSP services for children and works in partnership with the family and service providers.

Short-term objectives or benchmarks - the steps that help a child reach goals. *Objectives* are the steps to accomplish a goal. *Benchmarks* are developmental milestones.

Special Education - Programs, services, or specially designed instruction offered at no cost to families for children with disabilities who are eligible for such services.

Special Education and Related Services - goals in a child's IEP determine education and services the school provides

Special Factors - IEP team considerations when: a child's behavior negatively affects his or her own learning or that of others; a child has limited English skills; a child is blind or visually impaired; a child has communication needs; a child is deaf or hard of hearing; and/or a child may need assistive technology devices and services.

Speech/Language Therapy - Therapy or treatment by a speech therapist to improve speech and/or language, communication or oral-motor skills.

Statement of Measurable Annual Goals - identified measurable instructional goals that describe skills a student needs to learn within each year

TEFRA - A federal program that provides Medical Assistance to eligible children. It is administered through counties.

Transition - the process by which youth with disabilities move from high school education to working and living in their community as adults.

Transition Services - a coordinated set of activities based on a student's needs and that take into account his/her preferences and interests.

Transition Tools - may include surveys, interviews, assessments, and/or evaluations to help a child determine strengths, interests and needs.

Waivered Services - Federal programs that use Medicaid dollars for community based services. These services are administered through counties.

ACRONYMS: THE LANGUAGE OF INITIALS

ADA	Americans with Disabilities Act of 1990	EPSDT	Early and Periodic Screening, Diagnosis, and Treatment (Child and Teen Checkup)
ADD	Attention Deficit Disorder	FAPE	Free and Appropriate Public Education
ADHD	Attention Deficit Hyperactive Disorder	FAS/FAE	Fetal Alcohol Syndrome/Fetal Alcohol Effect
ADLs	Activities of Daily Living	FERPA	Family Education Rights and Privacy Act
AE	Age Equivalent	HI	Hearing Impaired
AOM	Assurance of Mastery	ICC	Interagency Coordinating Council
APE	Adaptive Physical Education	IDEA	Individuals with Disabilities Education Act of 1990
ASL	American Sign Language	IECIP	Interagency Early Childhood Intervention Project
ATA	Alliance for Technology Access	IEP	Individualized Education Plan
CA	Chronological Age	IEIC	Interagency Early Intervention Committee
CAC	Community Alternative Care Waiver. Provides services to chronically ill individuals under age 65.	IFSP	Individualized Family Service Plan
CADI	Community Alternatives for Disabled Individuals	IHP	Individualized Habilitation Plan
CASSP	Child and Adolescent Service System Program	IIP	Individualized Interagency Intervention Plan
CF	Cystic Fibrosis	IQ	Intelligence Quotient
CETP	Child Evaluation and Treatment Program	ISD	Independent School District
CFL	Minnesota Department of Children, Families and Learning	ISP	Individualized Service Plan
CHCO	Children's Home Care Option (see also TEFRA)	LD	Learning Disability
COTA	Certified Occupational Therapist Assistant	LEA	Local Education Agency
CP	Cerebral Palsy	LRE	Least Restrictive Environment
CPR	Cardio Pulmonary Resuscitation	MA	Medical Assistance (Medicaid)
CSSA	Community Social Services Act	MA	Mental Age
DAC	Developmental Achievement Center	MACMH	Minnesota Association for Children's Mental Health
DAPE	Developmental Adaptive Physical Education	MCH	Maternal and Child Health
DAC	Developmental Achievement Center	MC/RC	Home & Community Based Waiver for Persons with Mental Retardation or Related Conditions (Title 19)
DD	Developmental Delay or Developmental Disability	MCSHN	Minnesota Children with Special Health Needs (under Minnesota Department of Health)
DHS	Department of Human Services	MD	Muscular Dystrophy
DS	Down Syndrome	MDLC	Minnesota Disability Law Center
EBD	Emotional/Behavioral Disorder		
EC	Early Childhood		
ECSE	Early Childhood Special Education		
ECSU	Educational Cooperative Service Unit		
EEG	Electroencephalogram		
EPS	Early and Periodic Screening		
ECFE	Early Childhood Family Education		

ACRONYMS: THE LANGUAGE OF INITIALS

MH	Mental Health	Section 503/504	Sections of the Rehabilitation Act of 1973 that focuses on affirmative action (503) and preventing discrimination (504)
MI	Mental Illness	SLD	Specific Learning Disability
MMH	Mild-Moderate Mentally Impaired	Sp/L	Speech/Language Impaired
MR	Mental Retardation	SSB	State Services for the Blind and Visually Handicapped
MR/RC	Mental Retardation or Related Condition	SSDI	Social Security Disability Income
MS	Multiple Sclerosis	SSI	Supplemental Security Income
MSA	Minnesota Supplemental Aid	SW	Social Worker
MSI	Moderate-Severe Mentally Impaired	TBI	Traumatic Brain Injury
MSMI	Moderate-Severe Mentally Impaired	TDD	Telecommunication Device for the Deaf (see also TTY)
NICHY	National Information Center for Children and Youth with Disabilities	TEFRA	Tax Equity and Fiscal Responsibility Act of 1988 or PL 97-248 (see also CHCO)
NICU	Neonatal Intensive Care Unit	TTY	Teletypewriter
OHI	Other Health Impairments	VI	Visual Impairment
ODC	Occupational Development Center, Inc.	WS	Waivered Service
OT	Occupational Therapy		
PAC	Parent Advisory Council		
PCA	Personal Care Attendant		
PACER	Parent Advocacy Coalition for Education Rights		
PDD	Pervasive Developmental Disorder		
PERC	Parent Education Resource Center		
PHN	Public Health Nurse		
PI	Physically Impaired		
PKU	Phenylketonuria		
PL	Public Law		
PL 94-142	Education of Handicapped Children Act of 1975 (now PL 101-476)		
PL 99-457	Education of the Handicapped Amendment of 1986 (relates to infants and toddlers) (now PL 101-476)		
PL 101-476	Individuals with Disabilities Education Act of 1990 (IDEA) (formerly PL 94-142 & PL 99-457)		
PL 105-15	Individuals with Disabilities Education Act of 1997 (IDEA) (formerly PL 101-476)		
PT	Physical Therapy		
RS	Rehabilitation Services		
SD	Standard Deviation		
SEA	State Education Agency		
SEAC	Special Education Advisory Committee		

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Fees: *For many agencies, initial screening is free of charge. Further testing and/or diagnostic fees may have a charge depending on agency criteria; such as income limitations. Often a documented diagnosis is the determining factor in fees and fee adjustments.*

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