BUILDING ADVOCACY
PARENTS AS EXPERTS.....

how to
get the
best
educational
program
for your
child with a
brain injury

Things I Will Do To Be An Advocate

Advocacy Step	What I Need	Who Can Help

You are not alone...
contact the Brain Injury Association of New York State for support.

A Word Before Begining... You Are Already An Advocate!

You are already an advocate! Each time you speak on behalf of your child with a brain injury; or you ask for the help and support you need you are advocating for your child and your family. This booklet will help you continue to develop advocacy skills to support your son or daughter as they return to school after a brain Injury. Following the suggestions in this booklet will help to increase their success. These strategies support working with the school district, teachers and other personnel, and with other people important in your child's world.

Parents know more about their son or daughter than anyone else. Parents can help school personnel understand what it takes for successful transition back to school following a brain injury. Helping the school know your child involves sharing information about your family. For instance, you may want to talk about how the family is coping with your child's brain injury. If the school knew your child before the injury, they may not understand the subtle but important differences in your child's current behavior.

First, a little background. . .
Parent advocacy skills will help you get the best results possible for your child with a brain injury once your son or daughter returns to school. More detailed information about the special education system, the Committee on Special Education, and the Individualized Education Plan can be found in the Brain Injury Association of New York State's publication, ***"Working with School Districts,"*** available from the Association free of charge.

The FACTS Coordinator from the Brain Injury Association of New York State can be extremely helpful to you. "FACTS" stands for the Family, Advocacy, Counseling and Training Services program of the Association. The FACTS Coordinator will provide you with information about brain injury, community resources, and support. You can find the name of the FACTS Coordinator in your area by contacting the Association through the resources page at the end of this booklet.

Your FACTS Coordinator can help you get started

As you prepare for your son or daughter's return to school, a first step may be referral to a multidisciplinary team called the Committee on Special Education or the Committee on Preschool Special Education. Your child's needs and abilities are evaluated, and the committee decides if your child is eligible to receive special education program and services. The team must then write a plan called an Individualized Education Program or IEP. Even if your child doesn't qualify for services through the CSE, you will still have options for meeting your child's needs. Talk to your FACTS Coordinator if you have questions about where to begin.

Part of the challenge you will have supporting your child's educational progress will be getting a realistic and feasible Individual Education Plan. If you are not using an IEP, you will still be developing a plan for services. This plan becomes your tool for describing what your son or daughter needs, and is a map for how services will be provided. However, some schools may be unfamiliar with developing workable educational plans for students with brain injuries. In fact, many school personnel may have a limited understanding of what it is like to live with a brain injury.

As a parent and advocate, you can help each person know as much as possible about your child with a brain injury. The Brain Injury Association of New York State is always here to help.

Getting Back to School: Every child is different!

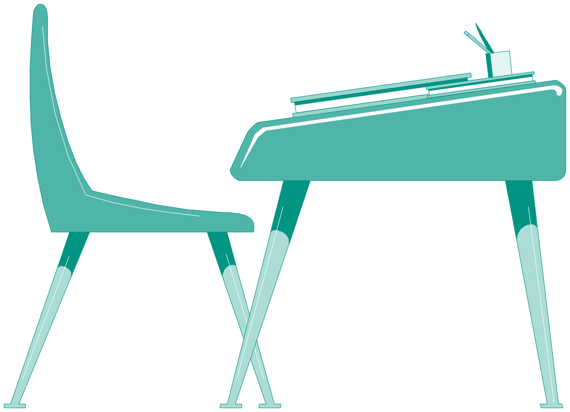
Don't be afraid to talk about your concerns about your child's return to school. Your child's experience won't be quite the same as another child's. Understanding that every child is different will help everyone to develop the most realistic goals and services, and to plan successfully for the ups and downs of transitions.

Children usually go back to school soon after a concussion, and appear to be fine. Although changes in attention, learning and behavior may not be serious enough to result in a referral for special education, your child may need extra help for some period of time. More information about mild brain injury is available in ***"Going Back to School: Guidelines for School Re-Entry Following Concussion,"*** available free of charge from the Association.

After coming home from the hospital or rehabilitation program, school is the next major challenge. The long-term effects of brain injury are hard to predict, and often change over time. Some changes are temporary; other changes last longer.

Few students, families or educators know what to expect after any brain injury. Your child may be nervous about keeping up with classmates or making up missed schoolwork. Classmates may wonder how their friend will look and act. Teachers may question whether your child can still learn or may be uncertain of how to teach your son or daughter. Parents may worry whether their child is ready to go back to school.

All of these responses are completely normal. Be patient. In time you will know what Is helpful to your son or daughter's transition after a more serious brain Injury.



Parents as Experts: Understanding Myths and Realities!

It is vital that each person in your child's world understand the unique changes resulting from brain injury. Use the following guide to raise awareness about what your child may be experiencing. As a parent advocate, you can also help correct misunderstandings that may create barriers to getting your child the services and supports they need.

MYTH...All brain injuries are the same.
FACT ...Each brain injury is different.
No two brain injuries are alike. A brain injury is not like any other injury or disease. The brain is a unique and complex organ. Recovery from a brain injury depends on what areas of the brain are injured and how severely. Damage is also caused by swelling and bruising of the brain, shearing and tearing of nerve fibers, reduced supply of oxygen, death of brain cells, and blood clots.

MYTH...Physical recovery is a sign that the brain has healed.
FACT. ...Cognitive recovery is different than physical recovery.
Cognition is a term experts use to describe the "thinking" skills or abilities such as reasoning, memory, and attention. Changes in learning, memory and behavior are the most common long-term effects of brain injuries among youth. It is harder for people to understand that a child who looks "okay" physically may still have many challenges emotionally and congnitively.

MYTH...A child's brain injury heals with time.
FACT...It takes longer for all the effects of a brain injury to show up in children.
The brain of a child is still developing through adolescence. All the effects of a brain injury may not be known right away. The brain of a growing child is steadily challenged to do more complex thinking, communication and learning.

MYTH... Younger children recover better than older children.
FACT...The younger the child is when injured, the less developed is the brain.
It takes longer to see the effects of a brain injury in a young child because they are still developing basic skills like language, math, reading, and writing. Younger children are at greater risk for difficulties in the future because early brain development has been interrupted.

Parents are teachers when it comes to brain injury!

MYTH...A mild brain injury has no consequences.
FACT...A mild brain injury can affect a child's ability to concentrate, learn, and function at home and in school.
Even a mild brain injury can affect brain functioning.
Many children are examined and released from the emergency department, or treated in the doctor's office. Even when a neurological examination is normal, a mild brain injury can cause changes in learning and behavior that show up later at home or in school.

MYTH...A severe brain injury* means *that the child will* be *permanently and totally disabled.
FACT...Patterns* of *recovery vary.
A brain injury is considered severe when coma lasts more than 24 hours. Recovery is affected greatly by the extent and location of damage to the brain. It is estimated that 80% of children with severe brain injuries will have some type of life-long challenges.

MYTH...A brain injury erases your memory.
FACT... Usually a student with a brain injury will retain* most *previous learning and knowledge.
Difficulty learning new information is a more common problem. A student may have gaps in memory and skills, and appear confused at times. Skills may seem contradictory. A child may have great strengths in some areas and experience major difficulties in others.

* These myths and Realities are adapted from Tip Cards published by Martyn Lash and Associates. (see resource page for more information)

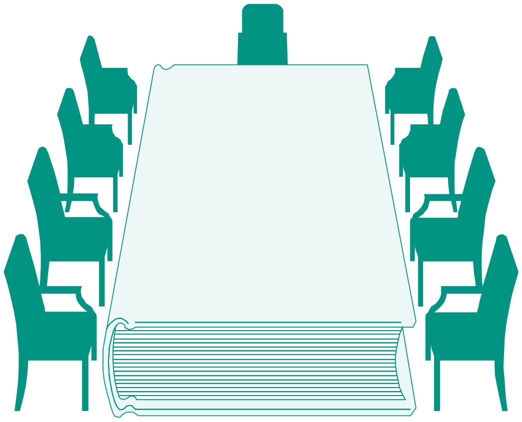
Prepare for Success!

Depending upon your child's age when they return to school following a brain Injury, they could be involved with the school system for months or years. As parents, you may experience anger, frustration, fatigue and lack of patience with the education system. Your own positive behavior and willingness to compromise will be a powerful asset. It's also your best defense against losing your cool!

Learning more about what's ahead after your child's brain injury may help to ease the way. Here are some important things to keep in mind as you are sharpening your advocacy skills.

Becoming an Effective Advocate for Educational Services

The first step in getting services for your child, regardless of the level of injury, is to understand what your child needs. No one knows more about your child than you. Be prepared to explain what you want for your child. Having information that supports your request will help you be successful in putting together a good plan. After you decide what your child needs, it is important to communicate to the appropriate person what you want.



Advocacy is different from arguing. It is a strategy for educating people about brain injury, matching services and programs to your child's strengths and needs, and developing partnerships with professionals.

Many parents overlook the most obvious resource for advocates - **the school.** Teachers, aides, school psychologists, social workers, or therapists - any person working in the school who understands your child's strengths and needs - is a potential advocate for your child's education.

You can advocate directly within the school system by meeting with special education personnel, principals, the classroom teacher, and other professionals. You can also advocate with school board members and other school committees that have direct influence over the funding, staffing, and resources available to your school.

Communicate Effectively

Advocating effectively for your child requires that you speak in a way that ensures that you will be heard. Don't forget, you also need to be a good listener. **In short, good communication is the foundation of great advocacy.** Talk with the person who has the information you need or has the authority to make the changes that you want. Establish a good relationship and try communicating with them first about issues or problems. Try to limit the number of people involved in resolving your concerns. Identify the person who will follow-up on the issues and respond to you. Agree upon a time-line for communication. Make sure that everyone understands her role and responsibility in resolving the issue.

Be sure to complete what you agree to do. Be a role model.

Talk with the Right Person

Try to resolve most issues directly, with the simplest means of communication available. If you think you can resolve an issue by talking with the teacher, do it. If it doesn't work, go to the next level. Here are other things to keep in mind when talking to people about your child's educational programs.

Ask people how they prefer to be contacted

Ask people how they prefer to be contacted. Some teachers are comfortable with parents contacting them in person (unscheduled) for minor matters. Some prefer telephone or e-mail contact, and others prefer a scheduled conference. Determine the preferred method and try to use it whenever possible. You should also make known your own preferences.

Many parents establish a regular communication notebook with the teacher to be in touch about the child's daily /weekly progress or about problems that arise. Determine if the teacher is willing to communicate in this way.

Personal Contact

Establish rapport with your child's teacher **before** problems arise. Consider making yourself available to volunteer in class. Create an atmosphere of open exchange, and willingness to "meet the system halfway."

Don't delay working out problems. If you have a question or concern you can ask to talk with your child's teacher, or schedule a parent/teacher conference.

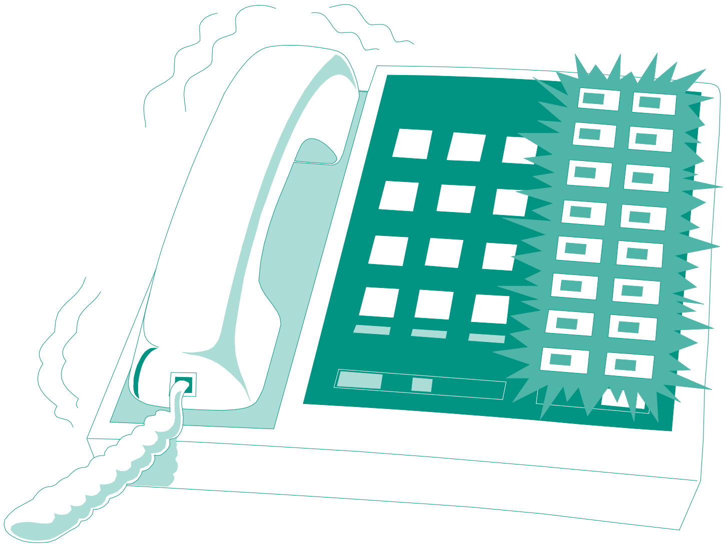
When you are providing resources edit materials to the bare essentials. Try not to overwhelm a busy teacher. You can always go back with more information if you need to.

Talking in person with the people involved lets you interpret a person's body language and may provide some insight into their feelings about your requests. Discuss your questions and concerns and offer information. Ask to see examples of your child's work and for specific examples of classroom behavior. Try to resolve problems with a mutually agreed upon strategy. Keep detailed notes so you can track next steps. Remember to follow-up!

Sometimes progress is stalled or mutually agreeable solutions cannot be found. It may be time to set up a meeting or conversation with someone at the next level. Determine who can help you and find a way to establish communication quickly.

Telephone Contact

If it is inconvenient for you to get to the school use the telephone. Ask when it is best to call. Telephone contact should be initiated for brief conversations and questions that can be answered simply. If the issue is more complex, face-to-face contact or a personal meeting may be necessary.



Written Communication

Many issues or concerns that you may have about your child's education can be resolved through written communication.

As a part of written communication you may want to keep notes of discussions, telephone calls, meetings and other communication. It is helpful to have a notebook to document the date, time, content of the discussion and name of the person. All paperwork relating to your child's education can be stored in the same binder. Documentation is necessary to develop a record of all interactions with the school.

For some issues, you may want write a letter to tell the school your concerns about your child or to request specific information or action from the school. Consider including a time-line for response to your questions or concerns. Make certain the letter was received by sending it certified or registered mail.

Letters can be hand delivered. Ask someone to initial a copy as received. Always keep a copy of all correspondence for your records and be sure to keep a copy of all records.

Dos and Don'ts of Written Communication

Do SHARE ROUTINE INFORMATION. Use a notebook or other communication tool that goes from school to home and back on a regular basis to share information about your child's day-to-day issues.

Do SUMMARIZE PAST COMMUNICATION. Summarize meetings or phone calls where commitments for action or requests for services have been made.

Do SAY THANK YOU. A note can help to demonstrate your appreciation and support for the work the school is doing with your child.

Don't TRY TO COVER COMPLEX INFORMATION. A letter could be used to request a meeting to discuss a complex issue in person, but may not be effective if significant explanation is needed.

Be sure to keep a copy of everything you send to the school.

Don't EXPECT TO SOLVE A COMPLEX PROBLEM. A letter can be used to state the problem as you *see* it, but the actual problem solving process is usually best conducted by phone or in person.

Don't SEND A LETTER THAT YOU WROTE WHEN YOU WERE ANGRY. Take time to cool off so that your letter is written in a calm and clear way.

Get Positive Results at Meetings

Sometimes it becomes necessary to request a meeting to resolve an issue. A meeting may be necessary to resolve a conflict that is complex or that involves a request for services that are expensive or time consuming.

The more prepared are for the meeting, the better your chance of leaving the meeting with the resolution you want. Some suggestions for getting positive results at meetings are listed below.

Develop an Agenda

Make a list of your questions, concerns and ideas about your child. Ask your child if there is anything else he or she would like discussed or shared. Your child may attend the meeting if you feel this would be a positive experience.

Utilize Experts to Seek Support for Your Position

Someone who has specialized education and experience in a specific area may be helpful in offering expert guidance. Consider including the FACTS coordinator, physicians, psychologists, educators, speech therapists, occupational therapists, physical therapists or social worker's.

Before the Meeting

Prior to any meeting identify the persons with authority to resolve your dispute and request that they attend the meeting. Clearly identify the issue and gather as many facts as possible.

Explain clearly to the school what you think would resolve your concerns. You may be asking to review your child's IEP because the goals are not appropriate, or you may be asking that a service be added to the IEP to address unmet needs. Whether or not you have an IEP you may be asking for support and services to meet your child's needs. Come to the meeting prepared with one or more possible resolutions to your concerns.

The school personnel may refuse to do something that you have asked them to do. The school may be proposing to do something with which you disagree, you can ask the school to provide in writing an explanation in writing for the action or lack of action.

At the Meeting

Take a prepared outline or notes to the meeting. These can help you remember the issues and cover all topics for discussion. Remember to discuss current issues and not to dwell on the past. Dwelling on the past inhibits the team's ability to focus on ways to resolve the current dispute, wastes time and create's an uncomfortable environment.

All meetings should be documented in some way. Consider audiotaping the meeting. Remember people can be less forthcoming while being taped, because they are afraid that the tape may be used against them at a later time. You might have a friend or advocate come with you. This person can take notes so that you can focus on discussing the issues at the meeting. The friend or advocate can also serve as a witness to discussions that occurred at the meeting and can provide you with emotional support.

It is normal to feel emotional during these meetings. After all, it is your child who is the topic of conversation and you want the best for your child. Emotional outbursts can make other people uncomfortable. If necessary, take breaks to keep your control. All discussion should occur in a courteous manner.

After the Meeting

Make sure that there is written documentation of the agreements reached in school meetings. If the agreement is for services for your child make sure the services are written in the IEP. If your child doesn't have an IEP make sure a written plan is available to go over after the meeting. If full agreement is not reached at the meeting make a list of the next steps to take and who is responsible for them. Create a timeline for the completion of the meeting process. Remember that some issues take more than one meeting to resolve. Do not sign an IEP or anything else, unless you agree with it. The school cannot refuse to serve your child because you do not sign the IEP, unless it is your child's first IEP.

Remember to thank people for their participation in the process and for their efforts in serving your child. This can be done in person, or with a thank you note or card. A thank you demonstrates your appreciation and support for the work the school is doing with your child even when things may be somewhat tense.

Thinking Out of the Box and Taking Risks

You may be asking the team to consider new ideas and approaches to teaching or learning. Many of us have difficulty with change or the unknown. Educational teams are no exception. It is helpful if you can provide an example of a successful program in another school setting, especially if that program is close enough for your team members to visit.

Don't be afraid to take risks!

The following are some strategies to address specific situations your child may be facing at school. Discussing these ideas with teachers and other people responsible for your child's program may help to arrive at creative solutions:

Fatigue

Your son or daughter may not return to school for a full day. If he or she starts by going half days, make sure that it is their best half of the day. Whether your child attends for half or full days, make sure that short rest breaks are available throughout the day.

Memory / Organization

Assisting your child with organizational strategies, such as those listed below, may be one of the most helpful things you can do for your son or daughter after the return to school.

WHEN	WHAT NEEDS TO BE DONE	WHO CHECKS
Before leaving for school	Is there a list of all the things to be returned to school?	Parent
Arrival at school	Does your child have everything needed to get started in the morning?	Teacher/case manager/aide
End of each class	Are assignments written down in the notebook?	Teacher/aide
End of school day	What needs to go home?	Teacher/case manager/aide
Arrival at home	What homework or paperwork needs to be done and returned to school the next day?	Parent

Extra set of books

Since it takes extra energy to take books home and bring them back to school, and extra effort to remember them, purchasing an extra set of textbooks for home can be helpful. Important information in the texts can also be highlighted if they are purchased specifically for your child.

Backpack

A backpack is useful for carrying things to and from school particularly for a student with motor problems.

Written schedule

A schedule of the day's activities can be taped to your child's desk and inside the organization notebook to help remember the routine and any special activities.

Buddy system

A buddy system can be invaluable to your child following a brain Injury. The "buddy" should be someone with whom you, the teacher and your son or daughter all feel comfortable. Use of a peer to prompt or remind is less obtrusive than an adult. Continuous intervention by adults usually means that less interaction with peers will occur. That can be detrimental to social skill development.

Reduce changes

Reducing the number of changes in the your child's routine will also help with organization. "Routine" is essential for any one with memory difficulties. Changes in routine may leave your son or daughter not knowing what to do, or where to go.

Changes in routine may leave your child confused.

Motor Difficulties

If your child has problems with motor skills it may be difficult to complete written work in the classroom. Motor problems may not allow your son or daughter to work quickly or efficiently and the finished project may not be legible or accurately reflect the effort.

Help with written tasks

Your child may need help with writing. Students whose motor difficulties are severe can benefit from using a computer for writing and a calculator for math.

Reduce written work

Consider reducing the written work that is required of your child. For example, if the goal is for your son or daughter to learn how to spell 25 words for the week, then the focus should be on spelling, not sentence construction.

Use dictation

The buddy system also works well when adapting for motor difficulties as the "buddy" can become a peer secretary who writes down dictated responses. This works extremely well if your child would otherwise take a lot of time to complete written work, even when using a computer.

Reading

If your son or daughter had learning problems prior to the brain Injury these problems may be more pronounced afterward. Your child may also be challenged by a new problem. Inefficient word decoding skills, and/or a slower reading rate may contribute to problems comprehending material and keeping pace with the rest of the class.

Use books on tape

Books on tape are readily available for textbooks and leisure reading. In addition, many organizations can provide taped materials for persons with physical impairments and reading disabilities.

Adapt tests

Students with reading difficulties need to have adaptations made when they are required to take (read) tests. A teacher aide can administer tests orally. If writing skills are weaker than reading skills the student can dictate answers to an adult.

Help with note taking

Your child with a brain Injury may have weak reading/ writing skills. This usually means he or she will also need assistance in classes that require note taking. Important text information can be highlighted in your child's personal textbooks. Also helpful might be a copy of another student's notes.

Give extra instruction

If your child has reading disabilities your son or daughter can often benefit from remedial reading instruction. Memory problems can interfere with the ability to utilize typical approaches to reading that incorporate the use of phonics, blending sounds and the memorization of sight words. Creative approaches to reading challenges are available and can be offered to your child.

Math

Children with brain Injuries who experience reading disabilities or memory problems will often have difficulty with the memorization of basic math facts.

Use a calculator

This strategy becomes especially important as children reach adolescence and need a reliable alternative for dealing with math in activities of daily living (going to the movies, store or out for pizza with friends.) Today, it is not unusual to see people of all ages using a calculator.

Social Skills

The most complicated, persistent and misunderstood consequences of brain injury are changes in behavior. Social and/or academic failure in school is likely to escalate unwanted behaviors and increase your child's sense of loss and lower self-esteem.

☺ **Organize a buddy system**

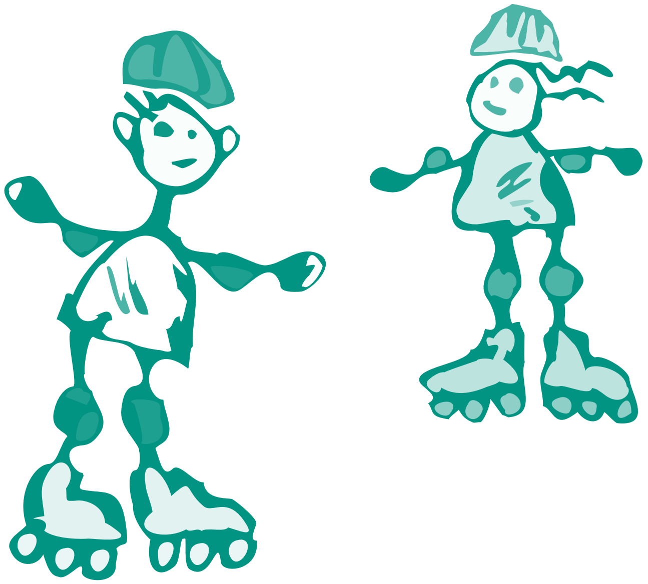
When using the buddy system, it may be necessary to utilize several students so that no one student feels overly responsible. Unstructured activities tend to create problems for many children with brain injuries. Ask school personnel to increase supervision in these areas, at least initially, to ensure the safety of your child and to intervene if necessary.

☺ **Use real life situations**

When trying to develop or improve social relationships and interactions try to offer real life situations rather than setting up something artificial. This is more meaningful for your child. For example, sitting with a small group of students at lunch, may provide insight as to where problems occur. A buddy or case manager may be able to provide helpful suggestions during lunch or immediately following.

☺ **Coordinate and communicate**

You may want to ask for for help with keeping track of your child's school program. Along with increasing communication these individuals can serve as a "counselor" for your son or daughter when necessary. There may be times when your child feels overwhelmed, frustrated, embarrassed, or angry, and needs a safe place to go and a trusted person with whom to talk. This is a great way of keeping the professionals informed of your child's feelings and specific areas of difficulty.



Attention

Your child's ability to pay attention, especially for extended periods of time, may be impaired after a brain injury.

☺ **Shorten assignments**
Shorter assignments and smaller tasks help your son or daughter maintain attention. Working with a timer can be motivating.

☺ **Use a diary**
A diary provides your child with an additional outlet. It is a place to record feelings, thoughts and reactions. With you child's permission, it may provide some insight to parents and professionals about your child's world. The diary can also be used to describe incidents that occur during the day (bad ones and good ones) so that these can be used as examples in shaping future behavior, i.e., "What else could you have done or said to avoid this conflict?"

A Final Note...

Advocating for your child's education program requires a lot of energy! Everything you can do to develop greater understanding about your child's strengths and challenges will support effective, creative programming. Remember, the school also has a responsibility to help your child in every way possible.

Keep in mind that all schools and teachers need support from parents and other family members in order to effectively educate your child. This is especially critical as they make changes in the program, and when trying to implement something new.

It is important to recognize that teachers and other educators want to be successful and feel good about what they do. An unwillingness to serve your child may be based in fear and lack of understanding and support. Becoming your son or daughter's best advocate makes a real difference. And, working together with the school can help to keep the focus on your child's progress. Your new skill as an advocate will produce positive results as your child with a brain Injury goes through these challenging - and hopefully- rewarding transitions back to school!

Resources

Publications

My Child's Brain Injury, Brain Injury Association of New York State (2003).

Working with School Districts, Brain Injury Association of New York State (2003).

Traumatic Brain Injury: A Guidebook for Educators, New York State Education Department (1997).

A Guide to Being Heard, Brain Injury Association of New York State (2003).

Guidelines, Brain Injury Association of New York State (2003).

The Brain Injury Association of New York State

10 Colvin Avenue
Albany, New York 12206-1242
Phone: 518-459-7911
Fax: 518-482-5285
Family Help Line: 1-800-228-8201
E-mail: info@bianys.org
Web Site: www.bianys.org

The Brain Injury Association of New York State is a statewide non-profit membership organization that advocates on behalf of individuals with brain injury and their families, and promotes prevention. The Association provides many programs and services to assist families in advocating for a family member with a brain injury. These services include a statewide network of chapters and support groups and a TBI Mentoring Partnership Program.

NewYork State Agencies

New York State agencies provide a wide range of services to individuals with disabilities. Some of the agencies listed below have special programs for persons with brain injury and their families. You will also find information about financial assistance, educational/vocational resource and advocacy.

New York State Education Department; Office of Vocational and Educational Services for Individuals with Disabilities (VESID)
Special Education Policy and Quality Assurance
One Commerce Plaza
Albany, NY 12234
800-222-5627 • 518-474-2714
Web Site: www.vesid.nysed.gov/specialed/transition
VESID promotes educational equity and excellence for students with disabilities and advocates for the rights and protections to which they are entitled. The network of regional transition coordination sites provides a wealth of knowledge and assistance with transitions.

New York State Department of Health (DOH)
Bureau of Long Term Care
Brain Injury Program
Office of Medicaid Managment
One Commerce Plaza
Albany, NY 12260
518-474-6580
E-mail: nyhealth@health.state.ny.us
Web Site: www.health.state.ny.us
DOH provides many essential services for individuals with brain injury and administers the Home and Community Based Services TBI Medicaid Waiver.

New York State Office of Advocate for Persons with Disabilities
One Empire Plaza, Suite 1001
Albany, NY 12223-1150
800-522-4369 • 518-473-6005 (Fax)
E-mail: information@oapwd.state.ny.us
Web Site: www.advoc4disabled.state.ny.us
This agencey's mission is to ensure that people with disabilities have every opportunity to be productive and participating citizens through access to emerging technology and information, legislation and state policy development.

New York State Office of Mental Retardation and Developmental Disabilities (OMRDD)
Statewide TBI Coordinator
44 Holland Avenue
Albany, NY 12229
518-473-1890
Web Site: www.omr.state.ny.us
OMRDD serves individuals with developmental disabilities resulting from traumatic brain injury sustained before the age of 22. OMRDD operates district offices known as Developmental Disabilities Service Offices (DDSOs) throughout New York State.

Client Assistance Program (CAP) Advocacy
401 State Street
Schenectady, New York 12305
Albany, New York 12210
1-800-624-4143 • 518-473-3215 (TDD)
Advocacy and advice on benefits, legal issues, VESID and Commission for the Blind and Visually Handicapped services.

New York State Higher Education Assistance Corporation (HESC)
99 Washington Avenue
Albany, New York 12255
518 473-1574
Toll Free: 888-NYS-HESC (697-4372)
Web Site: www.hesc.state.ny.us
HESC helps people pay for college by administering the Tuition Assistive Program (TAP), guaranteeing student loans, offering guidance, and administering the college savings program.

Other Resources:

Resources for Children with Special Needs
200 Park Ave. South, Suite 816
New York, New York 10003
Telephone: 212-677-4650
Web Site: www.resourcesnyc.org

National Information Center for Children and Youth with Disabilities (NICHCY)
P.O. Box 1492
Washington, DC 20013
Telephone: 1-800-695-0285 (voice/TTY)
Fax: 202-884-8441
E-mail: nichey@aed.org
Web Site: www.nichcy.org

Parent Advocacy Coalition for Education Rights (PACER Center)
8161 Normandale Blvd.
Minneapolis, MN 55437
Telephone: 888-248-0822
Fax: 952-838-0199
E-mail: pacer@pacer.org
Web Site: www.pacer.org

Lash and Associates Publishing/Training
708 Young Forest Drive
Wake Forest, N.C. 27587
Telephone: 919-562-0015
Web Site: www.lapublishing.com

National Early Childhood Technical Assistance Services (NECTAS)
137 East Franklin Street, Suite 500
Chapel Hill, NC 27514-3628
Telephone: 919-962-2001
TDD: 877-574-3194
Fax: 919-966-7463
E-mail: nectas@unc.edu
Web Site: www.nectas.unc.edu

Your Contacts

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Brain Injury Association of New York State
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