

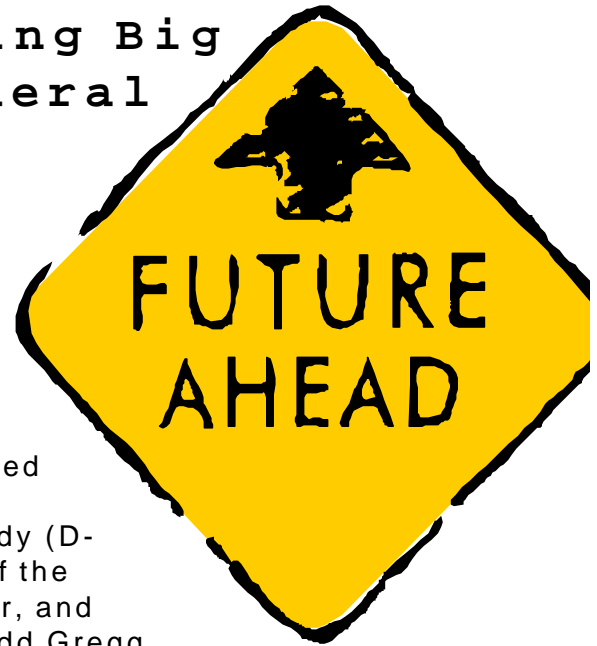
JANUARY 2003

Welcome to the 2nd **Connections** newsletter of the 2002-2003 season. Within this issue are minutes from several well attended BSEAC meetings, comments from Ed Orenstein, Director of Student Services, an article on the important topic of bullying and teasing and how to help our kids navigate this thorny social topic, some book reviews, web-sites and a calendar of upcoming events. Don't forget to save February 2nd to attend the annual FunFest! Mr. S will, of course, be there; Music therapist Crystal Demaine will return to entertain the kids; there will be games, face painting, crafts, activities and LOTS OF PIZZA. Come join the fun !!

**2003 May Bring Big
Changes in Federal
Law**

by Amanda Green

With terrorism and mid-term elections high on the agenda at the end of 2002, reauthorization of the Individuals with Disabilities Education Act (IDEA) was delayed until 2003. In the new political landscape, Sen. Edward Kennedy (D-MA) has lost his seat as Chair of the Senate Health, Education, Labor, and Pensions Committee to Sen. Judd Gregg (R- NH). Senator Gregg, a supporter of increased funding for IDEA, nonetheless opposed a 2001 amendment to move IDEA from the discretionary to the mandatory side of the education budget. Had the amendment passed, IDEA would have been shielded to some degree from yearly fluctuations in funding. Instead, Congress may increase or decrease IDEA appropriations yearly, as political winds blow. Current funding stands at 16%, instead of the promised 40%. Senator Gregg also supports school choice vouchers for special education students, one of the recommendations made by the 2002 President's Commission on Special Education. The principal recommendations of the Commission's report are: to focus on results rather than process, to embrace a model of prevention rather than failure, and to consider children with disabilities as general education children first. Parents are encouraged to educate themselves about the details of the report, especially since Senate Republicans seem inclined to tie IDEA funding to alterations in the law aligned with Commission recommendations. The report is available online at <http://www.ed.gov/inits/commissionsboards/whspeialeducation/reports.html>.



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Other proposed changes to IDEA would alter its discipline provisions, a move strongly opposed by many parent organizations including the National Coalition of Parent Centers and the National Down Syndrome Society – but strongly favored by groups such as the National Education Association. Another proposed amendment, the “IDEA Paperwork Reduction Act of 2002” would allow IEPs to be drawn up every three years instead of every year and suggests that parents would no longer receive progress reports at the same intervals as non-disabled students, as is currently required. The bill also requires the participation of a regular education teacher only if a child spends the majority of the school day in regular education, and it exempts the regular education teacher from participating in any part of the IEP not related to regular education.

Especially in the current political and economic climate, all parents of children with disabilities are encouraged to keep abreast of developments in Washington, and to contact your representatives and senators with your concerns. Contact information: **Rep. Edward J. Markey**, 2108 Rayburn House Office Building, Washington, DC 20515-2107, (202) 225-2836 or (781) 396-2900; **Senator John Kerry**, 304 Russell Senate Office Building, Washington, DC 20510 (202) 224-2742 or (617) 565-8519, E-mail: john_kerry@kerry.senate.gov; **Senator Edward Kennedy**, 317 Russell Senate Office Building, Washington, DC 20510, (202) 224-4543 or (617) 565-3170, E-mail: senator@kennedy.senate.gov.



We are currently working with the Technology staff of the Belmont School Department to establish a BSEAC web page. We will post newsletters, calendar, coming events and web links. We hope to be up and running by February and will send out a notice of the url, but we anticipate you will be able to access the site at www.belmont.k12.ma.us and then click on Partner Organizations.

**COMING
SOON !**



We are again planning a College Transition Night for the Spring. We hope to have a panel of speakers who can share their insights with the "next-crop" of transitioning students and their parents.

B S E A C CALENDAR

Sunday, Feb. 2, 3-5

Annual FunFest

Come join us at the Wellington School for games, crafts, music, pizza, and just plain fun!

Feb. 12: ADHD - What's New in Evaluation & Treatment?

Are you up-to-date on the latest therapies, medications and research in the realm of ADHD? Dr. Asha Parekh, psychiatrist in charge of McLean's Clinical Evaluation Center and on staff at MGH and Harvard Medical School, will fill us in.

March 19: Behavioral Intervention

Does your child have behavioral difficulties at home or in school? Many children with disabilities do. Ms. Lyn Snow, a behaviorist from Lesley University's Learning Lab, will guide us through behavioral intervention planning. What is a Functional Behavior Assessment? How does a behavior support plan work? How can parents effectively support the school team and provide continuity at home? Ms. Snow has designed and implemented a "best practice" model for successful inclusion of children with autism, and has extensive experience consulting with schools and families.

calendar continued on next page

April 9: Helping Your Child with Communication - Social Skills and Writing Skills

Does your child have difficulty making and keeping friends? Does your child have difficulty with written communication? Speech therapists Ms. Julie Cyr Gibowicz and Ms. Kim Stillwell provide strategies for parents to help their kids become more fluent in both social language and written skills.

May 14: Toilet Issues Throughout Childhood and Adolescence

If your child or adolescent has motor skills deficits, attention deficits, executive function deficits, or developmental disabilities, there's a very good chance you're coping with an array of difficult issues around toileting. Dr. Kathleen Trainer, a McLean Hospital behaviorist specializing in anxiety disorders, will lead us in a problem-solving discussion. Don't miss this rare opportunity to bring your questions and concerns!

June 11: Information and Planning

Our annual opportunity to reflect on the current school year and plan BSEAC's calendar for the year ahead. A great chance to exchange ideas with Student Services Director Mr. Ed Orenstein and with fellow parents. *Join us* for a lively and productive discussion. **NOTE: Unless otherwise noted, all meetings will be held in the Chenery Middle School Faculty Dining Room on Wednesdays from 7:30-9 p.m.**

**SINGING
THEIR
PRAISES!**



Have you or your child had the experience of interacting with a teacher, librarian, therapist or others in the community who has made a real and substantive difference in your child's life? If so, you know how uplifting this can be. Often these unsung heroes go unnoticed beyond the thanks and appreciation they receive from individual parents and students. We would like to shine the spotlight on some of these wonderful people and are asking for suggestions from the BSEAC community.

Let us know who you think especially deserves thanks and recognition -- we'll include an article in a subsequent issue of **Connections**. Please send your "nomination" and a brief statement explaining why they have made a difference to the editor at iamlaurieg@yahoo.com



OTHER EVENTS

**Mon., Jan. 27,
7:30 Multiple
Intelligence:**

Ulla Malkus, Ass't Prof. of Human Development at Wheelock College will share the perspective that the mind is thought of as a number of separate intellectual capacities. Burbank Cafeteria. Free **Tues., Jan. 21 & 28
or Thurs. Jan. 23 & 30, 7-9 p.m.:** Embracing the Spirit of the Child. A two night work-shop focusing on the spiritual meaning of having a special needs child. Winchester Unitarian Society. 478 Main Street, Winchester. Register at (781)729-8224 or Sara Patton, salrick@attbi.com. Fee: \$60.00

**Tues., Jan. 28, 6-8
p.m. Workshop on
Accessing Services:**

Parents for Residential Reform will present a workshop on the maze of state agencies, accessing services and special education. May Center, 596 Summer Street, Brockton. To register, call Melissa Olsen, (508)588-8800.

**Fri. Jan. 31, 8:45 a.m.
- 2:45 p.m. Special Ed.
Conference:**

This is the 3rd Annual Best Educational Practices Conference for families and professionals who work with children with specific developmental disabilities. Mass. Medical Society, Waltham Woods Corporate Center, Waltham



AND MORE EVENTS . . .

To register, or for more information, call Ellen Chambers, (978)433-5983 or ArcMass, (781)891-6270. Additional information at <http://www.arcmass.org>. Registration fee: \$50.00

Sun., Feb. 2, 1-3 p.m: Open House, Carroll School: Co-educational school for bright children ages 7-15 with language learning disabilities and/or dyslexia. For details, log on to www.carrollschool.org or call (781)259-8342.

Mon., Feb. 10, 7-9 p.m.: Preparing for the Bar or Batmitzvah of a Child with Disabilities: A panel of parents and professionals will explore issues and share experiences about celebrating these milestones when your child has a disability. Temple Emanuel, 385 Ward Street, Newton. RSVP: Susan Wolf-Fordham, Yesodat, (617)630-9010 or wolffordham@rcn.com.

Ongoing:

Jan. 24 & 25, Mar. 28 & 29: Northeast Leadership Series:

This series is dedicated to providing participants with information and methods to increase their advocacy skills. Contact Susan Nadworny for registration and more information. (782)665-5179 or snadw@aol.com

Families First Parenting Programs and the Lesley Univer. Learning Lab Series, 7-9 p.m.:

Wed. Feb. 26: Why Do They Do That? Understanding Misbehavior in Kids; Tues., Mar. 25: Helping Children Build and Maintain Friendships During the School Years; Tues. Apr. 22: Transitions: Helping Your Child Get Ready for the End of School and the Summer Ahead. Lesley University, Cambridge. For more information, email thelab@mail.lesley.edu or call (617)349-8575. Fee: \$20.00 per person or \$35.00 per couple



IMPORTANT ALERTS Private School Funding in Jeopardy!

A New Year's surprise memorandum from Massachusetts Commissioner of Education David Driscoll informed school districts that the state ***will not be able to keep its promise to pay 50% of the cost of educating students in private, residential schools.*** According to Driscoll, the current appropriation is "insufficient to pay all anticipated claims for this fiscal year." The state will not accept claims from local districts after March 31 and will instruct private schools to forward bills to sending towns. To soften the blow, Driscoll has arranged a one-time reimbursement to be paid to districts in August. However, the memorandum hedges on whether the reimbursement will fully cover costs: "If the funds are not sufficient, the payments will be pro-rated." According to Driscoll, local towns will be on their own for fiscal 2004, if the state faces a similar financial shortfall, "as may very well happen."

Given this and other negative budget news from our state and town, parents are strongly urged to attend School Committee and Town Selectmen's meetings in order to express your opinion regarding the importance of school funding for all of our students.



More on the MCAS

The Massachusetts DOE has just issued a new document, "Requirements for the Participation of Students with Disabilities in MCAS." You can download a copy of the advisory <http://www.doe.mass.edu/mcas/2003/news/0108spedreq.html>.



November BSEAC Meeting: What's New in the Belmont Schools?

- submitted by Amanda Green

Our guests for the November 20 meeting were Student Services Director Ed Orenstein and School Committee members Donna Griswold and Deborah Emello. Mr. Orenstein started out the meeting with a presentation on the current state of the district. (see Mr. Orenstein's comments, page 7) Some highlights from his talk:

- There are currently four pre-school classes at Winbrook, as well as an after-school social group for students on the autism spectrum.
- The CASP program continues this year, with behaviorist Mindy Davin from the Walker School consulting at Wellington and Chenery.
- A third teacher has been added to the Butler LABBB. The Butler LABBB will run a new summer program in 2003.
- LABBB and EDCO plan to buy two parcels of land from Minuteman Regional High School in order to build an alternative high school and a professional development center.
- Certain trends in the special education population continue,

namely (1) the increase in the autistic population and challenges related to transitioning to the middle school and (2) increasing numbers of students with significant psychiatric disorders and hospitalizations.

- There are 516 students on IEPs, 14% of the school population. This number has been fairly constant for the past few years. 68 students are in out-of-district placements, including approximately half of the 68 in LABBB. About 90% of the rest are of high school age.
- The inclusion study group, comprised of Peter Holland, Pat Aubin, Bill Grubb, Debbie Alexander, Ed Orenstein, Kathy Miller, Cindy Pfister, and Amanda Green, has prepared a questionnaire for 7th and 8th grade teachers and is continuing to study inclusion in grades 7 and 8 as a start toward a systematic district-wide study.
- Parents of Chenery LABBB students will be meeting with administrators to discuss inclusion issues.

After Mr. Orenstein's presentation, there was a wide-ranging discussion, especially regarding access to afterschool and community programs. Many parents seemed to feel that it is difficult to obtain information about available programs, and additionally difficult to obtain necessary supports so that students with disabilities may participate.



December BSEAC Meeting: Adolescent Sexuality

- submitted by Sue Morris

On December 18, Sally Fogel, M.Ed., spoke to a room full of parents from Belmont and surrounding towns about sexuality in adolescents with disabilities. Fogel is an instructor of human sexuality at Wheelock College and a counselor for both children and adults. She discussed the “human right that all of us have to be sexual,” and more specifically about the needs of adolescent kids with disabilities and what they’ll be dealing with later in life. Fogel stressed that it is “totally normal and natural for all kids to have sexual feelings and thoughts.”

Fogel went on to discuss several components of sexuality education: the influence of peers; direct education about sex; culture and religion; the media; emotionally-charged events; and body image.

Peers play a large role in how kids see themselves as sexual beings. Kids with disabilities are often scrutinized by other kids and therefore any misstep is seen and judged, whereas typical kids may be able to make social mistakes without being noticed. A big issue for kids who lack “stop signs” is overstepping personal boundaries; for example, children who hug and/or kiss everyone they see, whether they know them well or not. Especially as kids get older, these expressions of affection can be seen as more inappropriate and possibly even assaultive (more on this later). Kids also need to be taught about not touching themselves in public. Many kids with disabilities are socially isolated, and public touching

won’t help; let them know that it’s something to do at home, in private.

Direct education in social skills and/or sexuality can play a great role in making kids a little more responsible if they are going to experiment sexually; it may make them think about it more.

In some families, **culture and religion** play a role in every decision made. In others, such factors may cause conflict related to sexuality.

Media – TV, magazines, movies, radio – all give messages to kids about sex, even when they have lots of parental guidance. We as parents have to be media “filters” because we can’t prevent kids from being exposed to sexual images in the media.



Emotionally-charged events

whether positive or negative, can color how an adolescent feels about sex. A first sexual experience which is not consensual or is

assaultive will certainly

influence how a young person feels about sexuality as he or she gets older. A positive initial sexual experience also has an impact.

Body image is a major factor in adolescent sexuality as well. Kids just want to fit in – they want to wear the right clothes and act how their friends act. Kids with physical or emotional disabilities may have a hard time fitting in and/or feeling attractive.

“Sexuality education should remove ignorance... kids should be able to talk about their sexuality and feel empowered because they know about their bodies,” stated Fogel. This education — both at home and at school — should include the values of respect, safety, love, etc. Sex education can increase the quality of kids’ interpersonal relationships during

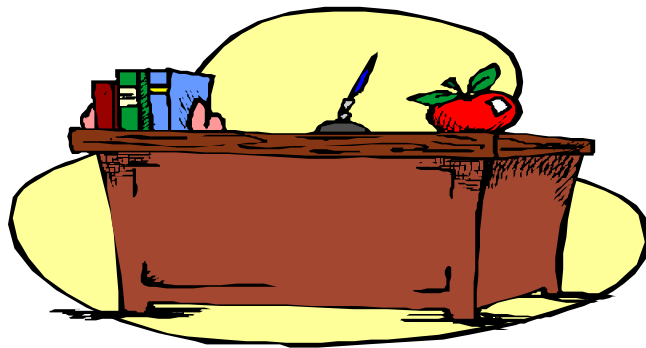
adolescence and beyond.

Parents should be viewed as “askable parents.” Allow for open and ongoing discussions about sexuality. It’s not enough to have one discussion with your child and assume you’re done. Continue to ask, “Is there anything else you want to ask me about sex?”

Parents need to talk to kids about being assertive – “saying no.” Kids who are unable to understand true boyfriend/girlfriend relationships are particularly vulnerable. Parents need to be clear in teaching their children what is and is not a boyfriend/girlfriend. You might tell your daughter, for example, that just because someone says he’s your boyfriend, it doesn’t mean he is; before someone can be your boyfriend, you must know his name, where he lives, his family, you should know him at least six months... whatever seems reasonable given your child’s ability to understand and judge relationships. Children also need to be taught about inappropriate touching: “if someone touches you and you don’t like it, say ‘no’, get away, and come and tell me or someone else in charge.”

Children need to be taught about boundaries on the other side as well. Teach your children that they should not hug or kiss people they don’t know well (you might even limit it to people in your family). People who are on the receiving end of kids’ eager hugs or kisses should discourage it. Adults often don’t want to hurt kids’ feelings so will go along with the kiss and/or hug back, but they should send the right message by pulling back and perhaps shaking hands instead. As children get older, into their teens and into adulthood, the kissing and hugging will be seen as more inappropriate so it’s important to address it as early as possible. Teachers should also be encouraged to tell the child, “We don’t hug and kiss at school.”

The bottom line in educating your child sexually is “Talk, talk, talk!” Keep the lines of communication open, answer your child’s questions, help your child to learn appropriate behavior and boundaries. If you’re embarrassed, acknowledge that you’re embarrassed, but talk anyway. A book list and web links provided by Ms. Fogle can be accessed at ***** , selected titles are listed on page 9.



Comments from Ed Orenstein, Director of Student Services

In the past few months I have had the opportunity to provide information and respond to questions at Belmont Special Education Advisory Council and School Committee meetings. I have summarized some of that information below along with other updates.

*In the October issue of **BSEAC Connections** I noted some program highlights. I continue to be positively impressed with ongoing instruction and programs in the Belmont Public Schools. Our main challenges consist of brainstorming and refining programs for preschoolers with complex disabilities, students diagnosed as being on the autism spectrum, and those with significant mental health needs.*

As of October 1, there were 516 students identified with disabilities requiring specially designed instruction. Although the percentage of students requiring special education services has remained constant over the past few years at 14%, the number of students with significant and complex disabilities continues to increase.

Effective October 1, the number of students requiring specialized, collaborative, or out of system placement was 68. The developmentally delayed, intellectually disabled, and serious emotional disability categories account for almost 70 percent of these placements. Half of these 68 students are at LABBB (Lexington, Arlington, Bedford, Belmont, Burlington) Collaborative Programs and 20 of the 68 are enrolled in LABBB Programs within the Belmont Public Schools.

We continue to use state and federal grant funds to maintain and enhance programs and services. As many of you have been reading

in the Boston Globe the State financial picture is quite gloomy, and we have recently been informed that certain previously anticipated State special education funds will not be available during the last quarter of the current fiscal year.

Despite our close monitoring of expenditures, and following consistent processes for decision-making, special education expenditures have increased. Unfortunately special education (and education in general) is expensive, but I believe that these dollars are well spent. Local, state and national communities need to work together for a cohesive and fair allocation of resources.

Despite our challenges, the community support and efforts of many skillful and committed professionals enable the Belmont Public Schools to continue to meet the diverse and complex needs of many students with disabilities. We have started planning for the 03-04 school year within the fiscal constraints presented. I encourage your involvement and feedback. Please contact me with questions or concerns.



Teasing and Bullying

Every day in the media we see examples of bullying and teasing which often escalates to physical violence and/or lasting psychological scars for the victims. On Wednesday, November 6, 2002, Nancy Mullin-Rindler, director of Wellesley College's Project on Teasing and Bullying, spoke to about 200 parents and school administrators at the Chenery Middle School about what parents, schools, and the community can do to recognize and prevent teasing and bullying. Ms. Mullin-Rindler's talk was co-sponsored by the Belmont Special Education Advisory Council, Belmont Against Racism, the Belmont Gay-Straight Alliance, the Belmont Youth Commission, the Chenery PTO, and the Burbank, Butler,

Wellington, and Winn Brook PTAs. What was learned was this: the bad news is that according to researchers, 1 out of every 10 children is bullied weekly. The good news: adults can do a lot to break the cycle.

The program included dialogue, brainstorming, and even a little role playing. When Ms. Mullin-Rindler asked for a show of hands, most of the audience indicated that they were attending because their children were directly affected by bullying in school. Most could also vividly recall the sadness, humiliation, and anger they felt when they had experienced teasing and bullying in their own childhoods.

Ms. Mullin-Rindler defined bullying as exposure, repeated and over time, to negative actions in the form of words, physical contact, gestures, or intentional exclusion from the group. Bullying always involves an imbalance of power, she explained, with a more powerful and popular child victimizing one who has less power. Teasing and bullying are part of a continuum, starting with good-natured teasing among friends, crossing the line to teasing which hurts, to bullying and then outright aggression and violence. Although boys are most often the culprits, both boys and girls tease and bully. Typically, boys are more frequently victims of physical bullying, whereas girls experience exclusionary bullying such as being left out of a clique.

The effects of this kind of behavior are pervasive and long-lasting. Children who are bullied can experience headaches and stomachaches, sadness and depression. Bullies, too, are often unhappy children who act out of their own frustration and need for power, and who grow into aggressive adults. Bystanders are also affected – most often the greatest numbers of those involved are witnesses; studies show that as bullying continues all become less empathetic and more hardened to violence. Ms. Mullin-Rindler used Columbine as an example. In that case, the shooters were students who

were bullied by popular athletes. In time, other students began to treat this behavior as acceptable and to either actively join in or passively continue to participate by watching.

What can parents do to help? First of all, said Ms. Mullin-Rindler, don't minimize your children's experiences, including those who are witnesses to these events. Take them seriously. Ask kids open-ended questions, and listen without giving advice. Model kindness and empathy in your own actions, and praise them in your children. Teach children good friendship skills; don't assume your child automatically knows how to initiate and maintain friendships. Roll play assertive responses to bullying and teasing situations. Avoid exposing your children to toys, movies, and video games that promote violence. Maintain good communication with your school, and notify teachers when incidents occur. Often times teachers and other school personnel don't know of incidents which occur; make sure that children understand that it is "ok to tell". Become involved in the school community, and make sure there are clear policies in place which promote respect for others and appropriate responses to bullying situations.

Ms. Mullin-Rindler has authored a bibliography of books about teasing and bullying; books from that list – for both adults and children – are currently available at the Belmont Public Library and at the Charlesbank Bookstore. In addition to the bibliography, there are several recently published titles – see page 10 for a selected list. Copies of the handouts provided at the presentation are available at the Elementary and Middle School offices.

There are many web-sites devoted to this topic and a quick Google search came up an alarming number of hits. Some of these are listed on page 10. Please contact Amanda Green (617-484-2218) for more information or if you are interested in joining in on a community response to this issue.



Book Shelf

A Book Not to Miss! - Amanda Green

Although I wasn't asked to write a book review for this issue of *Connections*, I couldn't resist the opportunity to tell you about the best parenting book I have read in years, *Best Friends, Worst Enemies: Understanding the Social Lives of Children* by Michael Thompson, with Catherine O'Neill Grace and Lawrence J. Cohen. It is a book I wish every parent and school administrator would read. Fascinating and deeply insightful, *Best Friends, Worst Enemies* covers issues such as the role of families in the development of friendships, social cruelty, the power of the crowd to influence bullying, how kids manage conflict and difference, the social dynamics of classrooms, what schools can do to create a supportive, respectful environment, and what parents can do to foster healthy relationships. Written for a general audience, this book would nonetheless be helpful for BSEAC parents, whose children are perhaps more at risk for exclusion. *Best Friends, Worst Enemies* is available through the Minuteman Library Network and is in softcover in bookstores.

Some additional titles on bullying and teasing are:

For parents:

Mom, They're Teasing Me: Helping You child Solve Social Problems, by Michael Thompson, Lawrence Cohen and Catherine O'Neill Grace

Bullies & Victims: Helping Your Child Survive the Schoolyard Battlefield by Suellen and Paula Fried

Odd Girl Out by Rachel Simmons

Queen Bees & Wannabees by Rosalind Wiseman.

more about books on next page



Additional Titles:

Bullying and Teasing titles for children:

Bully Trouble by Joanna Cole

How to Handle Bullies by Kate Cohen-Posey

Smart Moves: A Kid's Guide to Self-Defense by Christopher J. Goedecke

Selected titles from the bibliography provided on sexuality in adolescents with disabilities.

For Parents:

An Easy Guide for Caring Parents: Sexuality and Socialization. A Book for Parents of People with Mental Handicaps by Lyn McKee.

Sexuality: Your Sons and Daughters with Intellectual Disabilities by Karen Schwier and David Hingsburger.

Abuse of Children and Adults with Disabilities: A Risk Reduction and Intervention Guidebook for Parents and Other Advocates by Nora Baladerian

For children:

Caution: Do Not Open Until Puberty! An Introduction for Young Adults with Disabilities by Enright.

Changes in You: A Clearly Illustrated, Simply Worded Explanation of the Changes of Puberty by Peggy Siegel

Easy for You To Say: Q&As for Teens Living with Chronic Illness or Disability by Miriam Kaufman.



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Web-sites on Bullying and Teasing

www.safechild.org – *Take a Stand Program* to aid in the prevention of bullying and interpersonal violence. Geared towards grades k-5.

www.dontlaugh.org – provides a curriculum to promote peace, tolerance and diversity in schools. BSEAC has this in our resource library.

www.bullying.org – subscribe to the informative bullying-support email listerserv to receive online newsletter with lots of nation-wide dialogue on this topic.

www.wcwonline.org/bullying – Wellesley College Center for Women website with lots of links to other websites too.

www.girlscircle.com – interactive site for girls 9-18, promoting self-esteem and self-expression.

www.bullying.com – in conjunction with Amazon, lists books for adults and children.

www.ianr.unl.edu/pubs/family – A part of the Nebraska Cooperative Extension, this site has articles and advice on how to stop bullying in schools and the community.

www.goodcharacter.com – provides resources on such topics as resolving conflict; confronting prejudice; dealing with feelings; bullying, teasing and other forms of violence.

www.focusas.com – Focus on Adolescent Services provides information and resources for troubled or at-risk adolescents.

www.antibullying.net - a project of the University of Edinburgh, this site provides information to families and educators and has a world-wide email distribution

www.tolerance.org - a web project of the Southern Poverty Law Center which contains up-to-the-minute coverage of cases of intolerance and hate-crimes.

www.voicesforchildren.ca - A Canadian, non-profit organization which promotes healthy lives for children and their families