



# PARENTS' PLACE NEWSLETTER

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The San Gabriel/Pomona  
**PARENTS' PLACE**  
Family Resource &  
Empowerment Center

## BRINGING 2007 TO A SUCCESSFUL CLOSE

By Sona E. Baghdassarian, Director

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### FLYERS INCLUDED IN THIS NEWSLETTER

- Calendar of Events
- Information Fair & Festival

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So much has happened in 2007 that we at Parents' Place have much to be grateful for.

We started the 2007 year out by setting up a new department that specifically serves the families of special needs children from the ages of 3—22. We hired additional staff, added an extra hour per day (by appointment only) to be able to service more of our parents, and purchased a number of new resources to accommodate this new age group.

The desire to serve the 3—22 age group has been a goal of the Parents Place Board of Directors for some time. They always knew that families aging out from our Early Start program needed a place that they could turn to for help as their child grew into young adulthood. After all, the issues these families had did not go away simply because their child reached three years old. Rather, their need for support not only continued, it took on many different forms. It was this knowledge that prompted Parents' Place to apply for the Family Empowerment grant from the California Department of Education in late 2006.

The award of the Family Empowerment grant to Parents' Place has allowed us to serve 230 new families in the 3—22 age group, make 301 professional contacts, participate and/or present in 45 different community and professionals events. In addition, we held 11 IEP trainings and an 18-session, full day Transition from School to Work conference wherein we welcomed a total of 191 parents and 136 professionals that day alone. It has been our honor to not only serve parents but professionals who look to Parents' Place for guidance when working with our children. We also recognize that our young adults are our future. We therefore included them in our conference by holding an all-day self-advocacy training just for

them. Frostig Center, with a team of six of their associates, directed this full-day session, teaching 24 of our young adults how to express themselves and become an active participant in their own futures.

Our resource library is still growing. To date, we have added 119 new books, 35 of which are in Chinese, as well as 30 DVD's in multiple languages. These books and DVD's came to us at a great cost so we hope that all who use them will keep them safe when borrowing them and return them on time for others to use.

We are continuing to build the relationships with school districts, SELPAs, Regional Center, Los Angeles County Department of Education staff, Department of Rehab, ROP, CCS and many, many more agencies that serve our clients.

And of course, we cannot fail to talk about our Early Start program, our shining star and the place where it all began for Parents' Place. We are currently getting and average of 75 new referrals a month from Regional Center and other agencies. Our parents come to us over and over again to attend our trainings, access our library, and talk to our family support specialists.

Yes, 2007 has truly been the year to be thankful for and everyone on the Parents' Place team (staff, Board of Directors, Volunteers, and our Funders) are particularly proud to have been part of our progress. It warms all of our hearts to know that we have made a difference in a life of a child by working with the entire family. It truly takes a village to raise a child and we are honored that we are considered part of that village.

# TRAYENDO EL 2007 A UN EXITOSO CIERRE

por Sona E. Baghdassarian, Directora

El Lugar de los Padres ha pasado por muchas cosas en el 2007 por lo cual tenemos que estar agradecidos.

Empezamos el 2007 abriendo un nuevo departamento que específicamente ayudará a las familias con niños especiales de los 3-22 años. Contratamos nuevo personal, agregamos una hora al día (por cita solamente) de esa manera poder servir a más familias. Compramos un nuevo número de recursos para acomodar a este nuevo grupo.

Por algún tiempo el deseo de servir las familias de 3-22 ha sido una meta para la Mesa Directiva de el Lugar de los Padres. Ellos han sabido que al salir o graduarse de el programa de Early Start los padres necesitaban un lugar a donde recurrir por ayuda mientras sus niños entran a la edad adulta. Después de todo las necesidades no cesan o cambian solamente por que su niño cumplió tres años, al contrario la necesidad de apoyo no solamente continúa sino que toma muchas otras formas. El conocimiento de esto es lo que hizo que Parents' Place aplicara por el Empowerment Grant de el Departamento de Educación de California al final de el 2006.

Al otorgar el Grant de Family Empowerment Center a el Lugar de los Padres nos ha permitido ayudar a 230 nuevas familias en el grupo de 3-22, hemos logrado 301 contactos con profesionales, participado y o presentado 45 eventos profesionales en la comunidad. En adición tuvimos 11 entrenamientos de IEP, y un día completo de Transición de la escuela al trabajo con 18 sesiones en ese día solamente, donde le dimos la bienvenida a 191 padres de familia y 136 profesionales. Ha sido un honor no solamente ayudar a nuestros padres sino también a profesionales que acuden a el Lugar de los Padres para guiarse al ayudar a nuestros niños. De esa manera también reconocemos que nuestros jóvenes son nuestro futuro. Por eso los incluimos

en nuestra conferencia teniendo un entrenamiento de abogacía personal para ellos durante ese día. Frostig Center, y su equipo de seis de sus asociados, dirigieron este entrenamiento de todo el día, enseñando a nuestros jóvenes a como expresarse y a ser participantes activos de su propio futuro.

Nuestra librería está creciendo. En este momento hemos agregado 119 nuevos libros, 35 de esos libros son en Chino, así como 30 DVD's en diferentes lenguajes. Estos libros y videos han sido de un gran costo por eso le pedimos a las familias que los toman prestados de cuidarlos y regresarlos a tiempo para que otras familias los puedan usar.

Continuamos construyendo la relación entre los distritos escolares, SELPAs, Centro Regional, El Departamento de Educación de el condado de los Angeles, departamento de Rehabilitación, ROP, CCS, y muchas más agencias que ayudan a nuestras familias.

Por supuesto no podemos fallar de hablar del programa de Early Start, nuestro programa estrella por el cual todo empezó para el Lugar de los Padres. En este momento recibimos alrededor de 75 nuevas referencias al mes de el Centro Regional y otras agencias. Nuestros padres siguen viniendo y asistiendo a nuestros entrenamientos, usar nuestra librería y a hablar con nuestras especialistas de recursos familiares.

Si, el 2007 ha sido el año por el cual estamos agradecidos, y todos aquí en el equipo de el Lugar de los Padres (personal, Mesa Directiva, voluntarios, y nuestros fundadores) estamos particularmente orgullosos de haber sido parte de este progreso. Nos calienta el Corazón al saber que hemos hecho la diferencia en la vida de un niño al haber trabajado con toda la familia. Realmente se necesita una aldea para criar un niño con necesidades especiales y ha sido un honor ser considerados parte de esa aldea.

# WHAT IS AUTISM / PDD?

## Excerpts from the NICHCY Website Article [www.nichcy.org](http://www.nichcy.org)

### WHAT IS AUTISM/PDD?

Autism/Pervasive Developmental Disorder (PDD) is a neurological disorder that affects a child's ability to communicate, understand language, play, and relate to others. PDD represents a distinct category of developmental disabilities that share many of the same characteristics. The different diagnostic terms that fall within the broad meaning of PDD, include:

- Autistic Disorder,
- Asperger's Disorder,
- Rett's Disorder,
- Childhood Disintegrative Disorder, and
- Pervasive Developmental Disorder Not Otherwise Specified (PDD-NOS).

While there are subtle differences and degrees of severity among these conditions, treatment and educational needs can be very similar for all of them.

In the diagnostic manual used to classify mental disorders, the DSM-IV-TR (American Psychiatric Association, 2000), "Autistic Disorder" is listed under the heading of "Pervasive Developmental Disorders." A diagnosis of autistic disorder is made when an individual displays 6 or more of 12 symptoms across three major areas: (a) social interaction, (b) communication, and (c) behavior. When children display similar behaviors but do not meet the specific criteria for autistic disorder (or the other disorders listed above), they may receive a diagnosis of Pervasive Developmental Disorder Not Otherwise Specified, or PDD-NOS.

Autism is one of the disabilities specifically defined in the Individuals with Disabilities Education Act (IDEA), the federal legislation under which infants, toddlers, children, and youth with disabilities receive early intervention, special education and related services. IDEA defines the disorder as "a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences." [[See 34 Code of Federal Regulations §300.8\(c\)\(1\).](#)]

### How Common is Autism / PDD?

Information from the [National Institute of Mental Health](#) and the [Center for Disease Control & Prevention \(CDC\)](#) indicates that between 2 to 6 per 1,000 children (from 1 in 500 to 1 in 150) have some form of autism/PDD. These disorders are four times more common in boys than in girls, although Rett's Disorder has only been reported and diagnosed in girls.

The causes of autism or PDD are unknown. Currently, researchers are investigating areas such as brain development, structure, genetic factors and biochemical imbalance in the brain as possible causes. These disorders are not caused by psychological factors.

### What are the Signs of Autism / PDD?

Some or all of the following characteristics may be observed in mild to severe forms:

- Communication problems (e.g., using and understanding language);
- Difficulty relating to people, objects, and events;
- Unusual play with toys and other objects;
- Difficulty with changes in routine or familiar surroundings; and
- Repetitive body movements or behavior patterns.

Children with autism or PDD vary widely in abilities, intelligence, and behaviors. Some children do not speak; others have language that often includes repeated phrases or conversations. Children with more advanced language skills tend to use a small range of topics and have difficulty with abstract concepts. Repetitive play skills, a limited range of interests, and impaired social skills are generally evident as well. Unusual responses to sensory information—for example, loud noises, lights, certain textures of food or fabrics—are also common

### What Research is Being Done?

Thanks to federal legislation—the Children's Health Act of 2000 and the Combating Autism Act of 2006—nearly \$1 billion over the next five years (2007-2012) has been authorized to combat autism through research, screening, early detection, and early intervention. The National Institutes of Health and the CDC are the lead entities conducting and coordinating multiple research activities. On the education front, the [PDA Center](#) at the University of Washington has several sites around the country that provide training and support to schools and families for students with autism spectrum disorders. Research on instructional interventions for children with a broad range of needs is an ongoing national endeavor. Check NICHCY's [Research to Practice database](#) and [OSEPS's discretionary projects directories](#) on our web site to learn more. Additional information can also be found on the websites included in the list of Organizations at the end of this publication on our website.

### What About School?

Early diagnosis and intervention are very important for children with autism/PDD. Under the Individuals with Disabilities Education Act (IDEA), children with autism/PDD may be eligible for early intervention services (birth to 3) and an educational program appropriate to their individual needs. In addition to academic instruction, special education programs for students with autism/PDD (ages 3 to 22) focus on improving communication, social,

## What is Autism / PDD? (continued from Page 3)

academic, behavioral, and daily living skills. Behavior and communication problems that interfere with learning often require the assistance of a professional who is particularly knowledgeable in the autism field to develop and help implement a plan which can be carried out at home and school.

The classroom environment should be structured so that the program is consistent and predictable. Students with autism/PDD learn better and are less confused when information is presented visually as well as verbally. Interaction with non-disabled peers is also important, for these students provide models of appropriate language, social, and behavioral skills. Consistency and continuity are very important for children with autism/PDD, and parents should always be involved in the development of their child's program, so that learning activities, experiences, and approaches will be most effective and can be carried over into the home and community.

With educational programs designed to meet a student's individual needs and specialized adult support services in employment and living arrangements, many children and adults with autism/PDD grow to live, work, and participate fully in their communities.

### Tips for Parents

- Learn about autism/PDD. The more you know, the more you can help yourself and your child. Your State's PTI can be especially helpful. You'll find resources and organizations in NICHCY's online [State Resources Sheet](#).
- Be mindful to interact with and teach your child in ways that are most likely to get a positive response. Learn what is likely to trigger melt-downs for your child, so you can try to minimize them. Remember, the earliest years are the toughest, but it does get better!
- Learn from professionals and other parents how to meet your child's special needs, but remember your son or daughter is first and foremost a child; life does not need to become a never-ending round of therapies.
- If you weren't born loving highly structured, consistent schedules and routines, ask for help from other parents and professionals on how to make it second nature for you. Behavior, communication, and social skills can all be areas of concern for a child with autism and experience tells us that maintaining a solid, loving, and structured approach in caring for your child, can help greatly.
- Learn about assistive technology that can help your child. This may include a simple picture communication board to help your child express needs and desires, or may be as sophisticated as an augmentative communication device.

- Be patient, and stay optimistic. Your child, like every child, has a whole lifetime to learn and grow.

### Tips for Teachers

- Learn more about autism/PDD. Check out the research on effective instructional interventions and behavior on NICHCY's web site. The resources and organizations listed in this publication can also help.
- Make sure directions are given step-by-step, verbally, visually, and by providing physical supports or prompts, as needed by the student. Students with autism spectrum disorders often have trouble interpreting facial expressions, body language, and tone of voice. Be as concrete and explicit as possible in your instructions and feedback to the student.
- Find out what the student's strengths and interests are and emphasize them. Tap into those avenues and create opportunities for success. Give positive feedback and lots of opportunities for practice.
- Build opportunities for the student to have social/collaborative interactions throughout the regular school day. Provide support, structure, and lots of feedback.
- If behavior is a significant issue for the student, seek help from expert professional resources (including parents) to understand the meanings of the behaviors and to develop a unified, positive approach to resolving them.
- Have consistent routines and schedules. When you know a change in routine will occur (e.g., a field trip or assembly) *prepare* the student by telling him or her what is going to be different and what to expect or do. Reward students for each small success.
- Work together with the student's parents and other school personnel to create and implement an educational plan tailored to meet the student's needs. Regularly share information about how the student is doing at school and at home.

Visit the NICHCY website @ [www.nichcy.org](http://www.nichcy.org) for other publications and resources that follow this article.

# ¿Que es Autismo/PDD?

## Extracto de un Artículo de NICHCY Website

[www.nichcy.org](http://www.nichcy.org)

### Definición

El autismo y el trastorno generalizado del desarrollo no especificado ("Pervasive Developmental Disorder-not otherwise specified," o PDD-NOS) son discapacidades del desarrollo que comparten muchas de las mismas características. Generalmente evidentes antes de los tres años de edad, tanto el autismo como el PDD-NOS son trastornos neurológicos que afectan la habilidad del niño en cuanto a comunicación, comprensión del lenguaje, juego, y su relación con los demás.

En el DSM-IV (Sociedad Americana de Psiquiatría, 2000), el manual diagnóstico utilizado para clasificar las discapacidades, el "trastorno autista" está catalogado como categoría bajo el título de "trastorno generalizado del desarrollo." El diagnóstico de trastorno autista se hace cuando el individuo exhibe 6 o más de 12 síntomas catalogados a través de tres áreas principales: intercambio social, comunicación, y conducta. Cuando los niños exhiben conductas similares pero no cumplen con los criterios del trastorno autista, pueden recibir el diagnóstico de trastorno generalizado del desarrollo no especificado (PDD-NOS). Aunque al diagnóstico se refiere de PDD-NOS, a través de esta publicación nos referiremos al diagnóstico de PDD, como se conoce comunmente en inglés.

El trastorno autista es una de las discapacidades específicamente definidas en el Acta para la Educación de los Individuos con Discapacidades (IDEA), la legislación federal bajo la cual los niños y jóvenes con discapacidades reciben servicios de educación especial y servicios relacionados. IDEA, que utiliza el término "autismo," define el desorden como "una discapacidad del desarrollo que afecta significativamente la comunicación verbal y no-verbal y la interacción social, usualmente evidente antes de los tres años de edad, que afecta adversamente el rendimiento escolar del niño. Otras características a menudo asociadas con el autismo son la exhibición de actividades repetitivas y movimientos estereotípicos, resistencia a todo cambio en el medio ambiente o cambios en la rutina diaria, y reacciones poco usuales a las experiencias sensoriales." (De acuerdo con IDEA y la manera en que se refiere a este desorden en el campo de las discapacidades, utilizaremos el término "autismo" a través del resto de esta hoja informativa.)

Debido a la similitud de las conductas asociadas con el autismo y PDD, el uso del término trastorno generalizado del desarrollo ha causado algo de confusión entre los padres y profesionales. Sin embargo, el tratamiento y las necesidades educacionales son similares para ambos diagnósticos.

### Incidencia

El autismo y PDD ocurre en aproximadamente 5 a 15 de cada 10.000 nacimientos. Estos trastornos son cuatro

veces más comunes en los niños que en las niñas. Se desconocen las causas del autismo y el PDD. Los investigadores están estudiando actualmente tales áreas como el daño neurológico y los deasequilibrios químicos dentro del cerebro. Estos trastornos no se deben a factores psicológicos.

### Características

Algunas o todas de las siguientes características pueden ser observadas de forma leve a severa:

- Problemas de la comunicación (por ejemplo, el uso y comprensión del lenguaje);
- Dificultad en relacionarse con las personas, objetos, y eventos;
- El uso de juguetes y objetos de una manera poco usual;
- Dificultad con los cambios de rutina o alrededores familiares;
- Movimientos corporales o comportamientos repetitivos.

Los niños con autismo o PDD varían en cuanto a sus habilidades, inteligencia, y conductas. Algunos niños no hablan; otros tienen un lenguaje que a menudo incluye frases o conversaciones repetidas. Las personas con destrezas más avanzadas del lenguaje tienden a usar una cantidad limitada de temas y tienen dificultad con los conceptos abstractos. Las destrezas en juegos repetitivos, un campo limitado de intereses, y destrezas sociales impedidas son evidentes además. También son comunes las reacciones insólitas a la información sensorial- por ejemplo, los ruidos fuertes, luces, y ciertas texturas de la comida o tejidos.

### Repercusiones Educacionales

El diagnóstico temprano y los programas educacionales apropiados son muy importantes para los niños con autismo o PDD. La Ley Pública 105-17, el Acta para la Educación de los Individuos con Discapacidades (IDEA), incluye el autismo como categoría bajo discapacidades. A partir de los tres años, los niños con autismo y PDD son elegibles para un programa educacional apropiado a sus necesidades individuales. Los programas educacionales para alumnos con autismo o PDD se enfocan en mejorar las destrezas necesarias para la comunicación, conducta académica y social, y aquellas destrezas para la vida diaria. Aquellos problemas de la conducta y comunicación que interfieren con el aprendizaje a veces requieren la asistencia de un profesional que tenga conocimientos en el campo del autismo quien desarrolla y ayuda a implementar un plan que pueda llevarse a cabo en el hogar y en la escuela.

El ambiente escolar debe ser estructurado de tal manera que el programa sea consistente y predecible. Los

## ¿Que Es Autismo/PDD? (continuación)

alumnos con autismo o PDD aprenden mejor y se confunden menos cuando la información es presentada tanto visual como verbalmente. También se considera importante la interacción con compañeros sin discapacidades, ya que estos alumnos proporcionan modelos de destrezas apropiadas en el lenguaje, la interacción social, y la conducta. Para sobrepasar los problemas frecuentes en la generalización de destrezas aprendidas en la escuela, es muy importante desarrollar programas con los padres, para que las actividades de aprendizaje, experiencias, y enfoques puedan ser utilizadas en el hogar y la comunidad.

A través de programas educacionales diseñados para satisfacer las necesidades individuales del alumno y servicios especializados para el apoyo de adultos en el empleo y la vivienda, los niños y los adultos con autismo o PDD pueden vivir y trabajar en la comunidad.

### CONSEJOS PARA PADRES (Traducción por Elena Sanchez)

- Aprenda acerca de Autismo/PDD. Lo mas bien preparado que usted esté, lo mejor que usted puede ayudar a su hijo. El programa de su Estado PTI puede ser de gran ayuda para usted. Usted encontrará recursos y organizaciones en la página electronica de NICHCY.
- Sea conciente cuando interactúe y enseñe a su hijo maneras que van a darle una respuesta positiva. Aprenda cuales son las cosas que hacen que su hijo se desanime y trate de disminuirlas. Recuerde que los años durante la infancia son los mas dificiles pero toda se pondrá mejor!
- Aprenda de profesionales o de otros padres como proporcionar las necesidades unicas de su niño, pero recuerde que su niño/a es sobre todas las cosas un niño; la vida no debe convertirse en una ronda de terapias de nunca acabar .
- Si usted no nació amando las cosas estructuradas, rutinas y horarios consistentes, pida ayuda a otros profesionales o padres en como hacer que esto venga como algo muy natural para usted. El comportamiento, comunicacion, y socializacion son areas de preocupacion para un niño con Autismo y la experiencia nos há enseñado que manteniendo una solida, amorosa, intervención estructurada al cuidar de su niño es de gran ayuda.
- Aprenda que clase de asistencia tecnologica ayudaría a su niño, esto podría incluir una simple foto para comunicarse y ayudar a su niño a expresar necesidades y deseos, o podría ser muy sofisticado como una aparato de comunicación aumentativa.

### CONSEJOS PARA MAESTROS (Traducción por Elena Sanchez)

- Aprenda mas acerca de Autismo/PDD. Mire las investigaciones acerca de intervención y comunicación efectiva y de comportamiento en la página electronica de NICHCY. Los recursos y organizaciones que se mencionan en esa publicación son de mucha ayuda.
- Asegurese que las ordenes sean dadas paso por paso, verbalmente, visualmente, y de proveer ayuda fisica como el estudiante la vaya necesitando. Estudiantes con desordenes del Espectro de Autismo tienden a tener problemas al interpretar las expresiones faciales, lenguaje corporal y el tono de voz. Sea lo mas explicito y concreto que pueda cuando de instrucciones e informacion al estudiante.
- Encuentre cuales son las areas de fortaleza e interes del estudiante y enfatizelas. Vaya a esas areas y habra oportunidades para el exito. Dele al estudiante informacion positiva y suficientes oportunidades para practicar.
- Construya oportunidades para el estudiante para tener interacción y colaboración social durante el dia. Provea al estudiante con ayuda, apoyo y suficiente informacion.
- Si el comportamiento es una area de preocupacion para el estudiante busque ayuda de los expertos en recursos profesionales (incluyendo los padres) para entender el significado del comportamiento y para crear una manera positive para resolverlos.
- Sea consistente con sus rutinas y horarios. Cuando sepa de antemano que una rutina va a ser cambiada como por ejemplo un paseo escolar, la asamblea escolar, prepare al estudiante diciendole lo que va a pasar la diferencia y lo usted espera que el haga. Premie al estudiante por culaquier progreso no importa lo mas chico que sea.
- Trabaje en conjunto con los padres del estudiante y con el personal de la escuela para crear e implementar un plan educacional hecho a la medida del estudiante que ayude con sus propias necesidades. Regularmente intercambie informacion de como el estudiante está progresando en la escuela y en la casa.

Visite la pagina electronica de  
NICHCY @ [www.nichcy.org](http://www.nichcy.org) para  
otras publicaciones y recursos que  
apoyan este articulo.



## GOVERNMENTAL, LEGISLATIVE & ADVOCACY WEBSITES

California Assembly  
<http://www.assembly.ca.gov/>  
 California Board of Education  
<http://www.cde.ca.gov/be/>  
 California Children Services  
<http://www.dhs.ca.gov/pcfh/cms/ccs/>  
 California Department of Education  
<http://www.cde.ca.gov/>  
 Special Education Division  
<http://www.cde.ca.gov/sp/se/>  
 Alternative Schools & Programs  
<http://www.cde.ca.gov/sp/ea/as/>  
 Specialized Programs  
<http://www.cde.ca.gov/sp/>  
 California Legislative Analyst's Office  
<http://www.lao.ca.gov/>  
 California Legislative Information  
<http://www.leginfo.ca.gov/>  
 California Senate  
<http://www.sen.ca.gov/>  
 Congress.org - Your Link to Congress  
<http://www.congress.org/>  
 Council of Parent Attorneys & Advocates  
<http://www.copaa.net/>  
 Disability Law Resource Project  
<http://www.dlrp.org/>  
 EDLAW, Inc.  
<http://www.edlaw.org/>  
 FindLaw: Education Law  
<http://www.findlaw.com/01topics/37education/>  
 Interagency Committee on Disability Research  
<http://www.icdr.us/>  
 Legal Rights of Persons with Disabilities  
<http://aq.ca.gov/consumers/pdf/disabled.pdf>  
 Legal Services of Northern California  
<http://www.lsnr.net/>  
 Matrix Parent Network & Resource Center  
<http://www.matrixparents.org/>  
 National Institute of Literacy  
<http://www.nifl.gov/>  
 Office of Hearings and Appeals  
<http://www.ed-oha.org/>  
 National Association of College and University Attorneys  
<http://www.nacua.org/>  
 Parent Advocacy Coalition for Educational Rights  
<http://www.pacer.org/>

Protection & Advocacy (California)  
<http://www.pai-ca.org/>  
 Reed Martin - Special Education Law  
<http://www.reedmartin.com/>  
 SEA: Support, Education & Advocacy Center of Northern California  
<http://www.sea-center.org/>  
 The Special Ed Advocate  
<http://www.wrightslaw.com/>  
 The Technical Assistance Alliance for Parent Centers  
<http://www.taalliance.org/>  
 US Dept of Education  
<http://www.ed.gov/>  
 Office for Civil Rights  
<http://www.ed.gov/offices/OCR/>  
 Office of Special Education & Rehabilitative Services  
<http://www.ed.gov/offices/OSERS/>  
 US Dept of Justice  
<http://www.usdoj.gov/>  
 American with Disabilities Act Home Page  
<http://www.usdoj.gov/crt/ada/adahom1.htm>  
 Civil Rights Division  
<http://www.usdoj.gov/crt/>  
 Consumers' Guide to Disability Rights Laws  
<http://www.usdoj.gov/crt/ada/cguide.htm>  
 US Equal Employment Opportunity Commission  
<http://www.eeoc.gov/>  
 US Government Printing Office  
[http://www.access.gpo.gov/su\\_docs/](http://www.access.gpo.gov/su_docs/)  
 US House of Representatives  
<http://www.house.gov/>  
 US Library of Congress - Thomas Federal Legislative Information  
<http://www.thomas.loc.gov/>  
 US Senate  
<http://www.senate.gov/>  
 The Child Advocate (Your Legal Resource)  
<http://www.childadvocate.com/>  
 The White House  
<http://www.whitehouse.gov/>

# JANUARY-FEBRUARY-MARCH 2008 CALENDAR

## The San Gabriel/Pomona PARENTS' PLACE ACTIVITIES

(626) 919-1091 or (800) 422-2022  
e-mail: [empower@parentsplacefrc.com](mailto:empower@parentsplacefrc.com)

### The San Gabriel/Pomona PARENTS' PLACE BOARD MEETING

Board Meetings are normally held on the 4<sup>th</sup> Thursday of each month between 10:00 am and 12:00 noon. Meetings are held at the PARENTS' PLACE Family Resource Center, 1500 S. Hyacinth Ave., Suite B, West Covina. Call our office (626) 919-1091 to verify actual date and time each month.

The San Gabriel/Pomona PARENTS' PLACE Family Resource Center Advisory Council and the LOCAL INTERAGENCY COORDINATING AREA (LICA) meet every 2<sup>ND</sup> Thursday of each month from 9:00 am to 11:00 am at the San Gabriel/Pomona Regional Center. For information, call our office at (626) 919-1091.



## REACH

**Parent Support Group**  
the First Thursday of Each Month  
7:00-8:30 pm

For more information, call Rachel Atencio at the PARENTS' PLACE (626) 919-1091.

### UPCOMING WORKSHOPS

(Facilitated by Office of Clients Rights Advocacy of Protection And Advocacy, Inc.)

#### IFSP/IPP Trainings (English/Spanish)

(New Times-See Schedule below)

Friday, January 4, 2008—10:00am to 12:00noon  
Friday, February 8, 2007—12:00n to 2:00pm  
Friday, March 14, 2008—12:00n to 2:00pm

#### IEP Trainings (English/Spanish)

**All Workshops Held: 10:00am—12:00noon**

Friday, January 18, 2008  
Friday, February 15, 2008  
Friday, March 16, 2007

#### Transición a la Escuela Pública

9:00am — 1:00pm  
Sábado-Febrero 2, 2008  
Español Solamente  
(See Flyer on Last Page)

**SAVE THE DATE!!!**

**16th ANNUAL  
INFORMATION FAIR & FESTIVAL  
SUNDAY, APRIL 27, 2008  
1:00—4:00pm  
(See Flyer Enclosed)**

**El Lugar de Los Padres  
LE INVITA A UNIRSE A NUESTRO GRUPO DE APOYO EN ESPAÑOL  
NUEVO DÍA**

**CADA SEGUNDO MIERCOLES DE EL MES 10:00 a 11:30 am  
PARA MAS INFORMACIÓN, llame a: Elena Sanchez a (626) 919-1091**

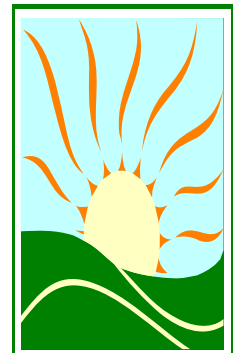
**Parents' Place**

*Invites You to Attend our Spanish-Speaking Support Group*

**NEW DAY**

*Every Second Wednesday of the Month 10:00 to 11:30 am*

*For More Information, call Elena Sanchez at (626) 919-1091*



## JANUARY-FEBRUARY-MARCH 2008 CALENDAR—CONTINUED

### MISCELLANEOUS EVENTS/ CONFERENCES SCHEDULED

(For detailed information on any of these events/  
conferences, call (626) 919-1091

**January 7-9:** How to Better Understand & Support People who live with Autism; presented by USD School of Leadership & Education—San Diego.

**January 9:** Medication Management in the Treatment of Children with ASD-Ricki Robinson; presented by Foothill Autism Alliance; Pasadena, CA.

**January 25:** Understanding Behavior from the Outside In; presented by Infant Development Assoc. of Calif.; held at SG/P Regional Center, Pomona, CA.

**January 26/27:** 2008 Winter Autism Conference—“Understanding Behavior: Multiple Causes & Practical Interventions,” presented by Greater Long Beach/San Gabriel Valley Chapter ASA, Long Beach, CA.

**February 2:** It’s the Foundation—Strategies for Teaching Children Deaf/Blind or Multiply Impaired; presented by Calif. School for the Blind, Fremont, CA.

**February 16/17:** All Ages & Abilities, featured speaker Jenny McCarthy, Autism/Aspergers Conference, Anaheim, CA.

**March 1:** Foot Allergies & Intolerances in Children; presented by Pasadena Child Development Associates, Pasadena, CA.

**March 15/16:** Casa Colina’s 7th Annual “Trends in Autism Conference”; Claremont, CA.

**April 3-5:** CAEYC 2008 Annual Conference & Expo: Footsteps to the Future, Long Beach, CA.

### COMMUNITY INVOLVEMENT/ COLLABORATION OPORTUNITIES

**Autism Society of America—Greater Long Beach/San Gabriel Valley Chapter ASA.** P.O Box 15247, Long Beach, CA 90815-0247. Call (562) 943-3335 for dates and location of support meetings or information regarding Chapter activities.

**East San Gabriel Valley SELPA Community Advisory Committee (CAC).** CAC meetings normally held monthly, 7:00pm—9:00pm, at the ESGV SELPA office (across from Fairvalley School), 1400 Ranger Drive, Covina. For exact dates and information, call ESGV SELPA office (626) 966-1679.

**Puente Hills SELPA Community Advisory Committee (CAC).** CAC meetings normally held monthly, 9:30a—11:30am, for Hacienda/Rowland USD’s. For exact dates and location information, call Puente Hills SELPA office (626) 964-7458.

**Pasadena USD SELPA Community Advisory Committee (CAC).** CAC meetings normally held monthly, 7:00pm—9:00pm, at Pasadena First Church of the Nazarene (next to Field Elementary), 3700 E. Sierra Madre Ave., Room 112, Pasadena, CA 91107. Call for exact dates (626) 568-4531 and to reserve free childcare and translation.

**West San Gabriel Valley SELPA Community Advisory Committee (CAC).** CAC meetings normally held monthly, 7:00pm—9:00pm, at WSGV SELPA office, 159 E. Live Oak, Room 203, Arcadia, CA 91006. Call for exact dates and information (626) 254-9406.

**AREA BOARD 10 Board of Directors Meeting** – First Thursday of each month, 4:30pm. For location information, call (818) 543-4631, or check website for changes and agenda [www.areaboard10.org](http://www.areaboard10.org).



**THE BOARD OF DIRECTORS AND STAFF OF  
PARENT PLACE WISHES ALL OF OUR  
FAMILIES THE HAPPIEST, HEALTHIEST,  
AND MOST PROSPEROUS NEW YEAR EVER!**

## JANUARY-FEBRUARY-MARCH 2008 CALENDAR - CONTINUED

**REGIONAL CENTER (SG/PRC) Activities**  
**909) 620-7722**  
 Internet Site: [www.sgprc.com](http://www.sgprc.com)

**Board Meeting:** Held the fourth Wednesday of each month at 7:00pm. Location: SG/PRC. For further information, call Linda Derosiers at SG/PRC (909) 868-7512.

**Chinese—Korean Parent Support Group:** Call Maggie Lang at SG/PRC (909) 868-7526 for meeting times and dates.

**P.A.T.H. (Parents Acting for the Handicapped):** For details, call Joanne East at (626) 919-4983.

**ALIANZA & LUCERO—Spanish-Speaking Parent Support Group:** Meets second Thursday of each month. Call Violeta Escobar at (909) 868-7524.

**Filipino Support Group:** Contact Violeta Escobar at SG/PRC, (909) 868-7524, for information and details. Meeting held in English; however, most parents speak Tagalog.

Parents' Place is in the process of expanding our library to include more titles applicable to the 3—22 age group. We would love to hear your suggestions on titles you have read, would like to read, or feel would be of help to our families.

If you have one or more in mind, please give us a call (626) 919-1091, and let us know the Title, the Author and the ISBN number, if possible. We'll do our best to get it on our active checkout list.

*A special thanks to Mary Bolles, Founder and President of Sensory Learning Institute, for her outstanding presentation at our Open House on October 19, 2007. If you wish to contact her for additional information, you can reach her at (303) 530-4911*

## SUPPORT GROUPS MISCELLANEOUS

**Foothill Autism Alliance:** For information concerning upcoming meetings, time and place, please call (818) 66-AUTISM, or visit their website at [www.foothillautism.org](http://www.foothillautism.org).

**CH.A.D.D. – Foothill Chapter 920:** 4th Friday of each month, 7:15-9:00pm, at The Frostig Center, 971 N. Altadena Drive, Pasadena. TEL: (626) 943-3100.

**Down Syndrome Association of L.A., Pomona: Sub Group – “Up for Down.”** Meets third Thursday every other month at 7:00-8:30pm. Starts January 2007. For information, call Carol Anten at (909) 268-6344.

**Fiesta Educativa: Spanish-speaking Support Group for all Disabilities.** Meets twice monthly on different topics. Call Laura Ruesga at (323) 221-6696 for dates, times and topics.

**FUERZA – Spanish-speaking Support Group for Down Syndrome & Cerebral Palsy –** Call (800) 200-4323 or (310) 391-7153.

**Epilepsy Foundation of Los Angeles County** – Call for date and time (310) 670-2870.

**Parenting Premies**—A 10-week educational support group held at San Antonio Hospital, for parents with recently—discharged premature babies, low birth weight babies or babies with special needs. Call Valerie Willis (909) 985-2811, Ext. 23677 for schedule and signup.

**Pomona Valley Learning Disability Assoc.** — Meetings held 3rd Thursday of each month, 6:30-9:00 p.m., at Claremont United Church of Christ, 233 W. Harrison Avenue, Claremont. For further info, Tel: (909) 621-1494, or [PVLDA@aol.com](mailto:PVLDA@aol.com).

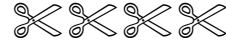
**The San Gabriel/Pomona  
Parents' Place**  
Family Resource & Empowerment Center  
1500 S. Hyacinth Avenue, Suite B  
West Covina, CA 91791-3832

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**YES, I would like to be added to The Parents' Place mailing list.**  
*Si, me gustaria estar en la lista de correos de El Lugar de los Padres*

**Clip and Mail/Recortelo y Envíelo**



Name/Nombre: \_\_\_\_\_

Address/Domicilio: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Telephone #: (\_\_\_\_\_) \_\_\_\_\_ E-mail: \_\_\_\_\_  
*(Telefono)*

Parent/Professional (Circle One) Agency: \_\_\_\_\_  
*Padre/Profesional (Circule uno) (Agencia)*

Child's Disability: \_\_\_\_\_ Child's Birthdate: \_\_\_\_\_  
*(Discapacidad del Nino)*

Primary Language: \_\_\_\_\_  
*Idioma Principal*

Topics of Interest: \_\_\_\_\_  
*Temas que le Interesan*

**PARENTS' PLACE does not rent, sell, or exchange its mailing lists with any organization or individual. Your information is considered confidential and your privacy is respected!**

The San Gabriel/Pomona PARENTS' PLACE Newsletter is a publication of the PARENTS' PLACE Family Resource & Empowerment Center. Views expressed in this publication are provided for your information and **are not** necessarily the views of the PARENTS' PLACE.

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