



PARENTS' PLACE NEWSLETTER

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

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WELCOME 2011

A MESSAGE FROM THE PARENTS' PLACE BOARD OF DIRECTORS

Inside This Issue

Bievenidos 2011—Un Mensaje De La Mesa Directiva de Parents' Place	2
Developing Your Child's Vision	3
Desarrollando la Visión de Su Niño	6
Welcome to Dad's Corner /Bienvenidos de la Esquina Papá	9
Websites	10
Calendar—Jan-Feb-Mar 2011	11

FLYERS ENCLOSED IN THIS NEWSLETTER

—Advocacy Is—Advocacy Is Not
—Information Fair & Festival
—Basic Rights
—Fundraising

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We hope everyone had a wonderful holiday season and are ready to welcome 2011.

Here at Parents' Place, our staff and Board have taken some time to review our many accomplishments of the past year. We'd like to share just a few of these with you.

- ◆ Our 18th annual Information Fair and Festival was a tremendous success. We welcomed 2600 attendees and had 91 agencies providing valuable information to our families.
- ◆ We participated with Disney in their volunteer program, "Give a Day, Get a Day," and had numerous volunteers working in the office as well as on Info Fair day.
- ◆ Throughout the year we collaborated with Easter Seals and now have some regular volunteers coming in weekly. The coaches of these young adults have been outstanding, showing their sensitivity to their clients as well as handling our assignments in a timely manner.
- ◆ Our donation programs have also done exceptionally well. Over 5300 internet searches through the Good Search program were conducted by our families and we received our first check in November. We also receive quarterly checks from the Edison Int.

employee group and Ralph's Club purchases.

- ◆ We participated in 36 Outreaches and attended 30 meetings within the communities we serve, and provided 12 trainings for our families. Task facilitated our first training "Journey to Adulthood-What Parents Need to Know (Sexuality)," in both English and Spanish...parents really liked it.
- ◆ Our Birth to Three Seminar had 89 parents and professionals attending.
- ◆ Our 4th annual Transition Conference welcomed 190 attendees and 42 agencies. With speakers, staff, volunteers, we had a grand total of 301 people participating at our event.
- ◆ Our holiday potluck for the REACH and NUEVO DÍA support groups brought in 117 attendees, our largest group ever! We were especially pleased to see so many fathers joining us this year.
- ◆ As always, Santa Photo Day was one of our most popular events with 44 adults and 45 children.

All in all, Parents' Place has much to be grateful for in 2010. Our families, our professionals, our foundations and our staff who have supported our mission all year long deserve our heartfelt gratitude. **SO THANK YOU...WE COULDN'T HAVE ACCOMPLISHED ALL THESE EVENTS WITHOUT YOU!**

BIENVENIDO SEA EL 2011

UN MENSAGE DE LA MESA DIRECTIVA DE PARENTS' PLACE

Esperamos que todos tuvieron unas felices fiestas navideñas y estén listos para dar la bienvenida al 2011.

En Parents' Place nuestro personal y mesa directiva han tomado el tiempo para repasar muchos de los logros del año pasado. Quisieramos compartir algunos de ellos con ustedes.

- Nuestra 18ª Feria Informativa y Festival fue muy exitosa. Damos la bienvenida a 2600 participantes y a 91 agencias que proveen información para nuestras familias.
- Participamos con Disney en el programa de voluntarios "Give a Day, Get a Day," ó "De Un Día, y Reciba Un Día." Tuvimos bastantes voluntarios trabajando en la oficina y en la Feria Informativa.
- A través del año colaboramos con Easter Seals y ahora tenemos voluntarios semanalmente. Los entrenadores de estos jóvenes han sido sobresalientes en enseñarles sus sensibilidades hacia sus clientes y también en manejar nuestras tareas eficientemente.
- Nuestro programa donativo también ha marchado excepcionalmente bien. Más de 5300 búsquedas de internet por el programa "Good Search" han sido conducidas por nuestras familias y hemos recibido nuestro primer cheque en Noviembre. También recibimos cheques trimestrales del grupo de empleados Edison Int. y compras hechas en el supermercado por el Club de Ralph's.

- Participamos en 66 juntas entre la comunidad que servimos, y proveimos 12 entrenamientos para nuestras familias. TASK facilitó nuestro primer entrenamiento sobre la "Jornada a la Edad Adulta, Lo Que Todo Padre Debe Saber (Sexualidad)" en Inglés y Español que fue muy bien recibida... a los padres les pareció muy informativo.
- En Nuestro Seminario del Nacimiento a Los Tres Años tuvimos 89 padres y profesionales en asistencia.
- Nuestra 4ª Conferencia de Transición anual dio la bienvenida a 190 participantes y un total de 42 exhibidores en las mesas. Incluyendo los oradores, voluntarios, traductores y empleados, para darnos un gran total de 301 personas en nuestro evento.
- ¡Nuestra cena navideña para los grupos de apoyo REACH y NUEVO DÍA trajo 117 asistentes, el grupo más grande en nuestra historia! Estuvimos especialmente agradecidos al ver a tantos padres reunirse con nosotros este año.
- Como siempre, Día de Foto con Santa fue uno de nuestros eventos más populares con 44 adultos y 45 niños en asistencia.

Sobre todo, Parents' Place ha tenido mucho porque dar gracias en el año 2010. Nuestras familias, nuestros profesionales, nuestras fundaciones, y nuestro personal que han apoyado nuestra misión el año entero merecen nuestras gracias desde el fondo de nuestro corazón.

¡POR LO TANTO
MUCHISIMAS GRACIAS...
TODO ESTO NO PODRIA SER POSIBLE
SIN USTEDES!

DEVELOPING YOUR CHILD'S VISION

(Excerpted and Reprinted By Permission of Bill Takeshita, O.D., F.A.A.O., F.C.O.V.D.,
Director of Children's Services, The Center for the Partially Sighted)

OVERVIEW: SIGNS & SYMPTOMS OF VISION PROBLEMS

This checklist can help you identify eye problems in your child:

APPEARANCE

- Eyes shake or wander randomly
- Eyes are not able to follow parent's face
- Pupils of the eyes are excessively large or small
- Pupils of the eyes are not black; they appear to have a cloudy film on them
- Eyes do not appear to be evenly lined up; they cross or turn outward

BEHAVIOR

- Rubs eyes frequently
- Does not appear to focus with central vision
- Turns or tilts head when looking at detail
- Covers or closes an eye when looking at detail
- Avoids close work or becomes tired after close work
- Can see better during the day than at night
- Complains of tired eyes
- Squints eyes
- Sits very close to the television
- Has difficulty walking and running; appears clumsy

EARLY INTERVENTION

The purpose of this article is to provide parents, teachers and therapists with critical information to help the child who has a vision impairment. Children born with impaired sight do not know how they are supposed to see the world. Those who develop vision problems as young children may not have the language to communicate information that could help detect these problems. Early professional intervention can make a major difference in your child's development.

VISION IS MORE THAN 20/20 EYESIGHT

Having 20/20 eye sight is not necessarily perfect vision. The standard eye chart used in the offices of doctors and school nurses measures how well a child can recognize a black letter from a distance of twenty feet with one eye. But this test detects less than 20% of children's vision problems. It does not evaluate how well a child performs on reading distance, eye-hand coordination, tracking skills (following movement), eye teaming skills (how well both eyes work together) and visual processing skills.

VISION IS A LEARNED AND DEVELOPED SKILL

Your child's vision is a learned and developed skill that requires stimulation and experience. Like learning to walk and talk, children must learn how to use their vision. The visual system involves much more than the eyes. The visual system interacts with the muscles of the body to develop reaching, crawling, grabbing and walking. In fact, two thirds of the functions of the brain are associated with vision.

VISION AFFECTS THE DEVELOPMENT OF CHILDREN

Research has taught us that vision affects how children develop. Studies suggest that up to 75% of what children learn during the early years of life is processed through their vision.

Children with vision problems may not be able to use their vision to make eye contact, socially bond with family members, and also may have difficulty developing the sense of day versus night. Because vision also serves as a learning sense, children with visual impairment may not learn to perform many tasks as quickly as a child with full vision because they cannot learn by mimicking the behaviors of others. A child with impaired sight may be delayed in sitting, crawling, walking, talking, or learning to read and write. For these reasons, it is critical that you help to develop your child's vision.

DEVELOPING YOUR CHILD'S VISION (continued)

THE TEAM APPROACH TO VISION CARE

Children with vision impairment benefit from a team of vision care professionals — ophthalmologists and optometrists. Each specializes in different areas of vision and has specific training that is unique to each profession. Children who are partially sighted should receive regular eye health examinations from their ophthalmologist to insure that their condition is stable and that they are not at risk for other vision problems.

The functional vision assessment performed by a low vision optometrist evaluates how children use their remaining sight and determines if there are devices to help children reach their full visual potential. These two eye care professionals work together to insure that the child has the best care possible.

Ophthalmologists are physicians who specialize in the medical and surgical treatment of eye diseases. When a child has an eye disease that requires surgery or a combination of surgery and medical treatment, an ophthalmologist is needed.

Optometrists specialize in the functional implications of vision problems and the non-surgical treatment of these problems. They have extensive training in the use of glasses, contact lenses, prisms, filters, and low vision aids. In California and 41 other states, optometrists prescribe medications and drugs for eye conditions. Both ophthalmologists and optometrists are required by law to diagnose eye diseases and vision problems.

VISION STIMULATION

Vision stimulation activities can help children use their remaining vision more effectively. The theory is that by performing these activities, the visual areas of the brain are stimulated to maximize the development of vision. They are not exercises that strengthen eye muscles, or cure eye diseases or abnormalities to the brain. The activities presented in this brochure are to help stimulate the development of your child's vision.

RECOMMENDATIONS FOR THE FIRST YEAR

Things To Remember

- At this age, children are primarily interested in high contrast objects. Their ability to see color is not fully developed yet so they may not be interested in looking at pastels or light colored objects.
- Children are not visually interested in looking at objects that are too far away. For example, they may not look at room borders on the top of walls.

Things To Do

- Stimulate your child's vision by placing high contrast objects, such as black and white stuffed animals, just beyond her reach.
 - Decorate the room to be visually stimulating by using high contrast mobiles, toys and fabrics.
 - Use black and white or red and white patterns.
 - Keep the room well lit. At night, leave on a small night light with a 25 watt bulb so that, if your child wakes up, the light will provide stimulation.
 - Move the crib to different positions in the room so that she will experience different views of the room.
 - Talk to your baby when you enter the room so she will know you are there.
 - Remind family and friends to talk to her when they approach. If she doesn't know you are there, your child may become startled if picked up too quickly. Position yourself in your child's line of sight. Once she focuses, move your face so that she will follow your face with her eyes. This helps to develop eye tracking movement skills.
 - Use brightly colored tape around your child's bottle to create a high contrast target. Move the bottle slowly from side to side to encourage her to track the bottle with her eyes. When she does follow the bottle, allow her to drink.
 - Using a "Mini Mag Lite" flashlight with colored lenses inserted on top of the light, shine the light on your child's body from different angles. Move the light to encourage her to follow the light. This will promote eye tracking movement skills.
 - Use the Fisher Price Lite Box to project an evenly lit source of light to attract her visual interest.
 - Use shimmering materials, such as pompoms or reflective mylar paper, to present visual stimuli in front of your child.
- Have a complete ophthalmological assessment so that your child will receive any medical treatments that may be necessary. If needed, glasses should be prescribed by a pediatric or low vision optometrist.

DEVELOPING YOUR CHILD'S VISION (continued)

ONE TO TWO YEARS

Things to Remember

- During this period, children begin to explore objects located beyond arm's reach. This promotes the development of walking and running.
- Eye-hand coordination skills also develop. Children may learn to manipulate objects with their hands.
- Children may now learn how objects fit together.
- Shape, size, and form perception skills begin to develop.
- They may have an interest in seeing objects beyond three feet. This interest has often been associated with the development of crawling, reaching and walking.

Things to Do

- Encourage reaching for toys and objects that your child enjoys, such as a pacifier, bottle or rattle.
- Encourage the development of visual spatial relations skills by allowing her to play with blocks, such as Duplo blocks.
- Continue to stimulate the visual areas of the brain with high contrast toys, pompoms, flashlights, and brightly colored fabrics.
- Introduce toys that create a visual response after the child touches it, such as a Jack in the Box, or toys that have flashing lights or moving parts when a button is pushed.
- Roll balls so that she can understand that by pushing the ball, it will go away and look smaller as it moves away.
- Play card games that involve matching or putting cards in order.
- Encourage your child to touch, hear and taste those objects that she sees. Allow her to explore her surroundings. The ability to roam and move freely is a valuable experience for your child.
- Introduce the names of objects that your child looks at and plays with. This is a time that the development of language occurs.
- Schedule your child's second year ophthalmological assessment.

CHILDREN'S PROGRAMS AT THE CENTER FOR THE PARTIALLY SIGHTED

The Children's Program at The Center for the Partially Sighted is devoted exclusively to helping children who are partially sighted maximize their remaining sight, even if they are legally blind. We help these children use their sight to function successfully... in the home, in the classroom and on the playground. The Center provides information, treatment and support to the families, teachers and therapists of children who are visually impaired.

Services include:

- Functional Vision Assessment
- Prescription Testing
- Vision Stimulation
- Design and Fitting of Low Vision Aids
- Training in the use of Low Vision Aids
- Family Counseling and Support
- Referrals to Community Resources

You can read more on this subject for children over three by visiting at <http://low-vision.org>.
Look for the Article on Developing Your Child's Vision

Our thanks to Bill Takeshita for allowing us to reprint a portion of this very informative article.

DESARROLANDO LA VISIÓN DE SU NIÑO

**Excerpted & Reprinted by Permission of Bill Takeshita, O.D., F.A.A.O., F.C.O.V.D.
Director of Children's Services, The Center for the Partially Sighted**

Síntomas y Señales de Problemas de Visión

Esta lista le puede ayudar a identificar problemas de los ojos en su niño / niña:

Apariencia

- Los ojos tiemblan o se desvían al azar
- Los ojos no pueden seguir la cara de los padres
- Las pupilas de los ojos son excesivamente grandes o pequeñas
- Las pupilas de los ojos no son negras, sino parecen como que tienen un filtro nublado
- Los ojos no parecen estar alineados igualmente; están cruzados o volteados hacia afuera.

Conducta

- Se talla los ojos frecuentemente
- No enfoca con la visión central
- Inclina o sube la cabeza al mirar detalles
- Cubre o cierra un ojo al mirar detalles
- Evita trabajar de cerca o se cansa después de esto
- Ve mejor durante el día que durante la noche
- Se queja de ojos cansados
- Cierra los ojos
- Se sienta muy cerca de la televisión
- Tiene dificultad al caminar y correr; parece torpe en sus movimientos

Intervención Temprana

El propósito de este folleto es proveer a los padres, maestros, y terapeutas de información crucial que podrán ayudar al niño con impedimento visual. Niños que nacieron con impedimento visual, no saben como se supone que deben ver el mundo. Los niños pequeños que desarrollan problemas visuales, puede ser que no tengan lenguaje para comunicar información que pueda ayudar a detectar problemas con la vista. Profesionistas de intervención temprana pueden hacer la diferencia en el desarrollo del niño.

Visión es Mas que 20/20 Vista

Tener visión 20/20 no es necesariamente visión perfecta. El examen estándar usado en las oficinas de doctores y enfermeras de las escuelas miden que tan bien puede un niño reconocer una letra negra desde una distancia de 20 pies con un ojo. Pero el examen solamente detecta menos del 20% de los problemas visuales de los niños. Este no evalúa que tan bien el niño puede leer a distancia, coordinación ojo-mano, habilidades de seguir, el uso de los dos ojos juntos, y la habilidad visual de procesar. La visión es la habilidad de poder, procesar, y entender información visual. Esta incluye la vista de los ojos, el movimiento de los ojos, los ojos trabajando juntos, enfocando, percepción de profundidad, visión a color, visión periférica y la percepción y procesamiento visual, y la habilidad de integrar toda esta información con todos nuestros sentidos.

Visión es un Aprendizaje y una Habilidad que se Desarrolla

La visión de su niño es una habilidad aprendida, y para que se desarrolle ésta requiere estimulación y experiencia. Como aprender a caminar y a hablar, los niños deben aprender como usar su visión. El sistema visual incluye mucho más que los ojos. El sistema visual interactúa con los músculos del cuerpo para desarrollar agarrar, gatear, y caminar. De hecho, dos tercios de las funciones del cerebro son asociadas con visión.

Objetos con diseños (patrones), se requieren para permitir que las células visuales del cerebro se desarrollen. Sin esta estimulación, estas áreas del cerebro no desarrollan la habilidad para procesar información visual.

Debido a que la visión requiere estimulación, problemas que pueden ocurrir en los ojos o en las áreas visuales del cerebro, pueden afectar la visión de su niño. Ejemplos de estos problemas incluyen: enfermedades de los ojos, como son cataratas congénitas, retinopatía de prematuros, albinismo ocular, enfermedades de la retina y el nervio óptico; y anomalías neurológicas de los conductos visuales y los centros visuales del cerebro.

DESARROLLANDO LA VISIÓN DE SU NIÑO (continuá)

La Visión Afecta el Desarrollo de los Niños

Las investigaciones nos han enseñado que la visión afecta el desarrollo del niño. Estudios sugieren que hasta el 75% del aprendizaje de los niños durante sus primeros años de vida, es procesado a través de la visión.

Los niños que tienen problemas de visión puede ser que no puedan usarla para hacer contacto visual, tener acercamiento (vinculo) social con los miembros de su familia, y también pueden tener dificultad para desarrollar su sentido de cuando es el día y cuando de noche. Debido a que la visión también sirve como un sentido de aprendizaje, los niños con impedimentos visuales puede ser que no aprendan muchas actividades tan rápido como un niño con su visión intacta, porque ellos no pueden imitar las conductas de otros. Un niño con impedimento visual puede ser que tenga un atrazo para sentarse, gatear, caminar, para aprender a leer y escribir. Por estas razones, es crucial que ustedes ayuden a desarrollar la visión de su niño.

El Equipo de Profesionistas para el Cuidado de la Visión

Los niños con impedimentos visuales, se benefician de un equipo de profesionistas al cuidado de la visión. Oftalmólogos y optometristas. Cada uno se especializa en diferentes areas de la visión, y han tenido entrenamiento específico único en cada profesión. Los niños que son parcialmente videntes (tienen algo de visión.) deben ser revisados regularmente de la vista por un oftalmólogo, para asegurarse que la condición es estable, y que no hay riesgos de otros problemas de la visión.

La evaluación funcional de la visión realizada por un optometrista especializado en "baja visión" evalúa como está usando el niño lo que tiene de vista y determina si hay algún equipo o material para ayudar al niño a alcanzar su máximo potencial. Estos dos profesionistas del cuidado de los ojos trabajan juntos, para asegurarse que el niño este recibiendo el mejor cuidado posible.

Los oftalmólogos son doctores quienes se especializan en tratamientos medicos y tratamientos quirúrgicos de enfermedades de los ojos. Cuando un niño tiene una enfermedad de los ojos, que requiere cirugía o una combinación de cirugía y tratamiento medico, un oftalmólogo es necesario.

Los Optometristas especializados en las implicaciones funcionales de los problemas de la visión y de los tratamientos no-quirúrgicos de esos problemas. Ellos tienen un entrenamiento extenso en el uso de lentes, lentes de contacto, prismas, filtros, y equipo para poca visión. En California y en otros 41 estados, los optmetristas prescriben medicamentos para algunas condiciones de los ojos.

Ambos, el oftalmólogo y el optometrista requieren por ley diagnosticar enfermedades de los ojos y problemas visuales.

Estimulación Visual

Las actividades de estimulación visual, pueden ayudar a los niños a usar la visión que les queda mas efectivamente. Esta teoria es, que al realizar estas actividades, las áreas visuales del cerebro son estimuladas para maximizar el desarrollo de la visión. No hay ejercicios que hagan mas fuertes los musculos de los ojos, que curen enfermedades o anomalías del cerebro. Las actividades presentadas en este folleto, son para ayudar a estimular el desarrollo de la visión de su niño.

Recomendaciones Para el Primer Año

Cosas Para Recordar

- A esta edad, los niños estan interesados primeramente en objetos de mucho contraste. Su habilidad para ver el color todavia no esta completamente desarrollado, por eso puede ser que no esten interesados en ver colores pastel o objetos de color claro.
- Estos niños no estan visualmente interesados en mirar objetos que esten muy lejos. Por ejemplo, puede ser que no miren las orillas decoradas en la parte de arriba de las paredes.

Cosas Para Hacer

- Estimule la visión de su niño poniendo objetos de mucho contraste, como muñecos de peluche blanco y negro, un poco fuera de su alcance.
- Decore su habitación para que sea visualmente estimulante poniendo mobiles, juguetes y materiales de mucho contraste.
- Use patrones blanco y negro o rojo y blanco.
- Mantenga la habitación bien iluminada. En la noche, deje una pequeña luz prendida con un foco de 25 watts, para que sí su niño se despierta, la luz lo estimule.
- Ponga la cuna en diferentes posiciones en la habitación, para que el niño experimente diferentes vistas del cuarto.
- Hablele a su niño cuando entre a la habitación, para que él sepa que usted esta ahí. Recuerdele a sus familiares y amigos que le hablen al niño cuando se le acerquen. Si el niño no sabe que se estan acercando puede ser que se asuste si lo levantan muy rápido.

DESARROLLANDO LA VISIÓN DE SU NIÑO (continuá)

- Pongase en posición directa en relación a la vista de su niño. Una vez que él lo enfoque, mueva su cabeza para que él pueda seguir su cara con los ojos.
- Esto le ayudará a que desarrolle la habilidad de seguir con sus ojos.
- Use cinta adhesiva de color brillante alrededor del biberón de su niño, para crear un objeto de mucho contraste. Mueva despacio el biberón de lado a lado para estimular a que él lo siga con sus ojos. Cuando siga visualmente el biberón, permita que él se lo tome.
- Use una lámpara de mano que tenga tapas de diferentes colores, para reflejar la luz en el cuerpo de su niño en diferentes ángulos. Mueva la luz para estimular que él la siga.
- Use una caja de luz "Fisher Price" para proyectar una luz diferente que atraiga el interés visual del niño.
- Use materiales brillantes, como los "mechudos brillantes de porristas" llamados "pompoms" o papel metálico que se refleje, presente estos estímulos visuales en frente de su niño.

Obtenga una evaluación oftalmológica completa, para que su niño pueda recibir cualquier tratamiento que pueda ser necesario. Si es necesario, pueden ser recetados lentes por un optometrista especializado en poca visión.

De Uno a Dos Años

Cosas Para Recordar

- Durante este periodo, los niños empiezan a explorar objetos localizados un poco fuera de su alcance. Esto estimula su desarrollo para caminar y correr.
- La coordinación ojo-mano también se desarrolla. Los niños pueden aprender a manipular objetos con sus manos.
- Los niños ahora pueden aprender como ensamblar juguetes juntos. También la habilidad de percepción de forma y tamaño empiezan a desarrollarse.
- Ellos pueden tener interés en ver objetos tres pies fuera de su alcance.
- Este interés generalmente está asociado con el desarrollo de gatear, agarrar y caminar.

Cosas Para Hacer

- Estimule a que él alcance juguetes u objetos que él disfrute, como el chupón, biberón o sonaja.
- Estimule el desarrollo de habilidades de relaciones espaciales visuales, permitiendo que juegue con bloques, como los "Duplo blocks".
- Continúe la estimulación de las áreas visuales del cerebro con juguetes de mucho contraste, como son los "pompoms", lámparas de mano, y materiales de colores brillantes.
- Introduzca juguetes que produzcan una respuesta después que el niño los toque, como una caja de sorpresas, o los juguetes que tienen luces o partes que se mueven cuando se aprieta un botón.
- Ruede pelotas para que el niño pueda entender que al empujar una pelota, ésta se va y parece más pequeña en cuanto se va retirando.
- Juegue con cartas, juegos que involucran igualar cartas o ponerlas en orden.
- Estimule a que el niño toque, oiga y pruebe esos objetos que él ve. Permita que explore a su alrededor. La habilidad de que se mueva libremente y que explore es una experiencia valiosa para su niño.
- Dígame los nombres de los objetos que su niño mira y que juega con ellos. Este es el momento en que se desarrolla el lenguaje.

Programe la evaluación del oftalmólogo del segundo año de su niño.

You can read more on this subject for children over three by visiting at <http://low-vision.org>.
Look for the Article on Developing Your Child's Vision

Muchas gracias a Bill Takeshita for allowing us to reprint a portion of this very informative article.



WELCOME TO DAD'S CORNER BIENVENIDOS A LA ESQUINA DE PAPÁ

DAD S*P*E*A*K

An Article by Raymond Hampson

(Reprinted with Permission of Warmline Family Resource Center in Sacramento from their *Networker* Newsletter, March 2010)

HOPE

When my daughter was born, I thought that raising her would be the hardest job I would ever have. I hoped that I could do a good job. I hoped she would have a good childhood, good education, good high school experience, a good career and finally a good marriage. I could only hope! Hope was what got me through the tough times.

But, raising our son who has multiple development disabilities really IS the hardest job I have ever tried! I hope every day that I have the strength to complete each day. In the early days I hoped that the seizures would stop, that he would start talking, be toilet trained...that he would be as "typical" as possible. Nineteen years later I am still hoping.

I now see my son for the person he is and not the person I want him to be. Now I hope that he is happy, that he enjoys going to school, that he feels loved. I hope that he enjoys being with me! My hopes for my son have taught me to take action to turn my hopes for him into reality. They have led me to be a better advocate, be a better father and be a better friend to my son. These things did not happen over night. Rather, they have taken years and I hope that I can continue learning to be the best I can be for my son.

"Hope is still everything. Hope is why I continue to get up every morning. I do not want to continue without the possibility of HOPE."

Raymond Hampson is the father of a young man with multiple disabilities. He serves as a Family Support & Resource specialist for the Warmline Family Resource Center in Roseville, CA, and is co-facilitator for the TrailBlazers support group for fathers at that location.

PAPÁ H*A*B*L*A

Por Raymond Hampson

Traducido por Elena Sanchez

ESPERANZA

Quando mi hija nació, pensé que criarla seria el trabajo más difícil que habría hecho. Esperaba hacerlo bien. Esperaba que ella tuviera una buena niñez, buena educación, una buena experiencia en la escuela preparatoria, una buena carrera y finalmente un buen matrimonio. Solo podía esperar! Esperanza fue lo que me ayudo a través de los tiempos difíciles..

Pero, criar a nuestro hijo quien tiene múltiples discapacidades mentales **ES** el trabajo más difícil que he hecho! Cada día espero tener la fuerza para terminar el día. En los primeros días esperaba que las convulsiones pararan, que él empezara a hablar, que empezara a usar el baño...que él fuera tan "típico" como fuera posible. Diez y nueve años después aun estoy esperando.

Ahora veo a mi hijo por la persona que es y no la persona que yo quiero que sea. Ahora espero que él sea feliz, que disfrute el ir a la escuela, que se sienta amado. Espero que disfrute el estar conmigo!

Mis esperanzas para mi hijo me han enseñado a tomar acción para volver realidad mis esperanzas para él. Me han guiado a ser un mejor defensor, un mejor padre y ser un mejor amigo para mi hijo. Estas cosas no sucedieron de la noche a la mañana. Mas bien, han tomado años y espero continuar aprendiendo a ser lo mejor que puedo ser para mi hijo.

"La esperanza todavía es todo. La esperanza es el 'por que' me levanto cada mañana. No quiero continuar sin la posibilidad de ESPERANZA."



AUTISM & LEARNING DISABILITIES WEBSITES

Be sure to keep this page in your resource file. Others will follow and this particular list will not be repeated for a year or more

AUTISM

Autism Fact Sheet
<http://www.ninds.nih.gov/disorders/autism>
 Autism and PDD Support Network
<http://www.autism-pdd.net>
 Autism Research Institute
<http://www.autism.com>
 Autism-ARI's Newsletter
www.AutismNewsletter.com
 Autism Treatment Evaluation Checklist
www.ARI-ATEC.com
 Autism Society of America
<http://www.autism-society.org/>
 Autism Speaks
<http://www.autismspeaks.org/>
 Autism Today
<http://www.autismtoday.com>
 Autism-ARI's Articles Translated-Spanish,
 French, Italian & other languages
http://www.autism.com/tran_es_index.asp
 Autism Treatment Network
<http://www.autismtreatmentnetwork.org>
 Autism Web
<http://www.autismweb.com>
 CDC Autism Information Center
<http://www.cdc.gov/ncbddd/autism/>
 Global Autism Collaboration (GAC)
<http://www.autism.org>
 Floortime Foundation
<http://www.floortime.org>
 For OC Kids
<http://www.forockids.com>
 Gray Center for Social Learning
<http://www.thegraycenter.org>
 Special Diets
<http://www.autismndi.com>
 Symbol World
<http://www.symbolworld.org>
 Zac Brower: Interactive site for Autistic Children
www.zacbrower.com

LEARNING DISABILITIES

LDA of America
<http://www.ldanatl.org/>
 All Kinds of Minds
<http://www.allkindsofminds.org/>
 American Hyperlexia Association
<http://www.hyperlexia.org/>
 Dyslexia Awareness & Resource Center
<http://www.dyslexiacenter.com/>
 Dyslexia: The Gift
<http://www.dyslexia.com>
 Hello Friend: Ennis William Cosby Foundation
<http://www.hellofriend.org/>
 International Dyslexia Association
<http://www.interdys.org/>
 LD OnLine
<http://www.ldonline.org/>
 Learning Disabilities
<http://www.kidshealth.org/parent/>
 LD Pride Online
<http://www.ldpride.net/>
 LD Resources
<http://www.ldresources.com/>
 National Center for Learning Disabilities
<http://www.nclld.org/>
 NIMH- National Institute of Mental Health
<http://www.nimh.nih.gov/index.shtml>
 NLDline - Nonverbal Learning Disorders
<http://www.nldline.com/>
 NLS Reference Circulars
<http://www.loc.gov/nls/reference/circulars/index.html>
 Recording for the Blind and Dyslexic (RFB&D)
<http://www.rfbd.org/>
 GreatSchools.org
<http://www.greatschools.org/special-education/topic?content=1541>

JANUARY-FEBRUARY-MARCH 2011 CALENDAR

The San Gabriel/Pomona PARENTS' PLACE ACTIVITIES

(626) 919-1091 or (800) 422-2022
e-mail: empower@parentsplacefc.com

The San Gabriel/Pomona PARENTS' PLACE BOARD MEETING

Board Meetings are normally held on the 3rd Thursday of each month between 10:00 am and 12:00 noon. Meetings are held at the PARENTS' PLACE Family Resource & Empowerment 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 2ND Thursday of each month, 9:00am—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 Valentina Allen
PARENTS' PLACE (626) 919-1091.

UPCOMING WORKSHOPS

(Facilitated by Office of Clients Rights Advocacy)

IFSP/IPP Trainings (English/Spanish)

January 7, 2011—10:00a—12:00n (English)
February 4, 2011—10:00a—12:00n (Spanish)
March 4, 2011—10:00a—12:00n (English)

IEP Trainings (English/Spanish)

January 21, 2011—10:00a—12:00n (English)
February 18, 2011—10:00a—12:00n (Spanish)
March 18, 2011—10:00a—12:00n (English)

UPCOMING WORKSHOPS

(Facilitated by TASK)

Basic Rights Workshop

Saturday, February 19, 2011—9:00a—1:00p (English)
Saturday, March 12, 2011—9:00a—1:00p (Spanish)
(See flyers enclosed)

SAVE THE DATE!

19TH Annual
INFORMATION FAIR & FESTIVAL
SUNDAY, MAY 1, 2011
1:00 — 4:00 pm
Cortez Park

(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

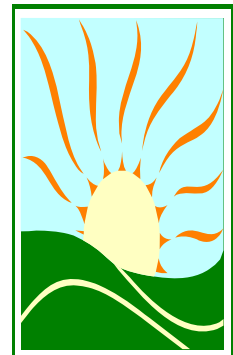
Parents' Place

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 2011 CALENDAR—CONTINUED

**MISCELLANEOUS EVENTS/
CONFERENCES SCHEDULED**
(For details on any of these events/
conferences, call (626) 919-1091

January 11—12: Beginning Together Graduate Conference in San Marcos, CA. Must be certified to attend. Sponsored by WestEd. Fee.

January 28: A Special Needs Sensory Conferemce with Dr. Temple Grandin, Paula Aquilla, BSc, OT and Britt Collins, MS, OTR/L. in Pasadena, CA. Sponsored by Sensory World/Future Horizons. Fee.

February 1: Grandparents Raising Grandchildren Conference in San Francisco, CA. Sponsored by Strategies. Fee.

February 4-5: 5th Annual “All Ages & Abilities” Autism/Aspergers Conference. Held in Irvine, CA. Sponsored by Autism Conferences of America. Fee.

February 18: Inclusion Training, sponsored by All Kids, Inc. & SG/P Regional Center, held at SG/P Regional Center. Fee.

February 24: SG/Pomona Regional Center’s Autism Resource Fair 3—7:00pm at Regional Center in Pomona.

**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). Meetings held monthly, 6:30pm—8:30pm, 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.

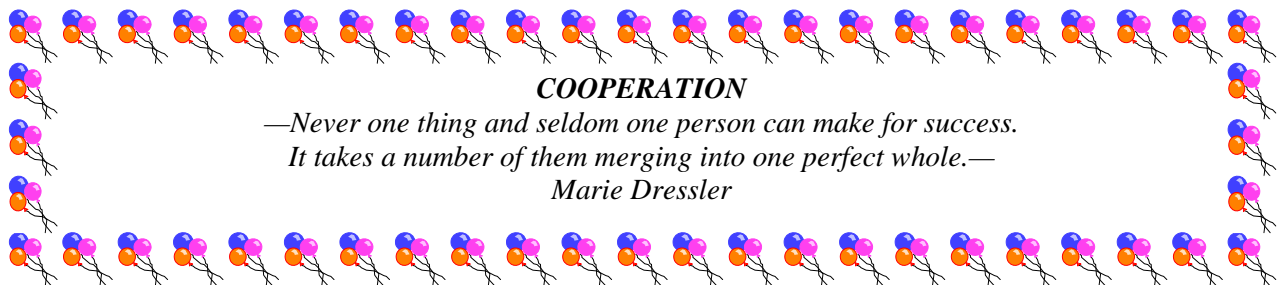
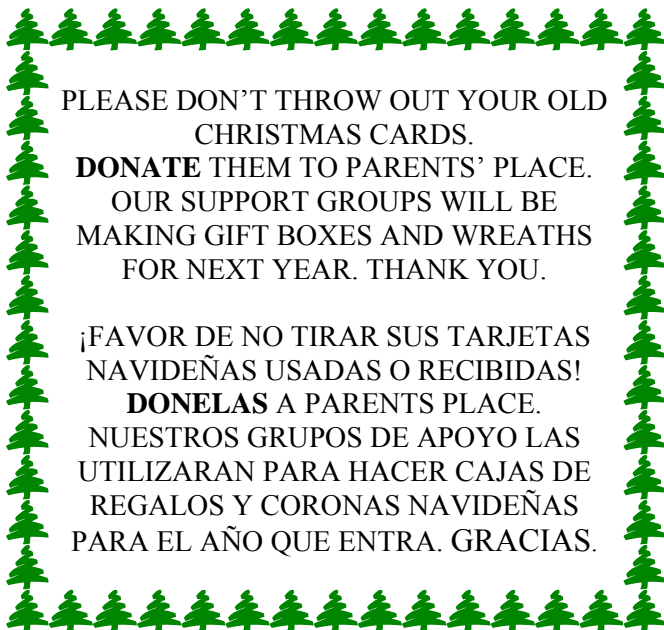
Pasadena USD SELPA Community Advisory Committee (CAC) (6:30—8:30pm), at Edison Professional Development Complex (PALS), 119 W Palm Ave., Altadena. Call for exact dates (626) 536-4105, and to reserve free childcare and translation.

Pomona USD SELPA Community Advisory Committee (CAC) meetings are held 7:00—9:00pm at the Pomona USD SELPA office on the last Thursday of the month, except November/December. Call (909) 397-5090 X-3843 for further information.

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

West San Gabriel Valley SELPA Community Advisory Committee (CAC). CAC meetings normally held monthly, 6:30pm—8:30pm, at WSGV SELPA office, 15 W Alhambra Rd., Alhambra, 91801 (board room). Call for exact dates and information (626) 943-9748.

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.



JANUARY-FEBRUARY-MARCH 2011 CALENDAR - CONTINUED

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

SUPPORT GROUPS CONTINUED

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 Violeta Escobar at SG/PRC (909) 868-7528 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) 868-7528, for information and details. Meeting held in English; however, most parents speak Tagalog.

encouragement, resources, and a supportive community that participates in events like weekly open play groups, parent chat nights, peer social events, sign language classes, therapy consultations and IEP/school support. Call 626-844-1821 or email info@clubtwentyone.org for general questions. Located in Pasadena.

Down Syndrome Association of L.A., Pomona: Sub Group – “Up for Down.” Meets third Thursday every other month at 7:00-8:30pm. Also, Little Steps for 0-3 that meets every Thursday of the month from 6:00—8:00pm at same location. For information, call Carol Anten at (909) 268-6344

DIR®/Floortime™ Parent Support Group—for parents of children with all types of disabilities to support each other in using DIR®/Floortime™ strategies at home. Meets 2nd Tuesday each month, 6:30-8:00pm at Pasadena Child Development Associates. Call Felicie Standley at (626) 793-7350, Ext 257, for more information. -mail to Felicie@pasadenachilddevelopment.org.

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

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

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

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

Pomona Valley Learning Disability Assoc. — Meetings held 3rd Thursday of each month, 5:30-8:00p.m., at Rancho Cucamonga Family Resource Center, 9791 Arrow Route, Rancho Cucamonga, CA 91730. For further info, call (909) 621-1494, or e-mail us at PVLDA@aol.com.

SUPPORT GROUPS MISCELLANEOUS

A.B.L.E. Academy for “Mommy or Daddy and Me” - 0—3 years old with caretaker. Ongoing Wednesdays & Fridays 9:00—11:30am in Hacienda Hgts. Call 626-812-0055 for info.

CH.A.D.D.—Support group for Adults with ADHD: 2nd Tuesday of each month, 7:00-9:00pm, at The Frostig Center, 971 N. Altadena Drive, Pasadena. TEL: (626) 943-3100.

CPAD (Chinese Parent Assoc. for the Disabled) - San Gabriel, CPAD holds support group meetings and trainings for Chinese-speaking parents. Call Rose Wang (626) 202-4773 for dates and times. Hot Line: (626) 307-3837.

Club 21—Learning & Resource Center is dedicated to the inclusion of individuals with Down syndrome in home, school and community life. Provides families →

ADVOCACY IS—-ADVOCACY IS NOT

ADVOCACY IS:

- Helping parents help themselves.
- Building confidence so parents are able to help themselves.
- Supporting efforts toward independence.
- Providing necessary tools for appropriate decisions and appropriate action.
- Informing parents of their rights.
- Helping parents get their rights.
- Analyzing a problem and pinpointing areas of responsibility.
- Stating options available to resolve a problem.
- Providing technical assistance and training.
- Providing assistance in locating appropriate services.
- Referring to appropriate agencies.
- Lobbying for necessary legislation.
- Agitating to get legislation implemented.
- Organizing for change.
- Initiating new services.
- Investigating grievances.
- Following up on complaints.
- Going to court when other avenues have failed to get results.
- Bringing parents and groups together for mutual support and action.
- Advocating and/or interceding on behalf of parents only when they are unable to help themselves.
- A partnership with parents, with mutual sharing of information, tasks, and action.

ADVOCACY IS NOT:

- Taking over a parent's life (or problem) and making all decisions for him/her.
- Squelching efforts of self-help.
- Reinforcing feelings of the helplessness and dependence.
- Keeping parents in the dark while doing everything for them.
- Keeping parents uninformed about their rights, so they will have to rely on the advocate for everything.
- Discouraging parents from becoming activists.
- Making excuses for unavailability or inadequacy of services.
- Making decisions for parents.
- Controlling parents.
- Persuading parents to accept "make do" services.
- Closing the door to parents because "there's nothing I can do to help."
- Keeping "hands off" of policies.
- Accepting the status quo when legislation is not implemented.
- Seeking individual solutions to group problems.
- Accepting unavailability and inadequacy of services.
- Denying existence of problems reported.
- Dropping a complaint after initial contact.
- Filing a lawsuit as the first approach to a problem.
- Working only with individuals when others share a mutual problem.
- Interceding on behalf of parents who can help themselves.
- A parent/child relationship.

The San Gabriel/Pomona

PARENTS' PLACE Is Proud to Sponsor our
19th Annual

Information

Fair & Festival



MAY 1, 2011

Sunday

1:00-4:00pm

Publicity Photos Will Be Taken

Support Groups,
Local Agencies
And much More!

For children and young adults with special needs from Birth to 22, their families, and the professionals who work with them.

Location:

Cortez Park

2441 E. Cortez Street (off Citrus)
West Covina 91791

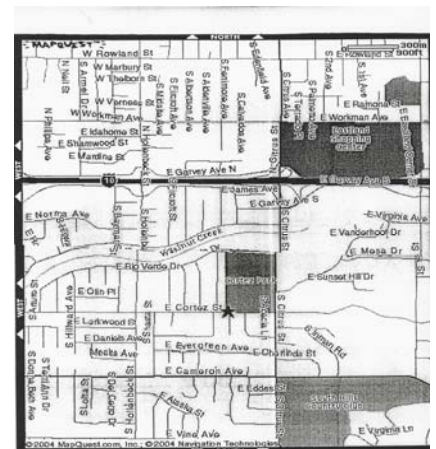
Thank you for your previous support

Sponsored by: Parents' Place
Family Resource & Empowerment Center
1500 S. Hyacinth Avenue, Suite B
West Covina, CA 91791
Office (626) 919-1091
Fax (626) 919-2784
Website: www.parentsplacefrc.com

In conjunction with:
California Department of Developmental Services, California Department of Education, Options Head Start, and private donations from various community organizations.

*Advance Infant Development
Bethel 353
Christ Lutheran Church
City of West Covina
Civitan Club-Arcadia/So. El Monte
DG Therapy Group, Inc.
.Dynamic Therapies
Farmers Insurance
First Church of the Nazarene-
(Paz Naz)
In-N-Out Burgers
Islands Restaurants
Jarritos
Kaiser Permanente*

*Lions Club of West Covina
Macondo Ice Company
Manny's El Loco
Rotary Club of El Monte/So.
El Monte
RC Davis Foundation for the
Developmentally Disabled
Shriners Clowns
Smart & Final
Upper San Gabriel Valley
Water Company
W.C. Explorer Scouts
West Covina Fire & Police
Depts*



The San Gabriel/Pomona **PARENTS' PLACE**
Se Enorgullece de Patrocinar Nuestra
19^{va} Anual

FESTIVAL & FERIA

INFORMATIVA



MAYO 1, 2011
Domingo
1:00-4:00pm

SE TOMARAN FOTOS PARA PUBLICIDAD

Grupos de Apoyo,
Agencias Locales
y **MUCHO MAS!**

Para los niños con necesidades especiales del nacimiento a los 22 años, sus familias y los profesionales que trabajan con ellos.

Lugar:

Parque Cortez
2441 E. Cortez Street (off Citrus)
West Covina 91791

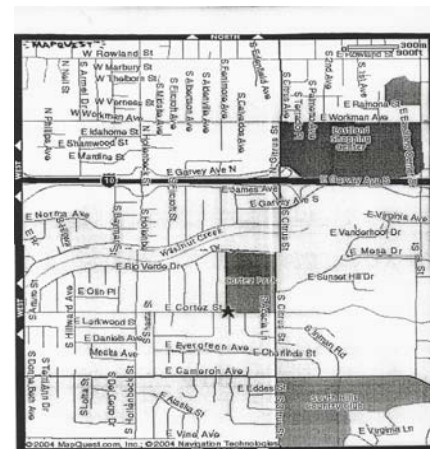
Gracia por su Apoyo

Auspiciado por: Parents' Place
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Shriners Clowns
Smart & Final
Upper San Gabriel Valley
Water Company
W.C. Explorer Scouts
West Covina Fire & Police
Depts*



PARENTS' PLACE CONTINUES TO RAISE FUNDS WITH THE HELP OF OUR COMMUNITY!

MANY THANKS TO ALL OF YOU PARENTS WHO PARTICIPATED IN
OUR FUND RAISING PROGRAMS IN 2010.

YOU'RE TERRIFIC!!!

**BY YOUR PARTICIPATION, YOU HAVE HELPED PARENTS' PLACE
CONTINUE TO SERVE OTHER FAMILIES IN THE COMMUNITY WHO
HAVE CHILDREN WITH SPECIAL NEEDS. IF YOU WANT TO HELP IN
2011, JUST JOIN ONE OR ALL OF THE FOLLOWING PROGRAMS.**

1.

Do you shop at  ?

All Rewards card members must re-register in September to have a portion of their purchases go to Parents' Place. All you need to do is connect our organization number to your Rewards card. Connect your card at the store, or do it on line as follows:

1. Go to www.ralphs.com
2. Click on "Sign In/Register" to sign up as a new online customer. You will need your Ralph's Rewards number and the zip code of the store you shop at.
3. If you have registered before, use your email and password to sign in. Ralph's requires that you re-register once a year.
4. Go to "Community Contribution" to link to our Organization # **8 4 7 5 5**.

2.

You can also help us by bringing in your used inkjet and laser cartridges or your old cell phones. Just drop by anytime between 9:00am and 3:00pm, Monday through Friday. We receive ALL proceeds when we turn these in for recycling.

3.



For you Internet Users—Parents' Place is registered in the *Good Search Program*. For every search or purchase you want to make on the internet:

- a) Go to: www.goodsearch.com
- b) Place our name in the favorite charity box (we are listed as San Gabriel Pomona Parents' Place) and then start your search. All searches are done through Yahoo and we receive credit every time you search.

We also receive a percentage of all purchases you make through their "Good Shop" link. After you're signed in, choose "Good Shop" and go to your favorite store...Sears, Target, etc. ...make a purchase.

4.

And of Course.....

Your check or money donation is ALWAYS welcome!

Thank You for Your Support.

**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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RETURN SERVICE REQUESTED

**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.

Funded in part by Early Start, California Department of Developmental Services Contract #HD490019 and the California Department of Education Family Empowerment Grant (SB511)