



Health & Wellness

Lanterman Needs Your Help in Preventing and Identifying Diabetes in the Center's Population

There are over 18 million people in the United States that have diabetes and an additional 41 million individuals who are classified as pre-diabetic, which means that close to 20 percent of the U.S. population has or is at risk for diabetes.

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There are certain risk factors that predispose a person to becoming diabetic including:

- ♥ Having a family history of diabetes
- ♥ Being a member of a high-risk ethnic group, such as African Americans, Asian Americans/Pacific Islanders, Latinos and Native Americans
- ♥ Delivering a baby weighing more than 9 pounds or having gestational diabetes
- ♥ Being overweight and inactive with abnormal fat levels, including a high density lipoprotein (HDL) less than or equal to 35 mg/dl or triglycerides greater than or equal to 250 mg/dl
- ♥ Having impaired glucose tolerance and/or having high fasting glucose values
- ♥ Taking certain medications

Some symptoms that are useful in identifying diabetes and should be watched for include:

- ♥ Frequent urination
- ♥ Excessive thirst
- ♥ Extreme hunger
- ♥ Unusual weight loss
- ♥ Increased fatigue
- ♥ Irritability
- ♥ Blurry vision

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IDEA 2004: A Summary of Changes

The Individuals with Disabilities Education Act (IDEA) is the federal law that governs how schools must address the special educational needs of children with disabilities. Originally passed in 1975 as the Education for All Handicapped Children Act, the law was reauthorized in 1990. The most recent revisions to the law were completed in 2004, and will take effect July 1, 2005. Below we summarize some of the most important changes resulting from the 2004 amendments. This information has been extracted from the Web site of the National Dissemination Center for Children with Disabilities. For more information on IDEA 2004, visit the site at www.nichcy.org/reauth/2004IDEASUMMARY-12.04.doc.

IEP PROCESS

1. **Short-term objectives.** In the future, short-term objectives for meeting each child's measurable annual IEP goals will only be required for children who take alternate

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"Circle of Friends" gets a new Twist at Monte Vista Elementary School



Joy Durkee, a freshman at Hope International University and ambassador for Easter Seals, who also has spina bifida, shares why she enjoys speaking with children, "I like talking with kids because I want to encourage them. I want them to know that just because someone says you can't do something, doesn't mean you can't." From left to right of Durkee are "Circle of Friends" participants Carrie Ostler, Naomi Boyd, Maya Alvarez, Rebecca Thomas, Jonathan Nemati, James Chung, Amanda Hemmingway, Catherine Brookey and Paul Richards.

The "Circle of Friends" concept in education has been around for many years. Most of the time, educators use the term "Circle of Friends" to describe the three concentric circles of support that exist for a child with special needs who is being included in a regular classroom. The inner circle is comprised of the child's immediate family, followed in the second circle by the child's extended family and support people such as doctors, therapists and coaches. Finally in the third circle, we find friends and individuals the child associates with through group activities.

Chris Nuanez, special education teacher at Monte Vista Elementary School, noticed that there were children with special needs at Monte Vista who had very few, if any, friends in the outer circle. "In the classroom situation, it's easy to create a caregiving type of circle and have children sign up to be a child's "friend" for the day, but I realized that wasn't extending to the playground or lunch time," explains Nuanez.

At the start of the 2004-2005 school year, Nuanez developed a modified version of the "Circle of Friends" program specifically for children with autism that would allow children with autism to interact with their peers. Nuanez waited for the right child to come along that had autism, and

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Toys, Toys and More Toys Help Make "Holidays are for Sharing" Successful

See story on page 2



Aida Grijeda, Jackie Ashman and Patty Cantoral sort through the thousands of toys that Lanterman received through the 2005 "Holidays are for Sharing" campaign.

Join or Sponsor Team Lanterman for the Achievable Foundation's Reach for the Stars! 4th Annual Walk, Run, Wheel and Woof



One hundred percent of the money raised will benefit Lanterman and will support camperships, the Roberta Happe Memorial Internship Fund and other Koch♦Young Resource Center projects.

See pages 13 and 14 for details

It's Good for the Bottle... It's Good for the Can... It's Good for Lanterman

Several times a month, you'll see Lanterman staff hauling in big plastic bags that are jingling and jangling – bags filled with plastic and glass bottles, as well as aluminum cans. When you walk around Lanterman, you'll also notice grey containers with green lids in every kitchen area placed next to trash cans to collect items for recycling.

These efforts are part of a recycling program started in January 2003 by Karen Ingram, director of Community Services at Lanterman. Ingram says, "I started this program because we're a wasteful society and recycling is good for the earth. Contrary to our behavior, the earth's resources are limited. It is a bonus that we can get money for the Help Fund by recycling bottles and cans with a California Redemption Value (CRV). Once you start recycling bottles and cans you notice the 'money' lying around because people were too lazy to either recycle or throw their trash away."

"I started this program because we're a wasteful society and recycling is good for the earth."

– Karen Ingram,
director of Community Services

In addition to Lanterman, Ingram also picks up bottles and cans at Dodger Stadium, the park across the street from her house, and anywhere she sees them.

Every Friday, Ingram loads up the bags of recyclables in her car and takes them to the recycling plant. When she's out of town, she makes two trips the following week, loading her car on Friday and dropping off the recycling on Saturday morning on her way back to Lanterman for her second load. While the \$0.05 CRV per item might seem insignificant, over the course of the last two years, the recycling program has raised approximately \$700 for Lanterman's Help Fund and prevented thousands of cans and bottles from ending up in landfills. The Help Fund provides financial aid to clients and their families who may need extra support in times of need. "It's good for the environment and, even better, it's money for our clients," adds Ingram.

To learn more about why recycling is important, what to recycle, where to recycle and how to start a recycling program at your work or school, visit www.bottlesandcans.com or call 1.800.RECYCLE.



Karen Ingram loads up recycling collected at the Center. The money collected from the CRV is donated to Lanterman's Help Fund.

All Bundled Up – Brownies Collect Coats for Lanterman



In January, the members of Girl Scout Brownie Troop 791 collected over 100 coats for Lanterman Regional Center. This is the second year that they have donated coats to Lanterman. Brownies not pictured include Alexa Ahn, Sammy Ahn and Kiarra Green.

2004 Holidays are for Sharing Campaign – One of the Most Successful in History

Across the board, donations of toys, gift baskets and money were up for the 2004 "Holidays are for Sharing" campaign. There were some newcomers to the pool of organizations that contributed to the campaign, and donations from most other organizations increased by at least 100 percent from the 2003 campaign with some increasing 200 and 300 percent. The total for donations of all types increased by 35.5 percent.



The Alliance for Children's Rights, Toys for Tots, California Highway Patrol, Fun Rise Toys, Hope Worldwide and Giving Tree all participated again in the 2004 campaign. Temple Ahavat Shalom donated 30 Thanksgiving gift baskets, the South Orange County Chamber Orchestra, better known as SOCCO, donated five gift baskets, and the

Gamma Phi Delta Sorority donated 10 gift baskets. Lanterman also hosted a benefit jewelry sale with Russell Jewelers.

"The success of this year's 'Holidays are for Sharing' campaign is due in large part to the efforts of Jackie Ashman, who was picking up toys at all hours of the day and night and on weekends, and following up on donation leads," says Diane Anand, executive director. Jackie Ashman, director of Human Resources and coordinator of "Holidays are for Sharing," also helped the Marines at the Pico Rivera, November Battery coordinate their first ever Toys for Tots benefit golf tournament.

"The 2004 campaign was one of the most successful in the history of 'Holidays are for Sharing' in part because of the dedication and support of Lanterman staff," shares Ashman. "We were able to meet the needs of all families identified by their service coordinators to participate in the 'Holidays are for Sharing' program."

Make the Call! Dial 3-1-1 for Routine and Non-Emergency City of Los Angeles Services

It's now easier than ever to get to get in touch with your local Parks and Recreation office, your elected official or even City Hall, just dial 3-1-1.

City government agencies created this toll-free phone number for local residents, visitors and businesses to contact city of Los Angeles officials when they need assistance with routine and non-emergency city services such as garbage collection, non-emergency police and fire, business permits, street maintenance, etc.; city of Los Angeles office locations; City phone numbers; public meeting schedules, including Council, committees, Neighborhood Councils, etc.; and Citywide events. While the direct dial numbers for contacting the City have not changed, this is an easy to remember, convenient way to get in touch with city of Los Angeles staff members, services desks and hotlines for routine questions and concerns that can be handled over the phone.

In Los Angeles, 3-1-1 ambassadors are trained to answer questions, provide information, process service requests or assist callers with contacting any City agency, local elected

official or commission member. Ambassadors can also provide information about neighborhood fire stations or community police stations. Calls are answered 24 hours per day, 365 days per year. The service is available in English or Spanish, for individuals with speech or hearing impairments, and in more than 150 other languages through the use of translation services.

To get in touch with 3-1-1, simply dial 3-1-1 from any wired telephone line within the city of Los Angeles or by Cingular wireless phone to connect with the 3-1-1 call center. Callers from the greater Los Angeles area, including the counties of Los Angeles, Orange, Riverside, San Bernardino and Ventura can call toll-free at 866.4.LA.CITY, and calls from outside the greater Los Angeles area should call 213.978.3231. Listings provided through 3-1-1 are also available through the city of Los Angeles' Citywide Services Director at <http://publiccsd.lacity.org/CSD/index.cfm>.

Always remember, any situation that directly endangers human life or property and demands immediate attention is an emergency and should be reported directly to 9-1-1.

THE BUDGET UPDATE:

Governor Releases Proposed Budget for 2005-06

In the midst of continuing fiscal difficulties in the state of California, Governor Schwarzenegger has released a proposed budget for the fiscal year that is to start July 1. The proposed budget includes \$3.7 billion for the developmental services system; this is an increase of \$166 million, or 4.7 percent. While there are small decreases in the budgets for developmental centers due to population reductions, the budget for regional centers is proposed to increase by nearly 7 percent, or \$187 million. Of this amount, \$165 million is for purchase of services and a little over \$22 million is for regional center operations. The regional center system is expected to serve more than 200,000 clients and families next year.

In an effort to control costs, the administration is proposing some strategies for regional center purchase of services that they expect to put into legislation. These include using the least costly vendor that will meet the client’s needs, using group rather than individual services where appropriate, clarifying a parent’s responsibility for purchasing services, placing limits on the cost of supported living services, and ensuring that regional centers implement an internal review process prior to authorizing the purchase of services. Many of these strategies have been in use at Lanterman for some time. While there are no unallocated reductions to the regional centers, those enacted previously will continue. Developmental centers and the

Department of Developmental Services headquarters will, however, receive small unallocated reductions. It is important to note that, while this is positive news for our system, the State is still faced with a significant revenue shortfall. As a result, many programs which serve regional center clients, such as In-Home Supportive Services (IHSS) and Medi-Cal, are proposed for reductions. This could ultimately affect regional center clients and our own spending. The budget will work its way through the Legislature this spring. It is expected that there will be considerable debate and many changes before a final budget is enacted.

IDEA 2004

Continued from page 1

- assessments aligned to alternate achievement standards as defined under the No Child Left Behind Act (NCLB). These are children with the most significant cognitive disabilities as determined by the IEP team. Many regional center clients will be included in this category.
- 2. IEP progress reports.** The progress the child is making toward meeting the annual goals must be reported, but there is no longer a required reference to “the extent to which the progress is sufficient to attain the goal by the end of the year.”
 - 3. Transition information in IEP.** The amendments clarify that the transition process for a student with a disability now begins at age 16.
 - 4. IEP attendance and participation.** A new section allows IEP team members to be excused from attendance if their area is not being discussed at the meeting. This may only happen, however, if the parents give written consent.
 - 5. Pilot program for multi-year IEPs.** Up to 15 states may allow local school districts to offer, with parental consent, a multi-year IEP, not to exceed three years. This would generally mean no comprehensive annual review of the IEP, less specificity in goals, and less rigorous requirements for progress reports, accommodations, supplementary aids, and services goals.
 - 6. IEP team transition.** Parents of a child transitioning from Part C services (early childhood) to Part B services (school-age) may request that representatives of the Part C system be invited to the initial IEP meeting to smooth transition. This provision does not, however, require such attendance.
 - 8. Transfers between school districts.** Services comparable to those described in the IEP in effect before a child’s transfer must be provided by the new school district until the previous IEP is adopted, or until a new IEP is developed, adopted and implemented (in the case of a transfer in the same state), or until a new IEP is developed (in the case of a transfer outside the state).

DUE PROCESS

- 1. Procedural safeguards notice.** The procedural safeguards notice will be distributed only once a year, except that a copy will be distributed upon initial referral, when a parent makes a request for an evaluation, when a due process complaint has been filed, or if a parent requests a copy.
- 2. Statute of limitations.** Parents now have two years in which to exercise their due process rights after they knew or should have known that an IDEA violation has occurred.
- 3. Due process complaint notice.** A new provision provides that the school district must file a response to a complaint notice within 10 days unless the district within 15 days notifies the state hearing officer that it is challenging the sufficiency of the parent’s due process complaint notice. The state hearing officer has five additional days to make a finding.

- 4. Resolution session.** Parents must go through a mandatory “resolution session” before due process occurs. Such a session must occur within 15 days of filing a complaint, and the school district has 30 days from the filing date to resolve the complaint to the satisfaction of the parents. The parents’ attorney fees for this session are not reimbursed regardless of the outcome of the due process action.
- 5. Attorney’s fees.** Parents’ attorneys may be responsible for paying the school system attorney’s fees if a cause of action in a due process hearing or court action is determined to be frivolous, unreasonable or without foundation. Parents may be responsible for the school system’s attorney fees if a cause of action was presented for any improper purpose, such as to harass or to cause unnecessary delay.
- 6. Qualifications for hearing officers.** For the first time there are explicit qualification requirements for hearing officers.

DISCIPLINE

- 1. Stay put.** The right of a student with a disability to “stay put” in his current educational placement pending an appeal is eliminated for alleged violations of the school code that may result in a removal from the student’s current educational placement for more than 10 days. Previously the law only denied “stay put” rights to students with disabilities involved in drugs, weapons or other dangerous behavior or activity.
- 2. Manifestation Determination Review.** IDEA 2004 makes it the responsibility of the parents to prove that the behavior that may warrant removal from the current school placement was caused by, or had a direct and substantial relationship, to the child’s disability. Previously, the school was required to prove that the behavior was not a manifestation of the child’s disability before being allowed to apply the same disciplinary procedures as they use for non-disabled children.
- 4. Special Circumstances.** Since 1997, IDEA had expressly authorized schools to unilaterally remove children to an interim alternative educational setting for as long as 45 days for offenses involving drugs and weapons – even if the behavior was a manifestation of the student’s disability. Although school authorities have always had the authority to respond to an emergency and to unilaterally remove any student with or without a disability who is causing serious bodily injury to another, now schools can also unilaterally remove children for 45 days for “inflicting serious bodily injury.” This term is defined as involving a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or mental faculty.
- 5. 45 day limit.** The 45 calendar day limit on the removal for these offenses has been changed to 45 school days.
- 6. Case-by-case determination.** A paragraph has been added to the discipline provisions, which states that school personnel can consider any unique circumstances on a case-by-case basis when determining whether to change the placement of a child with a disability who violates a school code of conduct.

Regional Centers to Implement “Family Cost Participation Program”

In 2004, the state of California passed a law that requires parents to share the cost of some services that regional centers purchase for their children. The law does not apply to all families and it applies to only three kinds of services. In addition, it is not intended to prevent families from receiving needed services because their share of the cost is too high.

This new law is called the “Family Cost Participation Program” or FCPP. It took effect in January 2005 and is scheduled to remain in effect until July 2009. The purpose of the law is to have parents pay some part of the cost of services provided to their children by the regional center. This cost to parents is called a “co-pay.”

To begin with, the law only applies to some families. These are families that meet the following criteria:

- The family has a child who is at least 3 years old but younger than 18 and lives in the family home.
- The child is not eligible for Medi-Cal.
- The child receives one or more of three kinds of services purchased by the regional center: respite, day care and camp.
- The family’s annual income is above a certain level. (This amount varies with the number of people in the family, but is 400 percent of the federal poverty level.)

If the family satisfies all of these criteria, they will be required to pay a share of the cost of the service, but the cost will be on a sliding scale. In other words, families with higher income will be required to pay more. The lowest amount would be five percent of the cost of the service and the highest would be 80 percent of the cost. To determine the share of cost, families will be required to submit copies of tax returns or other income data to the regional centers.

The Department of Developmental Services (DDS) has developed materials that provide more detail on this program. These materials will be provided to you at the time of your child’s Individual Program Plan (IPP) meeting if it applies to you. You can also view more information on the “Family Cost Participation Program,” including regulations and program guide, on the DDS Web site at www.dds.ca.gov/fcpp/index.cfm.

If you have any questions regarding this matter or would like additional information prior to your next IPP meeting, please contact your service coordinator.

The Director's VIEWPOINT

New Beginnings, New Hope

This is the time of year when we think of new beginnings. It's a time when we reflect on the days to come, resolve to make changes, and set our course for the year ahead.



Executive Director Diane Anand with her grandson Wyatt who came to visit the Koch♦Young Resource Center.

In the Anand household, we were blessed last year with the arrival of Wyatt, a lively new addition to our family. He – as do all babies – represents the most precious and important of new beginnings.

It's been a long time since I've been so close to all the excitement and challenges of early infant development. And as I've watched his parents experiencing the joys and frustrations, fears and excitement of nurturing their first child, I've been re-introduced to this remarkable and critically important time, and I'm reminded of how vital early intervention is in promoting a child's full development – regardless of the level of challenges.

The most important element in the early childhood picture is the parent. Parents are the primary influence on their children. They are their first teachers, their key advocates and their greatest asset.

And when a child needs extra attention, because he or she is born with – or at risk for – developmental delays or disabilities, it's crucial that parents familiarize themselves with all the resources available to them. Over the years, we have learned that the earlier we work with infants and children with special needs, the more successful we may be in minimizing – or even eliminating – future concerns. As a result, we here at Lanterman have developed a full range of early intervention services. These are services and supports designed specifically to help infants and toddlers with – or at risk for – special needs.

Our Koch♦Young Resource Center offers a wealth of early intervention resources, from printed materials to videos to training classes to support groups. I urge all parents to take advantage of the information available through our Resource Center.

These initial months and years are irreplaceable in a child's development. The early skills gained will set the child and family on a positive course for the future – one filled with potential. Early intervention is truly a way to ensure a bright new beginning for children and families.

Governor Arnold Schwarzenegger proclaimed March 2005 as "Early Start Month." For more information visit www.dds.ca.gov/EarlyStart/esmonth.cfm.



Wyatt Anand is fascinated by a fish tank (not pictured) as he explores his environment.

Travel with Other Families who are on a Similar New Path

The New Paths Parent Group is a group for parents and caregivers of young children birth to 5, and offers a comfortable and supportive environment where individuals can share the joys and stresses of caring for a child with a disability, and learn from others traveling on a similar road. This group is especially designed to assist caregivers in developing the emotional resiliency needed to address the uncomfortable, but normal feelings of sadness, guilt, anger and frustration.

Julie Kim DesJardins, who participated in one of the New Paths group shares, "There were so many reasons not to attend... too little time, too much emotion, too many challenges. I realize now that it is precisely because of these issues that the New Paths Parent Group was so important. Thanks to the trained facilitator and the active dialogue amongst the other parents, I am stronger and better equipped to manage the many unique challenges of raising a child with special needs."

"New Paths offers caregivers a place to do something just for themselves," shares Christine Mayola, coordinator of the New Paths groups. "While it's not therapy, the group helps families begin to realize that hope and loss can co-exist."

Each New Paths group is made up of six to 10 parents and caregivers and is facilitated by a specially-trained counseling professional. In order to participate in the group, families need to either have a child birth to 5 with special needs, or have a child with special needs that is older, but has a sibling that is between birth and 5 years of age. The group meets for six sessions and focuses on specific issues faced by a family with a child with special needs.

The themes for each week are:

- **Session 1 – Introductions: Your Family, Your Story** – The first meeting will be a special time when you will be invited to share your experience and hear other families personal stories in caring for a child with special needs.
- **Session 2 – The Role of Defense Mechanisms in Your Life: Positive and Negative Effects, How to Talk About It** – In the second meeting, the group will discuss the various defense mechanisms used in raising a child with a disability.
- **Session 3 – Missed Milestones: Cultural Differences, the Impact on Family Rituals, and Redefining Perfection** – In the third meeting, the group will explore the topic of

missed milestones in the context of what is culturally accepted as typical childhood development and the delayed milestones of a child with a disability.

- **Session 4 – Relationships: You and Those Around You** – The fourth meeting will address how having a child with a disability affects relationships with you, your partner, your other children, old friends and new friends with children that have special needs.
- **Session 5 – Social Milestones Missed as a Family System** – The fifth meeting will address the emotional experience of a family of a child with a disability at the child's missed social milestones.
- **Session 6 – Reframing Life as You Know It Now** – In the sixth meeting, the group will discuss how having a child with a disability creates a shift in expectations on what life was promised to be and what it appears to be in the present.



DesJardins adds, "To be honest, my initial expectations of the New Paths Parents Group were modest – I'm a rather private person and didn't expect anyone to fully appreciate our unique situation. But, talking

to others in the group helped me understand that I am not alone. And learning how others approach the care of their child with special needs has helped me advocate for the care of my daughter. I've benefited so much from this program."

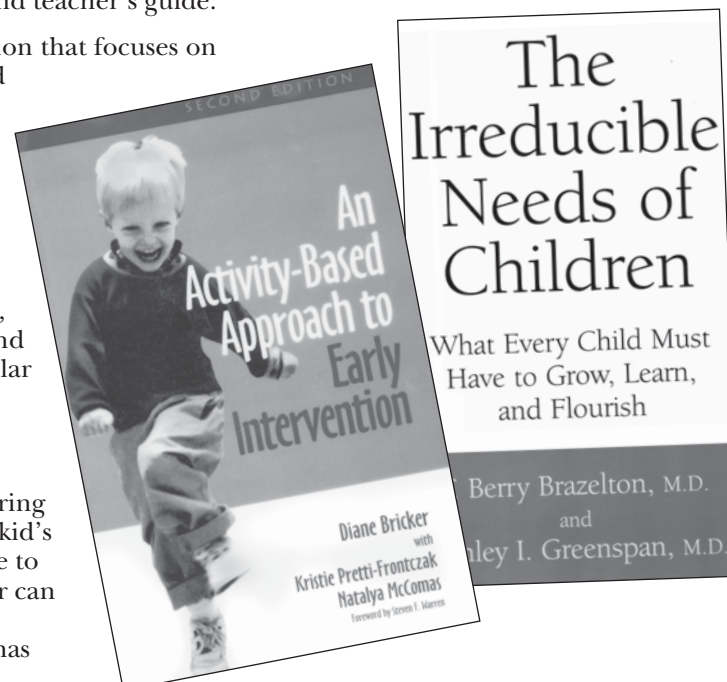
For additional information and to register for a New Paths group, contact the Koch♦Young Resource Center at 213.383.1300, x. 730, toll-free at 800.546.3676 or kyrc@lanterman.org. Registration for groups is ongoing, and groups are offered within the Lanterman service area, including Pasadena, Burbank, Glendale, and Los Angeles. Julie Kim DesJardins has developed a Web site dedicated to her daughter Camille. To view this site, visit www.CamilleDesJardins.com.

The Koch ♦ Young Resource Center Library

Over the last six months, the Koch♦Young Resource Center Library has grown considerably. Close to 600 new items, including books, videos, DVDs, audio cassettes and CDs were added to the collection. A large Korean-language section has been developed as well. Additionally, the library now features many of the Start-to-Finish Books published by Don Johnston, Inc. that include a book, audio tapes and computer-based software, and teacher's guide.

The library also has a large collection of information that focuses on early intervention and covers a range of issues and concerns that may arise during these first critical years of life. Some of the many enlightening and enriching books available through the library include T. Berry Brazelton and Stanley I. Greenspan's "The Irreducible Needs of Children: What Every Child Must Have to Grow, Learn and Flourish," "An Activity-Based Approach to Early Intervention" by Diane Bricker, and "Story S-t-r-e-t-c-h-e-r-s for Infants, Toddlers and Twos: Experiences, Activities and Games for Popular Children's Books."

Stop by in person or online at <http://library.lanterman.org> and check out the collection. If you do come in person, feel free to bring the children, who can take advantage of our new "kid's station" that was donated by IBM. If you are unable to come in person, the Koch♦Young Resource Center can deliver your items closer to home through our community drop-off and pick-up program, which has locations in Burbank, Glendale and Pasadena.



Access the Koch♦Young Resource Center from Your Local Pasadena Public Library Branch

In September, the Pasadena Public Library and the Koch♦Young Resource Center (KYRC) enhanced the partnership that was established over a year ago, by adding a lending relationship component.

Families, caregivers, individuals with developmental disabilities and local community members can now access all of the resources of the Koch♦Young Resource Center Library without ever leaving Pasadena. Already know what items you want, simply call or e-mail the KYRC and request that the items be dropped off at one of the three library branches listed below. Unsure of whether you want a book or video on a particular topic, Pasadena Public Library staff can help you search the Koch♦Young Resource Center Library collection or visit <http://library.lanterman.org> and search on your own.

The three Pasadena Public Library branches that are participating are:

Pasadena Public Library – Hastings Branch
3325 East Orange Grove Boulevard
Pasadena, CA 91107
626.744.7262

Requested items will be dropped off between 11 a.m. and noon on Saturdays, and returned items will be collected at this time as well.

Pasadena Public Library – San Rafael Branch
1240 Nithsdale Road
Pasadena, CA 91105
626.744.7270

Requested items will be dropped off between 10 a.m. and 11 a.m. on Saturdays, and returned items will be collected at this time as well.

Pasadena Public Library – Lamanda Park Branch
140 South Altadena Drive
Pasadena, CA 91107
626.744.7266

Requested items will be dropped off between 5 p.m. and 6 p.m. on Mondays, and returned items will be collected at this time as well.

Please note that items can be returned to any of the three library branches throughout the week during the library’s regular business hours, however these items will not be picked up KYRC staff until the designated times listed



above. Should items not be returned by the designated pick-up date that falls after the due date, the items will be assessed a late fee. Also, please call or e-mail the Koch♦Young Resource Center at 213.383.1300, x. 730, toll-free at 800.546.3676 or kyrc@lanterman.org when you return items to any drop-off/pick-up locations so the Resource Center can track the status of items and ensure that patrons don’t receive overdue notices.

In addition to the Pasadena locations, the Koch♦Young Resource Center Library also has drop-off/pick-up locations in Glendale and Burbank.

BURBANK BCR
230 East Amherst Drive
Burbank, CA 91504
818.843.4907
Contact: Rachel Galpern

GLENDALE Down Syndrome Association of Los Angeles
315 Arden Avenue, Suite 25
Glendale, CA 91203
800.464.8995
Contact: Margie Thomas
Call Margie before you drop off items

Atwater Park Center
3370 Perlita Avenue
Los Angeles, CA 90039
323.666.1377
Contact: Berta Rodriguez

Lanterman Receives Grant from Cranaleith Foundation for Language, Communication and Technology Project

The end of last year, Lanterman Regional Center received a grant from the Cranaleith Foundation that will allow the Center to develop a project specifically focusing on language, communication and technology.

The grant will enable the Center to purchase additional assistive technology equipment focusing on language and communication for lending purposes, hire a coordinator for the project, establish a peer technology mentorship program component, coordinate workshops, consult with speech and occupational therapists, and purchase storage and display furniture.

“Many people with developmental disabilities face significant challenges in the development of language and communication skills,” explains Martin Sweeney, director of the Assistive Technology Project at Lanterman. “Language acquisition represents a core foundation that shapes an individual’s overall development, and it is an area of support that we have been looking at enhancing through the Assistive Technology Project.

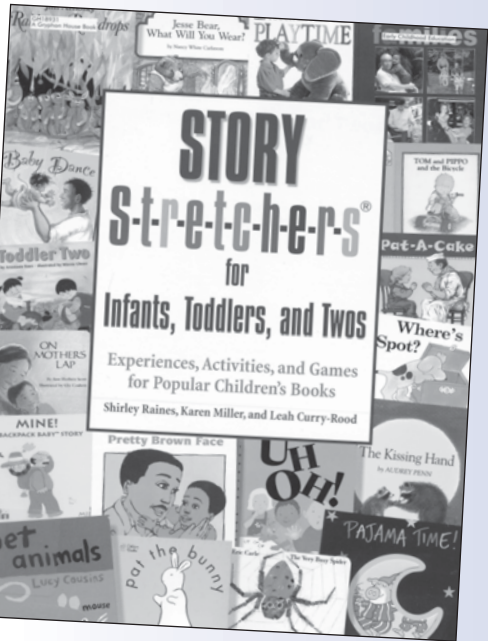
Herrera says, “The goal of the Language, Communication and Technology Project is to offer practical access to available language and communication technologies, through the Assistive Technology Lending Library that would provide a range of communication devices and materials for loan, vendor workshops and ongoing trainings for individuals with developmental disabilities, their families, professionals, educators and support staff.”

Some of the main objectives of the Language, Communication and Technology Project include:

- Purchasing a range of available language, speech and communication technologies and materials.
- Developing a strategic outreach and professional partnership with speech and language therapists, occupational therapists, educators, support personnel, agencies, school districts and professionals. This partnership would focus on promotion of the Assistive Technology Lending Library as a resource, as well as encouraging collaboration between individuals, families, professionals, school districts and agencies.
- Developing a regional Language and Communication Consortium of vendors who will actively participate in vendor workshops promoting best practices in the use and integration of language and communication technologies.
- Developing a Language and Communication Workshop Series for families. These workshops would offer

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has a Wealth of New Material



The “kid’s station” features a variety of educational programs designed specifically with children in mind, and has a children’s size mouse and child-friendly keyboard.



Start-to-Finish Books Series Provides Opportunities to Develop Literacy

By Martin Sweeney

Literacy and disability. What does one have to do with the other? Ask a parent of a child with Down syndrome attending elementary school or a high school graduate with Cerebral Palsy who can't read a restaurant menu or an adult with a developmental disability who was never really expected to learn how to read. While literacy may not have much to do with disability, disability most certainly has an indirect and disturbing correlation with illiteracy.

Early on, as director of the Assistive Technology Project, I held the notion that the capacity for literacy for persons with developmental disabilities was largely determined by the nature and degree of the person's disability. Then I encountered the real story. It isn't disability that solely limits the capacity for literacy; it is often the lack of opportunity.

In our adult computer classes, students were hungry to learn how to use a computer, how to surf the Internet and how to write and receive e-mail. As exciting as it was to work with such motivation, it was equally frustrating to encounter the obstacles faced by students using a tool that presupposes literacy. How can you enjoy e-mail if you can't read or write?

Even against such odds, students continued to pursue their goals. I watched as they employed a hodge-podge of strategies to create access where there was none. We explored screen readers, talking browsers and literacy software. While our progress was slow, I became aware of

a whole range of literacy not often recognized or understood within a more traditional context. For some it was a rudimentary preliteracy, for others it was a more functional literacy. Some were sight-reading while others were employing a combination of literacy at multiple dips-and-turns. This was all happening without any clear design. It was more a question of survival, wading in a sea of language.

The profound and clear impression was that it was not the disability determining the level of literacy; it was the experience, or lack thereof. Since that time, the Regional Center has taken a leadership role in looking at the question of literacy and developmental disability. Part of this ongoing effort was the recent purchase of the Start-to-Finish Books series by Don Johnston, Inc.

Start-to-Finish Books

Don Johnston Incorporated is a company built on the philosophy that all students can learn to read and write. The company provides a full array of intervention products for all components of balanced literacy instruction including software that offers writing support, spelling and phonics skill development, and computer access products that let students with disabilities use the computer to learn to read and write. The Start-to-Finish Books series is part of their catalog.

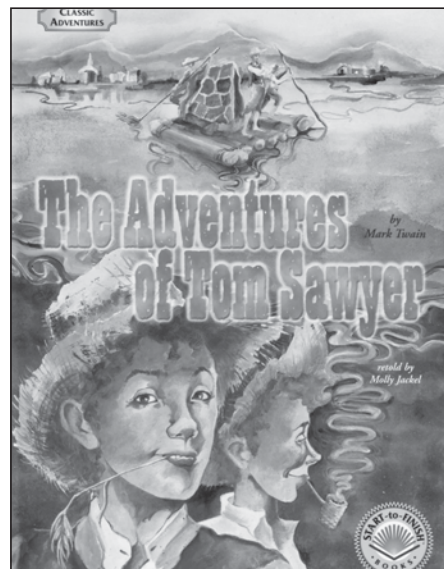
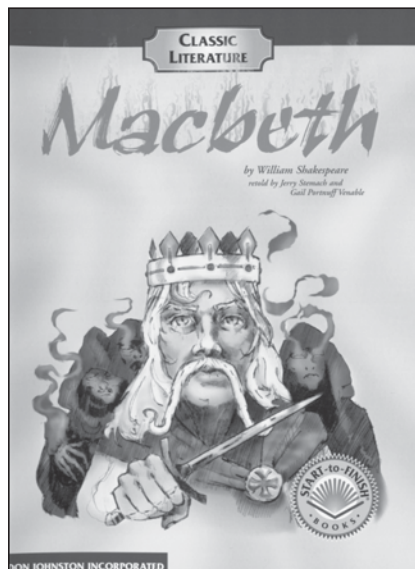
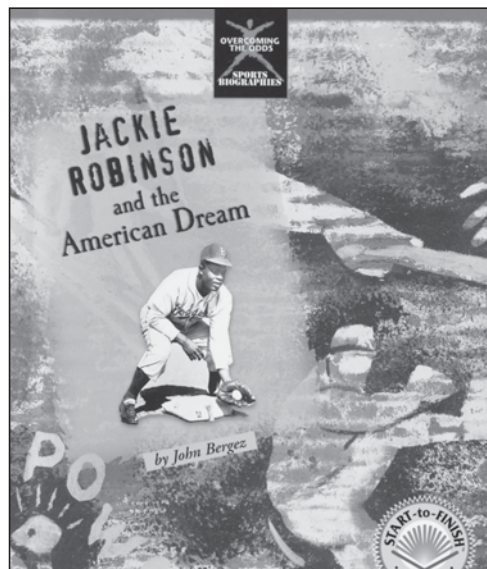
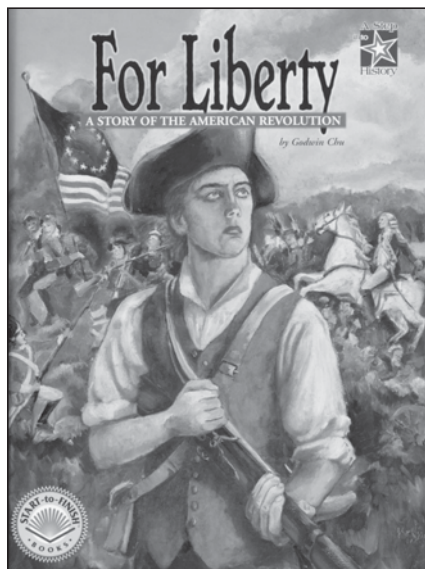


Stephanie Piercey, Georgette Cummings and Jefffrey Kerr (front to back) use the Start-to-Finish Books during the Wednesday Evening Essentials and Intermediate Computer Skills class.

Initially, we purchased a sampling of titles not knowing what the response would be. From the very first day, students were immediately engaged and hooked. For many of our students, the ease by which the software can be navigated is critical. Generally, the simpler the interface, the better. Like many literacy software products, multi-sensory features are powerful reinforcers for a student, whether primarily an auditory or visual learner.

Start-to-Finish is a high-interest, controlled-vocabulary series with supports built-in that allows struggling readers almost immediate access. Multiple reading formats and support options help students past their challenges

Continued on page 10



Cranaleith

Continued from page 5

trainings on a wide range of issues regarding language and communication skill development. The objective of this series would be to provide a broad understanding of language development for parents, as well as an overview of possible strategies and interventions.

- Developing a Peer TechMentorship designed to match families who are successfully using assistive technology and therapeutic strategies in support of their child's language and communication skill development with other families who are just beginning this process.

To access the assistive technology collection visit <http://library.lanterman.org>, and search via subject using "assistive technology collection." For additional information, contact the Koch♦Young Resource Center at 213.383.1300, x. 730, toll-free at 800.546.3676 or kyrc@lanterman.org. Stay tuned for additional information about the Language, Communication and Technology Project over the next months.

Looking for Families to Become Peer TechMentors

Do you have experience with language, speech and communication technologies? We are looking for families that can share their knowledge and experience in using alternative means to communicate with their child, such as symbol systems, communication boards, programmable switches, electronic communication devices, speech synthesizers, recorded speech devices, communication enhancement software and voiced word processing.

We are also looking for families that have learned to adapt toys for their children by using switches, or that use software and hardware adaptations for accessing and using a computer.

Implementing augmentative communication and assistive technology consumes an enormous amount of time and energy, and families need information and support to help them enable their children to realize their potential. That is why we believe that families that are just beginning to explore assistive technology can benefit greatly from the knowledge and experience of families that are successfully using assistive technology solutions to support their child's language and their overall development.

Our goal this year is to develop a Peer TechMentorship Program where families that are just beginning the process of exploration in the area of augmentative communication and assistive technology can be matched with experienced families.

If you are interested in becoming a Peer TechMentor or for additional details about the program call the Koch♦Young Resource Center at 213.383.1300, x. 730, toll-free at 800.546.3676 or kyrc@lanterman.org.

A Perspective on *Perspectives* Director Marielle Farnan

In November 2002, eight months before the first *Perspectives* Film Festival, Marielle Farnan joined Lanterman as a temporary employee. Farnan quickly became interested in the mission of the Festival, which is to promote the understanding and inclusion of people with developmental disabilities. She organized two special screenings, “Waiting for Ronald” and “Tru Confessions,” as well as assisting with the Media Forum, recruiting content experts and working on overall development of the Festival.



Diane Anand and Marielle Farnan wait for a film screening to begin during the 2004 *Perspectives* Film Festival.

Farnan has a master of fine arts degree with an emphasis in photography from the Cranbrook Academy of Art in Michigan, one of the leading fine arts schools in the country. She’s also taught several contemporary film classes, including a contemporary film and philosophy class. “In school I did a lot of work that was film-based,” explains Farnan, “which has provided me with a broader understanding that influenced how I looked at a lot of the films that were screened at *Perspectives*.”

A little over a year after starting at Lanterman, Farnan was appointed as director of *Perspectives*. As director, she is responsible for the overall planning and development of *Perspectives*, as well as fundraising, marketing, recruiting and working with volunteers on various planning committees, making sure deadlines are met and goals are executed in a timely fashion, screening films, and working with programmers and Lanterman’s executive director to program the festival. Farnan adds, “I have a hand in everything from mailings to strategic planning.”

When asked what the biggest challenges of her job are, Farnan says, “I don’t even know where to start. I guess some of the biggest challenges are raising money, increasing awareness in the general public about the issues, inspiring people to attend the festival, and building relationships in the entertainment and developmental disabilities community.” For Farnan, the most rewarding part of her job was the actual three days of the second *Perspectives* Film Festival held in June 2004. She shares, “It was very rewarding to see a year’s work come to fruition. I really enjoyed the diversity of the audience and it’s really terrific seeing how much people get out of viewing the film and participating in the discussions afterwards.”

Even though the next *Perspectives* Film Festival will not be held until March 2006, the mission of *Perspectives* is alive and well. In September 2004, *Perspectives* curated a program of short films on developmental disabilities for the Silverlake Film Festival. *Perspectives* is also organizing three upcoming workshops with the National Arts and Disability Center (NADC) at the Tarjan Center for Developmental Disabilities at the University of California, Los Angeles. NADC received a Chancellor’s grant from UCLA to hold these workshops to help educate and inform media makers, including television and film writers, producers and directors, about issues critical to the lives of individuals with disabilities. The workshops will include presentations by disability experts who will address topics and themes such as school, work, play, family, romance and sexuality. In addition, film makers whose work exemplifies artistic quality, cultural diversity and relevance to the lives of people with disabilities will discuss their films. There will also be opportunities for direct interaction and dialogue with individuals with disabilities. Farnan adds, “The long-term impact of changing people’s perceptions is very valuable and worthy of our time and efforts.” In June 2005, *Perspectives* will also co-present a film that has yet to be determined in the Los Angeles Film Festival. For more information about the 2005 Los Angeles Film Festival visit www.lafilmfest.com.

“The long-term impact of changing people’s perceptions is very valuable and worthy of our time and efforts.”

– Marielle Farnan

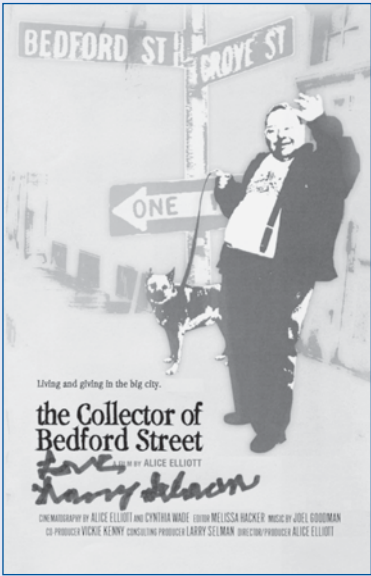
“There are some exciting new films that have recently been released or are scheduled to be released in the upcoming year,” notes Farnan. She also shares some goals for the next Festival as she starts gearing up and planning for *Perspectives* 2006, including raising more money and significantly boosting audience attendance. Looking towards the future, Farnan says, “We are really striving to incorporate an educational component and to get a grant in place that would support student filmmakers who are focusing on developmental disabilities.”

Farnan, who grew up in Chicago, now lives in Echo Park with her husband Scott and three cats. In her free time, she loves to cook. A fine artist by training, she recently had a solo exhibition of large-scale video stills at a gallery in Downtown Los Angeles.

The Collector of Bedford Street Visits Lanterman



Always the fundraiser, Larry Selman was selling pins and t-shirts featuring a stick drawing of him and his dog to benefit an organization on the East Coast supporting individuals diagnosed with cancer. He’s pictured with Sandy Riancho, family support associate, Marielle Farnan, director of *Perspectives* and Sally Dill (left to right).



Larry Selman, the star of “The Collector of Bedford Street,” was visiting Los Angeles in January, and dropped by Lanterman for a visit. Selman is the focus of the 34-minute documentary, which was screened at the 2003 *Perspectives* Film Festival. The film was directed and produced by Alice Elliott, the 60-year-old’s neighbor on Bedford Street in New York City. The film documents Selman’s community activism and fundraising activities, sharing with viewers that he raises thousands of dollars for charity while he himself lives at the poverty level. The film warms the heart as it shows how Selman’s neighborhood built tolerance and understanding, ultimately creating a supplemental need adult trust fund for him. This award-winning film was also nominated for an Academy Award and is available for viewing through the Koch ♦Young Resource Center, which can be reached at 213.383.1300, x. 730, toll-free at 800.546.3676 or kyrc@lanterman.org.



Hollywood Forever Benefit for *Perspectives* Raises \$1,000

On a crisp evening in September, with the moon shining bright, moviegoers rolled out blankets, pulled up chairs and spread out their picnics to watch an outdoor screening of “To Kill a Mockingbird.” The screening was held by Hollywood Forever Cemetery as part of their Saturday film series and benefited *Perspectives*. Just over \$1,000 was raised to help continue the mission of *Perspectives*, which is to promote the understanding and inclusion of individuals with developmental disabilities. For more information about *Perspectives* visit www.perspectives-iff.org.

Richard Pimentel Shares the Three Needs in Life with Service Providers at SPAC Appreciation Breakfast

This past November, as it has for the last 11 years, the Service Provider Advisory Committee hosted its annual Appreciation Breakfast. This year's guest speaker was Richard Pimentel, a nationally renowned expert on disability management, job recruitment, job retention, the Americans with Disabilities Act and attitude change.

Pimentel regaled the service providers and their staff with funny, as well as sad, stories about his childhood. One of the stories was about the kinds of food that the United States Department of Agriculture would give to families on welfare relief – the cheese was the best cheese, even better than French cheese, but the peanut butter, was the nastiest with five inches of peanut oil that needed to be mixed in a paint machine and couldn't be spread on bread without ruining the bread.

He also shared stories from Vietnam, where he lost virtually his entire ability to hear in an explosive attack on a bunker. In his first meeting with the Veterans Administration, Pimentel was told that they wouldn't approve funding for him to attend a university level program because he was deaf and he wouldn't be employable even if he did graduate. Pimentel was able to hear vowels, but not consonants and decided that he could either move to Hawaii, where they have only 12 consonants, or learn to read lips, and so he learned to read lips.

Pimentel eventually went to college where he developed an interest in disability job placement. These stories about his experiences led up to the story about a realization he had one day as to the three main ways to classify jobs, which are:

- Jobs that are necessary and important
- Jobs that are necessary, but not important
- Jobs that are not necessary, but important



Richard Pimentel, Karen Ingram and Milt Wright, of Milt Wright and Associates (left to right).



Richard Pimentel was the guest speaker at the 2004 Service Provider Advisory Committee Appreciation Breakfast.

Service providers and their staff are about making a difference in the lives of people with developmental disabilities and their jobs are both necessary and important.

He told listeners that he wasn't going to tell everyone why their jobs were necessary, but why they were important. He explained that leadership is what they were doing that was important and then he proceeded to define what made a good leader. According to Pimentel, a leader is a person who cares about others, listens to what they have to say, never tells a lie, never asks others to do something he or she is not willing to do, and always makes others number one. He added that real leaders learn that people are more important than material possessions.

At 56, Pimentel explained about his realization that a lot of things are nice, but are not about making a difference. He asked everyone in the audience to think about who was making a sacrifice for them and who they were making a sacrifice for; who had not let them fail and who they have not failed. Pimentel added that only differences that last are the ones that count, and that a person should make a difference not for a thank you, but because they are passing on what was passed on to them.

Pimentel concluded his presentation with his thoughts on the three needs in life – to believe, to belong and to become. He asked everyone if they felt that they belonged at the place they worked for, if those around them felt like they belonged, and if the people they cared for felt like they belonged. He then asked everyone what they believe and what they will become. Pimentel emphasized that everyone is always still becoming, that no one is ever done. He encouraged everyone to look at what they are becoming and to look at the people they care for and find out what they are becoming. Pimentel ended his presentation by thanking everyone for making a difference in someone's life and said he was proud to talk to the people who define humanity. He concluded with the idea that although society might tell us what is necessary, we shouldn't look at society for what's important. Service providers and their staff are about making a difference in the lives of people with developmental disabilities and their jobs are both necessary and important.

For additional information about Richard Pimentel visit www.miltwright.com. For more information about the Service Provider Advisory Committee visit www.lanterman.org/serviceproviders/SPAC.asp.

UCP, Redevelopment Agency Break Ground on Burbank Affordable, Accessible Apartments

On a sunny afternoon last November, UCP and the Burbank Redevelopment Agency broke ground on an affordable, accessible apartment building that will be specifically designed to enhance the ability of individuals with physical disabilities to live independently.

The new apartment building will feature 18 units in a modern, contemporary building, and will take about a year to build. Both the living area and common spaces will feature ramps, tilted mirrors, cut-away sinks and roll-in showers. All doors in the building will be wired to allow for automatic switches. Plans for this project have been in the works for approximately five years, with much of the time spent securing funding, of which \$1.5 million is coming from the Redevelopment Agency and \$3.5 million is coming from the U.S. Department of Housing and Urban Development. The remainder of the funding for the project is coming from UCP.



"Affordable housing, especially for individuals with disabilities is very hard to come by," explains Karen Ingram, director of Community Services at Lanterman, "that's why it's really great to see organizations like UCP building this desperately needed housing."

UCPs affordable apartment building is part of a larger redevelopment project taking place in the city of Burbank's South San Fernando Project Area that will feature a Home Depot, a senior artists' colony, and a park, as well as a number of other facilities on approximately 467 acres. The apartment building is located near Burbank's downtown area that includes Media City Center, movie theaters, restaurants and many other activities.

To learn more about the South San Fernando Project Area and see a photo and map of the location of UCPs apartment building in Burbank, visit www.burbankca.org/redevelopment/mdpssf.html. Clients and their families who are interested in UCPs housing and other services should contact their service coordinator for more information. For additional details about the Burbank apartments, call Ron Cohen, executive director of UCP, at 818.782.2211, x. 501.



Duane Solomon, Burbank Redevelopment Agency; Burbank Mayor Marsha Ramos; Efrain Olivares, project architect; UCP Executive Director Ron Cohen; Ruth Davidson-Guerra, assistant community development director for Housing and Redevelopment; and Joy Forbes, Burbank Planning Division (left to right) turn the first shovels of dirt at the ground-breaking ceremony, signaling the start of construction on the affordable, accessible apartment complex.

Improvised Program Services Offers Activity-filled Site-based Program at New Facility

For several years, Major and Lynn Lewis had been eyeing a building near the corner of Oakwood Avenue and Western Avenue as a potential location to add a site-based component to Improvised Program Services, their community-based day program. Two years ago, they finally got the opportunity to buy the building.

“The building was in such a state of disrepair that we decided to gut it and build a brand new inside,” shares Major. Major and Lynn spent the better part of the last two years renovating the building. The site now includes



Major and Lynn Lewis are pictured with Gwen Jordan, director of Clinical Services, at the open house reception held on September 10.

an indoor basketball court, exercise room, relaxation room, and large activity room that offers computers, arcade games, arts and crafts, a variety of table-top activities and a juke box. The building also features a lunch room with full kitchen, sick room and outdoor dining area.

“Adding the site-based component has enabled us to provide a wider variety of programs and activities, and gives the individuals we serve more choices about how they can spend their day,” explains Lynn. “Some adults participate exclusively in either the site-based programs or community-based programs while others participate in activities both on and off site.”

The program, which started in 1996, finally received its license to operate the site-based program on January 6, 2005. Over the last month, Major and Lynn have continued to



Delfina Ramos works on her embroidery project in the arts and crafts room, which is one of the many activities offered by Improvised Program Services.



increase the variety of activities being offered. Dance and yoga classes are starting up shortly and final arrangements are being made with the Los Angeles Unified School District’s DACE program to offer a variety of educational and social skill-building classes. “We’ve had plenty of time to think about what types of activities we want to offer and really develop a quality site-based program,” shares Major.

Major and Lynn Lewis also operate three residential facilities, including Oakwood Residential for adults, Seabreeze Residential for elderly clients, and Burnside Family Home, which is a small family home for children. Many of the persons served through the Lewis’ programs are individuals who have been transferred out of the developmental centers.

Steve Wilson, Penny Estelle, Wade McPeters, and Carl Berni (left to right) line up to shoot hoops at the indoor basketball court.

Diabetes

Continued from page 1

Anita Arcilla-Gutierrez, nurse consultant at Lanterman, shares, “There are several major types of diabetes, including type 1 and type 2 diabetes, as well as gestational diabetes. Gestational diabetes is diabetes that develops in some pregnancies and must be monitored closely as it can lead to complications in both the mother and baby. Phyllis Jackson, nurse consultant at Lanterman adds, “If you believe you are at risk for diabetes or already have symptoms, contact your health care provider so they can administer a test. Also, if the results are positive, please remember to share this information with your service coordinator.”



Studies indicate that the early detection of diabetes symptoms and treatment can decrease the complications that occur with diabetes. Jackson says, “Currently, we have identified over 150 individuals served by Lanterman Regional Center that have diabetes and have developed guidelines for the care of Lanterman clients with diabetes that are based on the California Diabetes Prevention and Control Program.” Once individuals are identified, they are encouraged to involve one

of the nurses from Clinical Services on a quarterly to annual basis who can assess whether appropriate prevention management is in place and make recommendations if needed. Arcilla-Gutierrez adds, “It’s really important for an individual with diabetes to involve their physician, nutritionist, as well as their pharmacist, before starting a diabetes control and/or prevention program.”

Many individuals with diabetes also have additional health problems such as high blood pressure and elevated cholesterol, which greatly increases their risk for heart disease and stroke. Additional complications that can result from diabetes include an increased risk for blindness, as well as nerve and kidney damage. “IF YOU ARE DIABETIC, IT’S CRITICAL TO HAVE AN ANNUAL EYE EXAM, FOOT EXAM, KIDNEY EXAM AND NEUROLOGICAL EXAM OF LOWER EXTREMITIES,” explains Arcilla-Gutierrez.

By choosing foods wisely and watching portion sizes, individuals predisposed to diabetes or already living with diabetes can improve chances of keeping their condition from worsening. If a person is diabetic, it’s not just about cutting out sugar; it’s about eating a BALANCED healthy diet. “Creating a physically active life



style is critical as well, since it allows the body to use the glucose and extra insulin preventing insulin resistance. It’s also good for a person’s heart and psychological outlook,” notes Arcilla-Gutierrez. “Find fun activities such as hiking, brisk walking, dancing and bike riding, but make sure to see your physician before starting an exercise program. Thirty minutes a day is recommended but if you are unable to tolerate 30 minutes, start with 10-minute sessions spread over the course of the day and increase gradually.”



If a person has diabetes, good oral hygiene and good skin care is important, as is preventing sores and wounds since people with diabetes are more susceptible to infections. It is most important that people with diabetes wear shoes with closed toes at all times. Visual inspections of feet should be done daily to look for sores, blisters, cuts, etc. If any are found, they need to be carefully cared for, and if they are not healing or if signs of infection appear, the person needs to be seen by a physician.

“If you have diabetes you should wear some type of identification that indicates that you are diabetic. For example, MedicAlert offers a variety of different styles from dog tags to bracelets,” shares Arcilla-Gutierrez. “Joining a support group or attending education classes on diabetes is also another very important resource.” Many of the hospitals in the local area including Kaiser Permanente, St. Vincent Medical Center, Glendale Adventist Medical Center, Glendale Memorial Hospital and Health Center, and Huntington Hospital offer educational programs. Some of these programs are free while others charge a small fee.

Visit the California Diabetes Prevention and Control Program’s Web site at www.caldiabetes.org/index.cfm for more information.

The American Diabetes Association Web site at www.diabetes.org has a wealth of information related to diabetes including definitions of the various types of diabetes, symptoms, statistics, nutrition tips, recipes, exercise programs, prevention strategies, advocacy tips and local resources.

DIABETES GUIDELINES

These guidelines are for all Lanterman Regional Center clients who have been diagnosed with diabetes. They are based on recommendations of the California Diabetes Prevention and Control Program.

1. Check blood pressure (B/P) quarterly
2. Check Hemoglobin (Hgb) A1C quarterly
3. Perform appropriate nail and foot care, including daily check of feet for sores, blisters, cuts, etc., and get a podiatry exam annually
4. Have an annual ophthalmology exam
5. Check renal function (BUN and Creatinine) with blood tests at time of diagnosis and annually
6. Test blood for lipids (cholesterol including high-density lipoproteins [HDL] and low-density lipoproteins [LDL] and triglycerides) annually
7. Get one time dose of Pneumovax
8. Get flu vaccine annually
9. Get complete physical exam including neurological exam of lower extremities annually
10. Both care provider and client should attend educational classes on diabetes

Start-to-Finish

Continued from page 6

and into a more meaningful learning experience. Two skill levels – a Gold and Blue – provide appropriate content for beginner and intermediate level readers.

Each Start-to-Finish title comes in three formats: a paperback book, computer book and audio book. With options such as “read all” and “word support,” the series meets the needs of those with the most difficult reading challenges, those who are progressing and those who are transitioning to a more advanced level. Carefully-written, considerate text is comprehensible and easy to read.

Start-to-Finish titles overcome the fundamental challenges struggling readers face – lack of background knowledge, reading volume and motivation. Readers experience plots and characters from Shakespeare, Mark Twain and many classic tales. They feel the satisfaction of solving a contemporary mystery and of getting to know famous figures.

Scanning for reading independence is a built-in feature for students who use single switches. These students can read an entire computer book independently at their own pace and take the chapter quizzes. Successful reading experiences can be a reality for all students who are struggling.

This past summer the Center purchased the entire Start-to-Finish Book series of more than 50 titles, and they are now available for use in the Assistive Technology Lab or for loan through the Koch♦Young Resource Center Library.

The Real Deal

The other night, at our Wednesday evening computer class, students all got library cards and borrowed their first book. In class, students were instructed about how to install the software at home and asked to come back the following week with feedback and reviews. I wish you all could have been in the lab as each student talked about the book they read, what it was about, what they liked, and whether they would recommend it for someone else. It’s the real deal.

The software didn’t teach them how to read in a week but it gave them access to the experience of reading. It provided the pleasure each of us experiences when we pick up a book we can’t put down. This from readers who were never supposed to read.

For more information about Don Johnston Inc. and the Start-to-Finish Books series visit www.donjohnston.com.

FATHERS’ CORNER: How about a cup of coffee?

By Germán Barrero

Some months back, Steve Bundy, father of a child with special needs and director of ‘In His Image’ at Paz Naz in Pasadena, shared “The Mayonnaise Jar and Coffee” story with us at a ‘Parent Connection’ gathering. It hit home with me as I thought of how different my life was before being blessed with Milan and Alessandro who are now 7, Amélie who is 2 and my wife Rosalinda.

Shortly after Milan and Alessandro were born at 23 weeks gestation at 1 pound 3 ounces and 1 pound 8 ounces respectively, I started keeping a card on my desk that reminded me of the important things in life. It said something like, “One hundred years from now, no one will remember the kind of car I drove, the home I lived in, or the amount of money in my bank account... but instead the time I spent in the life of a child that changed the course of the world.”

Having a child with autism and mild cerebral palsy has been stressful and life altering. After the diagnosis, we were soon immersed in a world where perpetual education on diets and modalities of how to deal with autism became the norm. Time and persistence were our most valuable assets as we sought out appropriate treatment.

Due to our limited finances, we realized that we’d need to learn how to advocate for the many services for our son, so we plunged into the many training opportunities Lanterman Regional Center has made available to parents... from the Touchpoints™ training by way of world renowned pediatrician, T. Berry Brazelton, to leadership training with expert Peter Drucker.

The journey of navigating through a myriad of conferences, doctors, therapists and state entities, as well as all the people we have met in the process, whether in waiting rooms or on the receiving end of an e-mail... I wouldn’t change for the world. Some of the people I’ve met along the way include the Russian grandmother I’d see once a week who would bring me labels of various foods we would eventually try with Alessandro... to the occasional opportunity to chat with former



Rosalinda and Germán Barrero with their three children Amélie, Milan and Alessandro (left to right).

“One hundred years from now, no one will remember the kind of car I drove, the home I lived in, or the amount of money in my bank account... but instead the time I spent in the life of a child that changed the course of the world.”

Dodger pitcher Jim Gott about how Alessandro is performing on the obstacle course in his class.

My family’s trip is even more different in that my wife and co-pilot has Retinitis Pigmentosa and is legally blind. Because she can’t drive, I became the primary parent that drove and participated in nearly every doctor’s appointment, therapy session, school appointment, etc. Grocery shopping and coupon clipping have become second nature, and I’ve learned not to deviate from my wife’s grocery list.

All this said, let me say that I have a clearer picture of my purpose in life. We’ve all been blessed one way or another, and how we respond to the challenges in life determines the legacy we will leave to future generations. I went from thinking about business deals and traveling to focusing on how to help all of my children reach their full potential. I’ve learned much about myself in the process.

I hope as I seek the Pasadena Unified School Board seat in the upcoming March 8 election, that I keep the perspective of what is truly important at the forefront of all my decisions. Please hold us in your prayers, and don’t hesitate to join my family and me for a cup of coffee.

Germán Barrero recently stopped printing a magazine he had printed for close to 15 years. He’s currently consulting with a start-up company comprised of former Apple employees who are providing services to Macintosh users. Barrero spends the majority of his time advocating for children with disabilities and since December has focused much of his energy on the Pasadena School Board race.

Fathers’ Corner is a regular Viewpoint feature. If you are a father and would like to write for Fathers’ Corner in an upcoming Viewpoint, please contact Vinita Anand at 213.383.1300, x. 753 or vinita.anand@lanterman.org.

The daDA Fathers’ Support Group meets on the second Monday of every month from 7p.m. to 9p.m. at the Denny’s at 3060 San Fernando Road in Los Angeles (off Fletcher Street, exit off I-5 or near the Glendale Freeway). For more information, contact Aaron Hinojosa at 626.296.1556 or Germán Barrero at 626.840.9842.

The Mayonnaise Jar and Coffee

Unknown Author

A professor stood before his philosophy class and had some items in front of him. When the class began, wordlessly, he picked up a very large and empty mayonnaise jar and proceeded to fill it with golf balls. He then asked the students if the jar was full. They agreed that it was.

So the professor then picked up a box of pebbles and poured them into the jar. He shook the jar lightly. The pebbles rolled into the open areas between the golf balls. He then asked the students again if the jar was full. They agreed it was.

The professor next picked up a box of sand and poured it into the jar. Of course, the sand filled up everything else. He asked once more if the jar was full. The students responded with a unanimous “yes.”

The professor then produced two cups of coffee from under the table and poured the entire contents into the jar, effectively filling the empty space between the sand. The students laughed.

“Now,” said the professor, as the laughter subsided, “ I want you to recognize that this jar represents your life. The golf balls are the important things-your God, your family, your children, your health, your friends, and your favorite passions – things that if everything else was lost and only they remained, your life would still be full. The pebbles are the other things that matter like your job, your house and your car. The sand is everything else – the small stuff.

“If you put the sand into the jar first,” he continued, “there is no room for the pebbles or the golf balls. The same goes for life. If you spend all your time and energy on the small stuff, you will never have room for the things that are important to you. Pay attention to the things that are critical to your happiness. Play with your children. Take time to get medical checkups. Take your partner out to dinner. Play another 18 holes. There will always be time to clean the house and fix the disposal.” Take care of the golf balls first, the things that really matter. Set your priorities. The rest is just sand.”

One of the students raised her hand and inquired what the coffee represented.

The professor smiled. “I’m glad you asked. It just goes to show you that no matter how full your life may seem, there’s always room for a couple of cups of coffee with a friend.”

Foothill Autism Alliance, Inc. Releases 2nd Edition of Autism Power Pak

At the end of 2004, the Foothill Autism Alliance, Inc. (FAA) released the second edition of the Autism Power Pak, one of the most comprehensive resources created by parents and caregivers of individuals with autism for parents and caregivers of individuals with autism.

The revised Power Pak has approximately 500 pages of information about autism divided into 12 chapters plus a glossary and index. The Power Pak defines autism, provides information about the regional center system, as well as information on disability law and advocacy, treatment options, diagnosis and evaluation, medical resources, therapists, educational resources, recreational resources, vocational and life skills resources, and various other resources in the greater Los Angeles area.

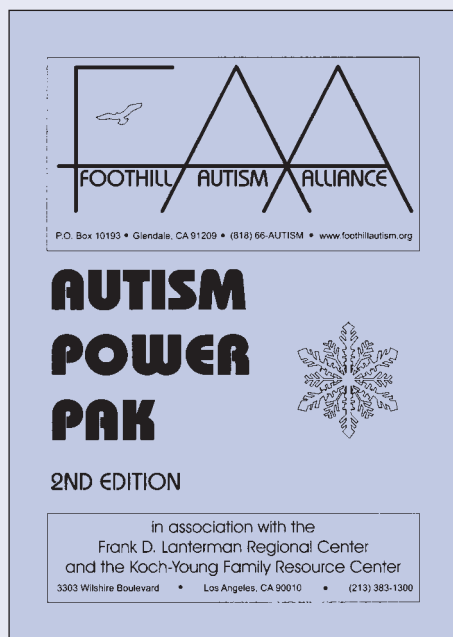
Due to the limited supply of Power Paks, Lanterman Regional Center can only provide

second editions of the Power Pak to families with children newly diagnosed with autism or who never received a copy of the previous Power Pak. In addition, Lanterman is unable to mail copies of the Power Pak due to

postage costs. For additional information about Power Paks available through Lanterman, contact the Koch♦Young Resource Center at 213.383.1300, x. 730, toll-free at 800.546.3676 or kyrc@lanterman.org.

If you already have a copy of the first edition of the Power Pak, and would like a revised edition, please contact FAA at 818.66.AUTISM. The revised edition is included with a one-year FAA membership. FAA for one year. Annual membership fees are \$25 for students, \$40 for an individual, \$50 for a family, and \$150 for a professional organization.

For more information about FAA visit www.foothillautism.org.



Now Available – DVD Featuring Presentation on Current Research in Autism



Some of the organizers of the presentation, “Current Research in Autism: Investigating Diagnostic and Therapeutic Approaches,” given by Dr. Robert Hendren (center) from the M.I.N.D Institute include Eva Woodsmall, CAN; Tracey MacDonald, CAN; Dr. Sonia Aller, FAA; Patricia Herrera, Lanterman; Anita Ghazarian, FAA; and Yudi Bennett, FAA (left to right).

In January, the Foothill Autism Alliance, Inc. along with Lanterman Regional Center and Cure Autism Now, hosted Dr. Robert Hendren, executive director of the M.I.N.D Institute, professor of psychiatry, and chief of the Division of Child and Adolescent Psychiatry. Hendren’s presentation focused on current research and treatment options for autism spectrum disorders.

Given the popularity of this event, the presentation was filmed to ensure that anyone interested in this subject matter has the opportunity to learn about the latest research and treatments. To borrow a copy of the presentation, contact the Koch♦Young Resource Center at 213.383.1300, x. 730, toll-free at 800.546.3676 or kyrc@lanterman.org.

Circle of Friends

Continued from page 1

wasn’t afraid to advocate for themselves in a way that could really help other children understand what it’s like to have autism.

It wasn’t until September 2004 that Nuñez met Paul Richards, a new student at Monte Vista. “The first time I met Paul, he walked right up to me and said, ‘Hi my name is Paul and I have autism.’ He was such an advocate for himself and I realized that he could really help to get this group going because he has a voice and is willing to use it, will be able to help kids to know what it’s like to be him, and will be able to help demystify autism for other children,” shares Nuñez. Paul’s mother, Carol Richards, adds, “Paul knows that he has autism. His father and I have been working with him for years to help him understand that everybody’s different and has unique talents, and Paul’s attitude towards having autism, is ‘I have brown hair, blue eyes and I’m autistic, big deal.’”

Nuñez shares, “Children with autism want to have friends, and children without disabilities want to be their friends, but just don’t quite understand their situation. Some of the

over and that these groups of friends will look out for each other and be accountable to each other,” says Nuñez.

The “Circle of Friends” group is being piloted with children from fourth, fifth and sixth grades and meets every other week on the first and third Friday of the month during the lunch hour. The children participate in team-building exercises, work on social communication skills, and take part in activities designed to develop perspective and build empathy towards others. Nuñez adds, “We are teaching children about the importance of accepting differences, and that even though we are all different, we have a lot in common. We are teaching them that children with and without disabilities all have dreams and hopes and their parents have dreams and hopes just like any other parent. Typical children are able to understand that.”

When Nuñez proposed starting the “Circle of Friends” program at Monte Vista, the support was overwhelming. “The school has been incredibly supportive, the teachers, the speech pathologist, everyone,” adds Nuñez. The Student Body Council even used money from their budget to purchase the participants in the “Circle of Friends” program pins. Nuñez

“The goal of the ‘Circle of Friends’ program is to build friendships between children with and without autism and help typically developing children see that children with autism have gifts, talents and abilities just like all other children.”

– *Chris Nuñez,*
special education teacher

questions children have about individuals with autism focus on why they are aloof, their behavior, why children with autism talk about things that are off topic, and why they choose to be by themselves rather than participate.”

“The goal of the ‘Circle of Friends’ program is to build friendships between children with and without autism and help typically developing children see that children with autism have gifts, talents and abilities just like all other children. Another goal of the program is to ensure that when the children with autism move on to middle school, they will already have friendships established that will carry

advertised the program around campus for anyone who wanted to be involved. In the end, 24 children signed up to participate in the program. “I explained to all of the children participating in ‘Circle of Friends’ that they were going to be ambassadors of the program and share with their friends what they are learning as far as perspective and empathy,” comments Nuñez. The “Circle of Friends” program also goes hand in hand with the school’s “zero tolerance” stand on bullying.

Parents of children participating in the program have also been supportive of the “Circle of Friends” program. Carol Richards

says, “I can’t believe that the school is really doing this program. I was so touched when I read the flyer that I actually started crying. Paul has a social communication disorder, and his schools in the past have never really even tried to address this issue.” Lynne Thomas, whose daughter Rebecca is also participating in the program, was supportive of her daughter’s request to join the program.

Thomas shares, “Rebecca is broadening her circle of friends by participating in this program. She is meeting children in different grades and with varying abilities. She has a real heart for helping children feel like they belong and participating in this program gives her the opportunity to befriend other children.” Thomas would recommend that other parents of typically developing children support and encourage their children to participate in similar programs, adding, “The ‘Circle of Friends’ program gives Rebecca the opportunity to get to know the other kids in a fun and social environment. These are kids she would not have the opportunity to get to know because they are in a different grade level or different class. Just the other day when Rebecca and I were walking through Monte Vista, she waved and said hello to a student that I didn’t know. She told me it was a boy she met through ‘Circle of Friends.’ As we continued to walk, a girl offered her some of her chips. It was another student in ‘Circle of Friends.’ These are little contacts that are made throughout the day that help all the students feel like they belong.”

Most children looked forward to Fridays as the day that you could buy treats at school. Now they associate Friday with “Circle of Friends.” Richards adds, “It’s the in thing to be part of on campus. I’m thrilled that there is a social group that is helping Paul make friends and learn appropriate social skills and social interaction.” Paul is also excited about participating in the program. This is his first year being included in a regular classroom setting, which his parents fought long and hard for, and which Paul himself expressed that he wanted, not only to his parents, but to the head of special education.

Nuñez says, “I had no concrete idea of how I was going to implement the ‘Circle of Friends’ program. I just knew that I wanted to do it and had a passion for it, and that was the motivating factor in getting the group going.”

If you would like more information on this program or wish to start a “Circle of Friends” at your school, e-mail Chris Nuñez at cnuñez@gusd.net.

Meet the People Behind the Titles: M.J. Kienast

As Assistant Director of Consumer and Family Services at Lanterman Regional Center, M.J. Kienast is an integral member of our leadership team. We feel it’s important for everyone in our community to have a better idea of the woman behind the title and her responsibilities, so “Viewpoint” recently met with her and asked about projects in the works, as well as the biggest challenges and most rewarding aspects of her job.

When did you join Lanterman?

My daughter had moved out to California to attend college and never came back to the Midwest, so at the end of 1993, my son and I moved out here. Shortly thereafter, I started looking for a job, saw an ad in the newspaper for Lanterman and came in for an interview. I’d been in this field since 1978 and prior to starting at Lanterman, I worked at Opportunity Village, a large provider in Iowa that offered residential and day program services, as well as supported employment. They also offered a supported living program, which I created and ran for about 10 years. I started working at Lanterman on April 15, 1994 – tax day.

What positions have you held since you have been at Lanterman?

I started out at Lanterman as a resource developer in Community Services, and after three years, I became manager of the Foothill School Age Unit, where I worked for four years. This past October marked my third year as the assistant director.

Where did you go to school?

I received my master’s in education from the University of Arizona, Tucson. I also have my master’s in business administration from Drake University in Iowa. I attended the University of Northern Iowa, where I received my undergraduate degree in art education.

How does your schooling relate to your current position?

I believe that any additional knowledge that you acquire helps you, period. Some of the skills I learned while obtaining my MBA are constantly applied in the evaluation of reports and identifying the overall status of the Regional Center. Never think that anything you do to expand your horizons doesn’t get applied in some way, shape or form.



M.J. Kienast, assistant director of Consumer and Family Services

How do the other positions you worked in benefit you in your current role?

I believe that I have a broader perspective of how Lanterman and the developmental services system work as a result of having worked in Community Services and service coordination.

What are the responsibilities of your current position as assistant director?

I’m responsible for a variety of different areas in case management. My primary responsibilities as far as case management goes include Medicaid Waiver, special incident reporting, training, making sure Lanterman properly employs the Health Information Privacy Protection Act (HIPPA), and maintaining the Programs and Services manual, as well as the service coordination training curriculum. In addition, I assist with targeted case management and review ID notes to assure proper billing. I also fill in for Melinda Sullivan, the associate director, when she’s not in the office, and assist her with various projects as they are assigned.

What are the biggest challenges of your job?

Medicaid waiver is always a challenge. There’s a good bit of coordination that has to take place to ensure that our program coordinator gets all the information she needs. Another challenge comes during the detailed audit of the Center which takes place every two years. That’s when it’s all about the paperwork. We did really well this last April during our audit. The biggest challenge I’ve had at the Center though, was figuring out what my job entailed as it was a new position when I started. One of the biggest challenges of being a manager is that you don’t have enough time to do everything that you need to do. Learning to use a computer effectively is a key tool in cutting down the time and effort invested in doing something. Lanterman does a great job of providing its staff with excellent tools to accomplish their mission. One of my favorites is Outlook; I use it to manage my time.

What is the most rewarding part of you job?

I’ve been at Lanterman for over 10 years, and I like change, but I don’t like to change employers. Lanterman is a good fit for me since I’m a pretty moderate person in my thinking and enjoy working at a more conservative regional center. I still get the best feelings when I work with managers and service coordinators. I think that the one thing I miss most about being a manager is the amount of contact that I had working directly with the service coordinators.

What are some of your accomplishments, i.e. programs, projects, trainings, etc., that you have worked on?

Revising and enhancing the Programs and Services manual has been a big project. It was very outdated and disorganized when I started the project. The manual was restructured to

ensure that the sections were easily updateable in the future as the information changes. The Programs and Services manual details policies and procedures on everything from writing a special incident report to how to get someone placed in a residential facility. It also outlines the overall responsibilities of service coordinators in these different areas. Other major accomplishments include moving 65 individuals from one residential home in two months. Moving individuals from a residential home entails finding new homes or locations, coordinating with families and all the accompanying paperwork. Also, I’m currently working on the curriculum for service coordination training.

Where do you see your job in the next several years including future projects and initiatives?

My position grows with the need. As Lanterman grows and changes, so does my position. The state of California is developing an all encompassing program that will take in all the work and information that service coordinators track, and roll it into one program – CADDIS. Currently, service coordinators use three different programs to look up information and write their reports. This new system will enable users to track information, see what services are provided to clients and even write letters. My responsibility will be to roll out a training plan and ensure that everyone in case management is trained properly.

Do you have any children?

I have two children, John and Jennifer. My son John is getting married in April.

“I believe that people are basically good and that it’s better to look for the good in people than the bad.”

– M.J. Kienast

Be the First to Know and Help Us Save Money – Join Lanterman’s E-mail List

Thirty-seven cents may not seem like a lot of money, but multiply that by 6,000, the approximate number of people Lanterman Regional Center serves, and that’s \$2,200 for one mailing. While all mailings are not as large, Lanterman sends numerous correspondences via the United States Postal Service every year, and this adds up to a lot of money.

But there’s something you can do to help us save money – join Lanterman’s e-mail list! Instead of waiting for “snail mail” to get important information about events, the budget or trainings, you could be the first to know with e-mail.

To join, send an e-mail to Vinita Anand at vinita.anand@lanterman.org. Please include in the message your name, the client’s name and age, and the city you reside in, to help us target our e-mail messages more effectively.



Mary Flynn’s Camellias are in Full Bloom for Camellia Festival at Descanso Gardens

Mary Flynn, Lanterman’s peer advocate, has been participating at Descanso Gardens in their camellia shows since January 2001. In her first year, she showed her “Snow Chan” camellia in the Novice Bloom section and placed first, second and third, receiving a crystal pitcher as her trophy. While she didn’t place in the 2002 or 2003 shows, she enjoyed participating, and learned a lot about planting, watering, fertilizing, pruning, debudding and the various breeds of camellias available.

In March 2004, Flynn showed her “Snow Chan,” “Mrs. Tingley,” and “C. M. Hovey” camellias. Since she’d already placed in the novice category, she was competing in the Intermediate Bloom section where she placed first, second and third with her “Snow Chan” in the large to very large group, and first, second and third for “C.M. Hovey” in the medium, small to miniature group. She also placed second and runner-up with her “Mrs. Tingley” in the medium, small to miniature group. For placing first in two categories, she received two crystal vases.

This year was no exception for Flynn who participated in the 2005 Camellia Festival. She entered in the Southern California Camellia Society Flower Show held on January 29, but did not place. She was invited to show her camellias in the “late bloomers” show held by the Southern California Camellia Council on February 26. “I think that this might be good luck since I was a late bloomer to start with,” says Flynn. For more information on the Camellia Festival visit www.descanso.com.



Join or Sponsor Team Lanterman for the Achievable Foundation’s Reach for the Stars 4th Annual 5K Walk, Run, Wheel and Woof on Sunday, April 3

Lanterman Regional Center will be participating in the Achievable Foundation’s Reach for the Stars Fourth Annual 5K Walk, Run, Wheel and Woof in Century City as Team Lanterman on Sunday, April 3, 2005. One hundred percent of the donations that Team Lanterman raises, including the \$25 entry fee for adults and \$10 fee for children, will be returned to Lanterman to help fund various projects, programs and services that the Center would not otherwise be able to offer the individuals and families that we serve. Team Lanterman is looking for sponsors and walkers for our team.

If you sponsor Team Lanterman, you can choose to apply your pledge to any one or more of the following three categories:

- Camperships**
The Achievable Foundation will continue to offer camperships via the Baker Foundation for those individuals who have autism and meet the financial criteria. If you choose to support camperships, Lanterman will be able to offer camperships to children and adults who meet the financial criteria regardless of diagnosis.
- Roberta Happe Memorial Internship Fund**
This fund provides internship opportunities for students studying in non-traditional majors to work at Lanterman and learn about the regional center system as a whole. Your support will ensure that internship opportunities will be available in the future.
- Koch♦Young Resource Center Projects**
These are projects that include the Mentors and Technology Project, the Peer Support Partner Project and other special projects. By supporting this category, individuals with developmental disabilities and their families will receive the support they may need.

Sponsors that contribute \$250 or more to Team Lanterman will receive name recognition on Lanterman’s 5k t-shirt and two tickets to a cocktail party hosted by Connie Stevens, guest chair. In addition to sponsoring Team Lanterman, you can also help make the walk a success by assembling a team of walkers from your organization and joining Team Lanterman, or by signing up as an individual walker and joining the team.

This year’s walkathon promises to be bigger and better than ever. The Achievable Foundation hopes to have more participants than ever at this year’s walk. In addition to the 5K, there will be celebrities, live music, free refreshments, a shopping bazaar, exhibitors, prizes and much more.

Please help make the walk a success by sponsoring Team Lanterman and/or walking with Team Lanterman. To sponsor Team Lanterman and for additional details contact Jackie Ashman at 213.383.1300, x. 684 or jackie.ashman@lanterman.org. You can learn more about the Achievable Foundation by visiting their Web site at www.achievable.org.

How to Raise \$500 in 7 Days

1. Sponsor yourself for \$25
2. Ask four family members to sponsor you for \$25 each
3. Ask five co-workers to contribute \$15 each
4. Ask five friends to contribute \$20 each
5. Ask five neighbors to sponsor you for \$15 each
6. Ask your boss for a company contribution of \$50
7. Ask three businesses you frequent for a donation of \$25 each

One hundred percent of funds raised from this event will benefit Lanterman Regional Center. For more information about Lanterman, visit us at www.lanterman.org. There are prizes for the top fundraisers.

Don’t want to run, walk or wheel? Volunteers are needed to help staff the Lanterman booth including set up and clean up. Be part of a lot of fun and help make the event a success. Contact Jackie Ashman at 213.383. 1300, x. 684 or jackie.ashman@lanterman.org.

100 Percent of the Donations Team Lanterman Raises will be Returned to Lanterman

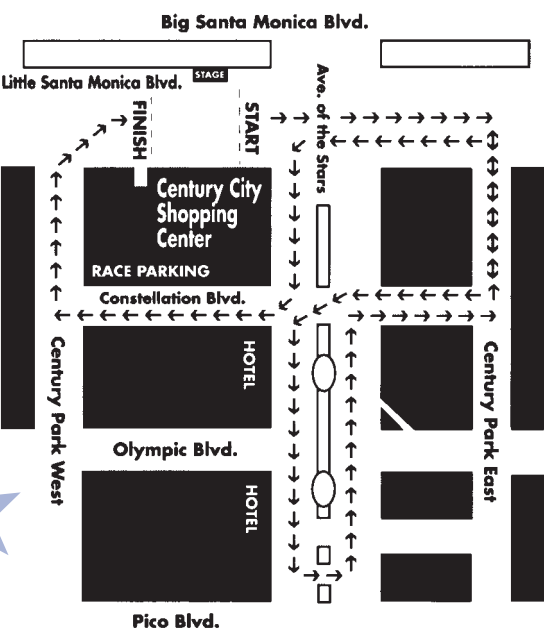
The achievable Foundation

Schedule of Events SUNDAY, APRIL 3, 2005

- 7 a.m. Race day registration, packet/bib pickup
- 7 a.m. Fair begins – shopping, exhibitors, music, refreshments, silent auction
- 8 a.m. Opening ceremonies
- 8:15 a.m. Warm-up
- 8:30 a.m. 5k run begins
- 8:30 a.m. 5k walk, wheel and woof begins
- 9:30 a.m. Kiddie walk begins
- 10 a.m. Finish line festivities and awards – fair continues with prizes, music, celebrities and fun until noon

Event Route and Parking

Parking is free. Enter structure from Santa Monica Boulevard.



The event will take place regardless of weather.

Ed was hired because he has a very genuine and warm personality. He oozes hospitality in that he is very polite, very well mannered and always ready with a greeting. His hospitality skills are very natural.

We are fortunate to employ someone as adaptable as Ed has been. Certainly there are individuals that may have some more



The “Employer Spotlight” is a new recurring feature that will be appearing in “Viewpoint,” and will spotlight employers that are competitively employing individuals with developmental disabilities. To recommend a business that is employing individuals with developmental disabilities to be spotlighted in this feature please contact Vinita Anand at vinita.anand@lanterman.org or 213.383.1300, x. 753.



Sponsor Name	\$	Contribution
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Please feel free to make copies of this form for additional registrations. Each participant must fill out their own registration form.

Pasadena is Celebrating 15 Years of the Americans with Disabilities Act with a Variety of Events in 2005

Many individuals with disabilities consider the United States to have two Independence Days – July 4, which celebrates America’s freedom, and July 26, which marks the anniversary of the Americans with Disabilities Act (ADA) that has helped increase the freedoms of those individuals with disabilities.

“The enactment of the ADA in 1990 marked an important milestone for the civil rights of millions of Americans with disabilities and has made a lasting impact on our lives today. For the first time, access for all people with disabilities and their inclusion in jobs, transportation, public accommodations and telecommunications became national policy,” shares Robert Gorski, the accessibility issues coordinator for the city of Pasadena and facilitator for the Celebration 15 Network meetings.

For both the fifth and the 10th anniversaries of the ADA, the disability community in Pasadena hosted celebrations. After the 10th anniversary celebration, four members of the planning committee continued to work to promote awareness of the ADA. In 2004, the committee began contacting various local organizations to discuss the 15th anniversary celebration of the ADA. Out of these efforts, Celebration 15 was created.

Celebration 15 is intended to highlight the talents of people with disabilities and educate the public on contributions that individuals with disabilities have made to the city of Pasadena and society as a whole, as well as celebrate the enactment of the ADA. Celebration 15 will be an inclusive event that brings together all parts of the Pasadena community because disability is the one population group that includes all other groups.

“There are celebratory events scheduled every month throughout the year that are being hosted by various individuals and organizations in Pasadena,” shares Martin Gordon, director of Lutheran Social Services of Southern California and Avanti Adult Services, “and there is still plenty of time for other individuals and agencies to plan an event.” This yearlong celebration is open to the whole city of Pasadena, including schools, businesses, arts organizations, churches and

cultural centers. Gorski adds, “The only requirement to host a Celebration 15 event is that the event needs to in some way be tied to any of the following including, the Americans with Disabilities Act; living with a disability; and the history, accomplishments and leadership of individuals with disabilities.

Events can be of any size and nature, including large and fun, such as a carnival or concert, to small and informative, such as hosting an ADA booth or displaying signs at parades. The events are not just limited to Pasadena residents, and participants from across the Southland are welcome to attend the many events scheduled.

Events currently scheduled for the next several months include:

Sunday, April 24 – Bethunedanse Theater Dance Performance at the First Church of the Nazarene in Pasadena

Monday, April 25 – Sign Language Fun for Everyone

Saturday, May 7 – Pasadena Child Development Associates Family Fun Day, 12 p.m. to 3 p.m.

Thursday, May 12 – Ability First Wheelchair Basketball Game at Victory Park at 4 p.m.

Saturday, June 18 – First Church of the Nazarene in Pasadena’s Carnival for All

On Wednesday, March 2, the city of Pasadena is being presented with an accessibility award from the National Organization on Disability. Approximately 25,000 residents of the City have some type of disability and the City is considered a model of accessibility. Gorski adds, “The City has an extensive adaptive recreation program directed by Jackie Scott that encompasses all types of recreation. Pasadena also has a Dial-a-Ride program for seniors and people with disabilities; an ongoing annual curb ramp construction project where first priority is generally given to locations requested by people with disabilities; and the Rose Bowl Aquatic Center has built a ramp to one of its two main pools, and has recently opened a therapeutic pool for seniors and individuals with disabilities.”

New events are being added all the time to Celebration 15, so visit Lanterman’s Web site



Robert Gorski displays a sign on the back of his wheelchair announcing the ADAs 15th anniversary during the Rose Parade in January. Groups of these signs were held up and displayed at two locations along the parade route to raise awareness about the ADA.

at www.lanterman.org and click on the Celebration 15 link from the homepage to access additional information, a calendar of events and download event flyers. For additional information, contact the Koch♦Young Resource Center at 213.383.1300, x. 730, toll-free at 800.546.3676 or kyrc@lanterman.org.

If you are interested in hosting an event, the Celebration 15 Network meets on the third Thursday of every month at 1:30 p.m. at the Jackie Robinson Center located at 1020 North Fair Oaks Avenue in Pasadena. For more information and to schedule an event, contact Martin Gordon at mgordon@lsssc.org, Robert Gorski at rgorski@cityofpasadena.net or Jackie Scott at jackiescott@ci.pasadena.ca.us.

Get Ready Now for WALK NOW 2005 Los Angeles on April 16

April is National Autism Awareness Month and what better way to show your support for



Cure Autism Now’s grassroots fundraising and awareness initiative, WALK NOW, than by joining thousands of other Southern Californians at the Rose Bowl in Pasadena on Saturday, April 16 for the 5K Walk and Community Resource Fair.

Not only does this event raise money for funding autism research, it links families with a variety of autism service providers through the Resource Fair. Plenty of fun activities, including arts and crafts, as well as moon bounces, will be available for children.

Registration starts at 8 a.m. and the walk begins at 9:30 a.m. Resource Fair exhibits will be open throughout the morning. There is no cost to participate, and participants can register as an individual, or form a team of family members, friends, neighbors and co-workers.

For more information about WALK NOW 2005 Los Angeles, and to register as a participant in the walk, visit www.walknow.org or www.cureautismnow.org.

Lanterman Launches Online Calendar of Events Featuring Dates for Upcoming Training Events, Support Group and Self-Advocacy Meetings, Other Lanterman Events, and Local Community Events

In order to provide timely and detailed information as accessibly as possible for the Lanterman community, including individuals with disabilities, their families, service providers, other caregivers, and staff, the Center is launching an online calendar of events, which can be found at www.lanterman.org/calendar/default.asp or by clicking on the “calendar” button. The calendar of events will feature dates for upcoming training events, support group and self-advocacy meetings, other Lanterman events, and local community events, and will be broken down by months.



Event listings will also feature a link to greater details that will include all relevant information, such as how to register, who to contact for additional information, and location, and if a flyer is available, a link will be provided to download it.

At this time, the listings on the calendar of events will include upcoming classes, programs and training events that are hosted by Lanterman for clients, families and service providers. The listings will also have meeting dates for all support groups and self-advocacy groups that have a set meeting date and time on a monthly basis, and will include dates for other Lanterman events and local community events.

As always, information on support groups, self-advocacy groups and the peer support partner program will be available in the “support” section accessible from the homepage of the Lanterman Web site at www.lanterman.org. Training information for client, family, service provider and external training opportunities will also continue to be accessible from the homepage by selecting “training.”

If you need assistance learning how to navigate the Web site, call the Koch♦Young Resource Center at 213.383.1300, x. 730 or toll-free at 800.546.3676, or e-mail kyrc@lanterman.org.



Get Fit! Not Fat!

A Program Aimed at Improving the Health Status of Adult Clients of Frank D. Lanterman and Harbor Regional Centers



Lanterman Regional Center and Harbor Regional Center, working together, have been awarded a \$300,000 Wellness Initiative grant from the Department of Developmental Services. These funds will be used to develop and implement a project aimed at improving the health status of adult regional center clients by focusing on nutrition and exercise. The objectives of the multi-faceted approach to improving health are:

- To educate adult regional center clients about how to start and maintain a healthy lifestyle that emphasizes exercise and nutrition.
- To provide education on these same topics to independent/supported living skills (ILS/SLS), day program and residential staff to enable them to support and motivate clients to improve their health.
- To enable regional center service coordinators to help clients incorporate appropriate fitness-related objectives into their Individual Program Plans (IPPs).
- To engage clients in regular physical activity that can be sustained over time.
- To help clients learn how to select and prepare food to ensure a healthy diet.
- To produce a cookbook for clients that integrates healthy menus, budget conscious planning and shopping, and safe food handling and storage practices.
- To provide clients with ongoing support groups in which they may discuss personal goals, make decisions about their lifestyles, and share strategies for maintaining good habits over time.

- To provide clients from the two regional centers an opportunity to compete against one another in organized “Get Fit Games.”

The program has been designed to reach three sub-populations of our adult clients, all of whom have been shown to be at high risk for obesity and reduced fitness:

- adults who live on their own in the community (independently or with support),
- adults who live in licensed homes, and
- adults who live with their families.

In all settings, the program will emphasize the importance of equipping staff with knowledge and strategies that will help them support clients’ efforts to maintain positive behaviors related to exercise and good eating over time. Staff members, as well as clients, will be encouraged to participate in an organized exercise program, to work toward improved nutrition, and to monitor their health status as reflected in specified indicators.

Program Components

1. A multi-session workshop for clients promoting lifestyle changes that will improve health and reduce the risk of chronic disease.
2. Three-session educational program for drop-in center, residential, day program, and ILS/SLS staff members who work with participating clients
3. One-session orientation for regional center service coordinators focused on integrating fitness goals into IPPs.

4. Structured physical exercise activities coordinated through day programs, residences, and drop-in centers aimed at improving the fitness level of clients.
5. Nutrition education and food preparation classes coordinated through day programs, residences, and drop-in centers aimed at improving the diets of clients.
6. Creation of a cookbook that is appropriate for regional center clients.
7. Facilitated support groups coordinated as above to reinforce clients’ efforts to exercise and eat appropriately.
8. The “Get Fit Games” – a day of athletic activity (organized in cooperation with the Special Olympics) wherein clients of Harbor Regional Center compete against Lanterman Regional Center clients in athletic events. The event will also include a 5K walk/run that will be open to everyone.
9. A dedicated section on each regional center’s Web site containing tips on staying healthy, including physical activities, nutrition facts, healthy recipes, etc.

Special Olympics will be used as a resource during the development period, and we have solicited the participation of Weight Watchers International.

We anticipate that this project will be getting off the ground in June. Watch for more information about it in the next “Viewpoint” and on Lanterman’s Web site at www.lanterman.org.



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