



Families Helping Families

Region 7

Serving: Bienville, Bossier, Caddo, Claiborne, DeSoto, Natchitoches, Red River, Sabine, and Webster



NORMAL is just a setting on the dryer

By Lucy Berry

We all know what it's like to be told by a Dr. that your child will not be normal but we're not sure exactly what's wrong with him/her. That's the way it was almost 19 years ago when Troy was born. He was 7 ½ weeks premature and had 2 cardiac arrests within the first 24-36 hours of life. Tests were run and we were given the worst case scenario, Troy would never walk, talk, see or amount to anything but a vegetable. We were even told by the Dr. to put him in an institution and try again since we were young. Troy spent 5 ½ weeks in the NICU at Children's Mercy and during that time my husband, Dave and I spent countless hours deciding what to do. We already had a 6 year old son at home and our thoughts went from how can we raise a child who has so many needs to how they dare tell us to put our son away and give up hope. We chose to bring Troy home with all his needs and do our best, with our families and faith to help us. While we were in the hospital we were given a referral to First Steps, which was a pilot program at that time to help families of children with special needs.

We came home with an apnea monitor to let us know when Troy would stop breathing, which would happen often. I got an extended maternity leave to be able to spend three weeks at home with Troy before I had to return to work. The first hurdle of returning to work was finding a day care for Troy. Not easy to do with a child who was on an apnea monitor.



We ended up finding a person, who was willing to try it, but it only lasted 2 weeks and then we were back to square one. My husband worked nights so we decided that he would take care of Troy while I went to work. This got to be more than he could handle as she wasn't getting enough sleep and my job was giving me too many ultimatums about extra hours and since I couldn't fulfill their wishes I was fired. Troy had what seemed like millions of Dr and therapy appointments as we were trying to find out what was wrong with Troy since he was alert but not doing all the things that babies do. We could be found in neonatal, pulmonary, developmental, PT, OT, Speech, ophthalmology, neurology and surgery clinics plus the pediatrician's office. Finally at 6 months of age we were told by his neurologist that Troy had spastic quadriplegic cerebral palsy. When I asked how did this happen, the Dr. replied, "He didn't know." Which I found out later was a common response for children with CP. Troy spent a lot of time in the hospital with eye surgeries as he was born with crossed eyes

He also had to have hernia repair for bilateral inguinal and umbilical hernias. Because of Troy's time in NICU on the vent his lungs were compromised so he had many admits for pneumonia.

As time went along Troy's head continued to grow faster than his body so the neurologist sent us to a neurosurgeon. He studied Troy and then asked us to taken him for a CT scan. It showed that Troy was a low pressure hydrocephalic and didn't need a shunt but the more the neurosurgeon followed Troy the more he questioned the need for a shunt and at 18months Troy had a shunt placed. We had many revisions until it worked the way the neurosurgeon wanted it to. Once the shunt was placed Troy started showing more skills and the Dr was impressed. During this time Troy had been on a waiting list for Sunshine Center thanks to the help of our First Steps case manager. After Troy's shunt was placed his name came up on the waiting list and he was able to go to Sunshine Center.

Who?	What?	When?	Where?
A family directed resource center for all individuals with disabilities and their families	Providing information, referral, and support through a network of services and assistance throughout Region 7	8:30 am – 5:00 pm Monday – Friday Drop-ins are always welcome!	2620 Centenary Boulevard Building 2, Suite 250 Shreveport, LA 71104 318.226.4541 877.226.4541 info@fhfregion7.com www.fhfregion7.com

The timing was perfect as he was able to get the much needed therapies right on the spot and not have to travel to Children's Mercy three times a week. Not only did Troy benefit from this but so did my husband and I as we had other parent's to share with and not feel so lonely. It was also during this time that we were introduced to Easter Seals and their Lekotek Toy Lending program, this was a program that would help you find toys that your child could use for development or adapted with switches so your child could use them. You would borrow the toys for a month and be able to try them out in your own home. It was wonderful but one more appointment thank goodness we could do some of these in the evening. Troy continued to thrive and improve at Sunshine Center and we had also gained another case manager this time with the KC Regional Center. When he turned 3 the State of Missouri decided that children from 3-5 years of age should be moved to the Department of Education and not the Department of Mental Health. So we made the transition but not without a lot of concerns and road blocks. The school district wasn't able to provide the therapies that Troy needed because according to them they weren't educationally necessary. So the battles began...and eventually after countless meetings with the Superintendent, Director of Special Education and school staff we were able to come to an agreement. Troy would get 2 of his 3therapies at school another obstacle to overcome was the fact that Troy I is incontinent and needed to be able to be changed.

The grade school years came next with many struggles and biases to be overcome. There were teachers that didn't want "that kid" in their classrooms, especially in the music class which is one of Troy's passions. Troy had a personal para help him in his mainstreamed classes with his belongings, getting his backpack off of his wheelchair, putting books away, little things to help make his day easier. The bathrooms had to be remodeled to allow changing tables for Troy and a Hoyer lift. Troy's sister was born at the beginning of his Kindergarten year. More challenges came with Troy being frustrated that he couldn't ambulate the way his sister or brother could.

When Troy was 8 he was able to join the sports program through UCP. This was so excellent because he was able to be involved in sports with his peers who were facing the same challenges as he was. It was great for the family as well because we were able to meet other families in the same situation as we were. We made it to the middle school years 5th&6thare in one building and7th&8thin another building the 5th&6thgrade center was interesting because there were 8 times the students to have to navigate around and special classes including band. Troy was in the percussion section so this meant band concerts. He also joined the honor choir and was in a school play. The staff was wonderful and open to having Troy in the building. However the next building was a different story, they expected the students to be more mature and ready to advance to high school. Needless to say we had some issues with the staff and they had issues with Troy. It was discovered that he wasn't able to keep up with the regular classes and needed to slow down to special ed for core classes and take regular ed for the rest of his classes. Troy again took band, was involved in honor choir and the school musical. Even the counselors didn't know how to handle Troy and his needs so we added to our list of docs at CMH a behavior psychologist. Troy also developed a curvature in his spine so we started seeing the orthopedic doc and fortunately for Troy the curvature didn't require surgery.

High school comes next in our lives with even more activities, school ball games, marching band and competitions, choirs and concerts, and school musicals. It also meant having to show yet another set of teachers and administrators that Troy was a unique person and not just another stupid kid in a wheelchair. We had struggles along the way but the years went by fast. A major struggle was Troy's sophomore year when the school nurse told Troy that he had been nominated for National Honor Society. When Troy went to the advisor to get the nomination papers and was told that it was a mistake that his name wasn't meant to be on the list. Troy came home all upset and so I made a call to the school to find out what was wrong. I was told that because he was a special ed student he didn't qualify. So I researched the national by-laws and found nothing to that effect and called back .I was then told that it was a chapter by-law so I asked to see them and that wording was nowhere to be found. So Troy became the first special ed student to be inducted into National Honor Society.

Our biggest transition came on May 17, 2007 when Troy graduated high school. Yes it came with struggles and triumphs but it also came with joy and love. Troy's next phase of life will be going to Blue River Community College by using the Access program. He is still involved with the UCP sports program and participates in boccia, wheelchair soccer, bowling, and track and field events. He's taken2ndplace in the Mid America Games Boccia tournament.

Life doesn't always come at you with perfection or normalcy so we make the best of what we are given with what we have. Remember that **NORMAL** is just a setting on the dryer.



What's New in the Affordable Care Act?
From the Louisiana Parent to Parent Health Information
Center
*A statewide program of
Bayou Land Families Helping Families*

The Affordable Care Act (the "ACA") has provided many new innovations in health care financing that allow for coverage of more individuals, particularly those with disabilities and youth. These innovations have already allowed more people to access the care they need, including individuals with disabilities.

In 2010, 45% of young adults, people from ages 19-29, couldn't afford their health care and either didn't fill a prescription, go to the doctor when sick, didn't go to treatment sessions, tests or follow-up visits due to the cost and lack of insurance. The Affordable Care Act has already begun to make a difference for this age group. Information from five national insurance carriers across the country have indicated over 600,000 young people up to age 26 now have insurance coverage under a parent's health plan since this ACA provision became effective.

The Affordable Care Act also prohibits plans from imposing life-time dollar limits on most benefits you receive now and will restrict and phase out those annual dollar limits by 2014. And, no longer will insurance companies be able to deny a child under 19 with a pre-existing condition and they cannot charge that family a higher premium either.

The Pre-Existing Condition Insurance Program under the ACA will provide coverage for Americans who have been uninsured for six months due to a pre-existing condition. If you cannot get insurance due to a pre-existing condition, these plans may be the answer for you. They cover primary and specialty and hospital care, and prescription drugs. Your premium is not higher just because you have a pre-existing condition. Eligibility is also NOT based on income. There is also no waiting period before benefits kick in. Once you are deemed eligible, you have benefits from the date of eligibility. The monthly premiums for the standard plan in Louisiana range from \$171 to \$546, depending on age and there is a variety of plan options to choose from. (Learn more at www.pcip.gov.)

States have now been given the option under the ACA to expand their Medicaid programs for many Americans, including people with disabilities. Those programs will be expanded nationwide by 2014. Health Insurance Exchanges are also being established to provide families with the same private insurance choices our members of Congress enjoy through easy to use, accessible information on each of the Exchange options.

The ACA extends the Money Follows the Person Program through 2016 with a continuation in participating states and an extension into new states seeking to rebalance their long-term care systems. The ACA will improve Medicaid Home and Community-Based Services options and create the Community First Choice Program (effective October 1, 2011). This program gives states a 6% enhanced match so that they can offer community-based services and supports alongside nursing home and institutional services for eligible people with disabilities. Community First Choice will require states to make such services and supports available under a "person-centered" plan of care to assist them in accomplishing activities of daily living and health-related tasks.

Effective 2011, \$3 billion in incentives in the form of enhanced Medicaid matches will be available to states that now fund less than 50% of long-term services in home and community-based settings if they achieve targets set for increasing these services by October 2015.

The ACA also provides for investment in innovations in preventative care and improves access to medical diagnostic equipment so people with disabilities can receive routine preventative care by establishing exam equipment accessibility standards set by the Food and Drug Administration and the Access Board. Other ACA innovation funding includes funding for medical homes and care coordination demonstrations in Medicare and Medicaid to prevent disabilities from occurring or progressing.

Chance to Advocate:

The Commonwealth Fund reported that the US Department of Health and Human Services will seek your input this fall on essential benefits that plans in the new health insurance exchanges will have to cover. The plans are slated to begin in 2014. Watch your newsletters and F2FHIC information blasts for more information on this opportunity.

Protections for Student Health Plan Enrollees

Proposed regulations from the US Department of Health and Human Services were issued regarding student health plans offered by colleges and universities. They propose to classify these plans as individual market plans so that student enrollees will have most of the same consumer protections in the Affordable Care Act. There will be some flexibility however so that the plans can continue to provide coverage to students. For more on this, you can visit <http://www.commonwealthfund.org/Content/Blog/2011/Feb/New-Protections-for-Students.aspx>.

Want more information on Understanding the Affordable Care Act?
Simply visit: www.HealthCare.gov or contact the Louisiana Family to Family Health Information Center at 1-800-331-5570.



Self Direction: Is right for you?

Self-Direction is a service delivery option which allows participants to become the employer of the people they choose to hire to provide supports for them. As the employer, participants are responsible for recruiting, training, supervising, and managing the people they choose to hire. This option gives participants the most control over their supports, but also the most responsibility. Self-Direction is based on the principles of self-determination, which means that a person has the ability or right to make his/her own decisions, and include the following:

FREEDOM – the opportunity to choose where and with whom you live, as well as how you organize all important aspects of your life.

AUTHORITY – the ability to control some targeted amount of public dollars.

SUPPORT – the ability to organize support in ways that are unique to you.

RESPONSIBILITY – the obligation to use public dollars wisely and to contribute to your community.

CONFIRMATION – the recognition that people with disabilities themselves must be a major part of the redesign of the human service system of long-term care.

With Self-Direction, you control the amount spent on wages and benefits for your employees within the guidelines established by the program in which you are enrolled. With assistance from your support coordinator, you, as the employer, are required to budget payments for wages and required employment-related taxes.

Your support coordinator will provide you with an initial training on Self-Direction, followed by on-going support and assistance as needed. Your support coordinator will continue to assist you with the development of your Plan of Care, budget planning, ongoing evaluation of supports and services, and organizing the unique resources that you need. This is just an overview.

If you would like to learn more about the Self-direction option, please contact: Mary Russell at Families Helping Families Region 7 at (318) 226-4541/877-226-4541 or email her mrussell@fhfregion7.com.

Inclusion: It's About Change!

By Jack Pearpoint & Marsha Forest

Inclusion means change!! We believe both inclusion and change are inevitable. Whether we choose to grow with and from these changes is a choice.

It has been instructive to be a participant in hundreds of emotional meetings about "inclusion", when it is crystal clear after a few minutes that inclusion is only nominally the topic. The real topic (seldom stated) is Fear of Change! Many people in education and human services are afraid they will lose their jobs. Afraid of new responsibilities. Afraid of what they don't understand. Afraid of being accountable.

The words that come out are: "But, we don't have enough money! But, we haven't been trained to take care of those! But, I didn't choose special ed! But, I don't have special curriculum guidelines, and I don't have time to create a special program for "them". The other children will suffer!" We all recognize the phrases. Listen deeper. Most of the "buts" are about "me" "I". The buts that are couched in deprivation to the other children reflect both ignorance of virtually everything we know (for centuries) about cooperative learning and peer tutoring, and too often are a guise to cover "I don't want to risk giving up control!". "I am afraid that people might find out that I don't know everything! I don't want to do this." I am Afraid! This is the key phrase underneath most of the kvetching and whining. But for many, there are deeper fears that are teased out with great delicacy. People are afraid of being "faced" with their own mortality, with imperfection. The words that come out are: "But, we don't have enough money! But, we haven't been trained to take care of those! But, I didn't choose special ed! But, I don't have special curriculum guidelines, and I don't have time to create a special program for "them". The other children will suffer!" We all recognize the phrases. Listen deeper. Most of the "buts" are about "me" "I". The buts that are couched in deprivation to the other children reflect both ignorance of virtually everything we know (for centuries) about cooperative learning and peer tutoring, and too often are a guise to cover "I don't want to risk giving up control!". "I am afraid that people might find out that I don't know everything! I don't want to do this." I am Afraid! This is the key phrase underneath most of the kvetching and whining. But for many, there are deeper fears that are teased out with great delicacy. People are afraid of being "faced" with their own mortality, with imperfection.



People are afraid 'they might catch IT'. These deep seated fears are a product of our culture. It is not the fault of individuals (teachers and human service workers) that they are afraid. We were all taught to 'put "them" out of sight' and as citizens and taxpayers we have. But, now we know that 'putting people away' is a decision just one step away from extermination. The film, Schindler's List reminds us that segregation in any ghetto is life threatening.

The answer is that we must Face the Fear, and Do It Anyway i.e. include everyone. This will be uncomfortable - even terrifying for a few moments, but fears pass. When we face our fears, and proceed regardless, they immediately diminish and come into perspective. We have had conversations with hundreds of "Inclusion Survivors" - teachers and human service workers who were petrified. They endured a few weeks of "Tylenol Therapy" and then as if by magic, the terror passed. In interviewing people about that period, there is an overwhelming pattern. Every single person remembers being terrified. No one can remember what they were afraid of... just that they were afraid - and it passed. It usually takes about six weeks which is the general pattern for any crisis situation to get back to normal.

There are lessons to be learned. All too often we tell people who are being faced with change: "Don't worry. Don't be afraid!" This is nonsense! Inclusion is about change. Change is terrifying - for all of us. Our bodies are designed to seek "homeostasis" - equilibrium. Change upsets us. It's scary. It's unpredictable. But since the issue is one of survival - about the Human Rights of individuals, we must do it anyway. We do not have the right to exclude anyone. Our fears are simply an obstacle to overcome. They cannot and must not be a reason to deny any person their rights. A second learning is that people need support to get through the crisis period of change. The fascinating facts are however, that this has very little to do with budgets.

The key ingredient in effective support of change is supportive relationships. What we need is to 'practice random kindness and senseless acts of beauty' - a kind word - a thoughtful gesture. It is knowing someone will be there when you need them. Recently, the American Federation of Teachers launched an attack on inclusion - a tragic and misguided assault. They have identified support as essential for effective inclusion and find "dumping" practices abhorrent. We totally agree. But the enemy of lack of support in schools, training and beyond is not innocent children or the issue of inclusion. The villains are faceless policy makers who continue to slash at the support structures that enable and encourage teachers and others to go the extra mile. If some educators cannot come to terms with including everyone, it may be time for them to move on to other jobs. It is entirely legitimate to provide job security - but not security against change. People who cannot support rights for all have the right to their own personal opinion but not the right to stand in the way of the rights of other citizens.

We conclude that Inclusion is purely and simply about CHANGE. It is frightening - and exciting. The rewards are many. It will be and is hard and often emotionally draining work. Erik Olesen in his book 12 Steps to Mastering the Winds of Change says, "the mediocre resist change, the successful embrace it." We must invite success for inclusion and thus embrace change with all our hearts and souls. We must build strong teams to support one another. We must stop wasting our time worrying about the "kids" when what we need to develop are creative design teams that meet every problem with the same spirit found in the corporate sector. Let's borrow the lines from people who sell hamburgers, running shoes and hotel rooms - their slogans: DO What it Takes! JUST DO IT! and YES, WE CAN! These are messages we can adopt for our own work!! Finally we like to remember that "An injury to one is an injury to all!" and in the case of inclusion, "The benefit to one will be the benefit of all."

If you would like to learn more about inclusion or if you need a special education advocate, please contact: Monica Sullivan at Families Helping Families Region 7 at (318) 226-4541/877-226-4541 or email her msullivan@fhfregion7.com.

Transition From the Secondary to the Postsecondary World For Students With Disabilities

By C.A. Kochhar-Bryant

According to the National Council on Disability (2003a), students with disabilities and their parents need to be better informed about the differences in the rights and responsibilities of schools and students as they move from high school to higher education. The result is that students are often harshly surprised rather than prepared for the disparity between the two levels of education (2003, p. 8). In secondary school, the teachers and other school professionals share the responsibility for the educational success with the student, but in higher education it is up to the individual. Students must have the skills to advocate for their needs in college or on the job, skills they may not have learned in high school.

Self-Advocacy Skills Needed for Postsecondary Participation: It's Up to the Student.

Only one-half of secondary schools have specific curriculum to teach secondary students self-advocacy and self-determination skills (Study of State and Local Implementation and Impact of the IDEA, 2004; U.S. Government Accountability Office, 2003d). However, most states are now emphasizing transition services and are working to ensure that students with disabilities who need such services are provided with adequate planning and support.

Postsecondary school is different from secondary school in many ways. Class schedules are flexible, class offerings are varied, classes may be located in different buildings, and books and tuition can be very costly. Students are expected to take full responsibility for their progress and to spend much more time and effort on independent study. For students living on campus, there is a wide variety of social and special interest opportunities, and often a great sense of freedom from parental supervision. Success is now up to the student.

Laws Governing Secondary and Postsecondary Settings Are Different.

For students with disabilities, the laws governing special assistance in the postsecondary setting are different and change students' experiences in several ways:

1. While high school decision making is parent driven, students in postsecondary settings are responsible for identifying their disability, providing documentation, and requesting assistance (student driven).

2. Disability services personnel make decisions about services based on the “reasonable accommodations” requirements of the Americans With Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, and not on services prescribed by the Individuals With Disabilities Education Act (IDEA).
3. Students make decisions about the services available; there is no professional team to decide for them.
4. Students with disabilities often have to repeat the process of requesting services and accommodations each year (National Center for Secondary Education and Transition, 2003).

Under Section 504 of the Rehabilitation Act, it is not mandated that all postsecondary students with disabilities receive services and supports, but rather services are based on whether (1) the individual is determined to be eligible for the services, and (2) whether the accommodation does not result in a change in content or standards expected for all students. In the postsecondary setting, supports are based on what is “reasonable,” rather than what is “appropriate” and “least restrictive,” as mandated by IDEA. Therefore, support services and accommodations are aimed at providing access to content and reducing barriers to learning, rather than on promoting achievement. For example, a postsecondary school is more likely to provide a note taker than a tutor.

If you would like to learn more about transitioning from secondary to postsecondary education or if you need assistance with the transition process, please contact: Minnie Jenkins at Families Helping Families Region 7 at (318) 226-4541/877-226-4541 or email her mjenkins@fhfregion7.com.



LaTEACH (Louisiana Together Educating ALL Children) is an initiative of the Louisiana Developmental Disabilities Council. We were formed to effect systems change in the education system that promotes inclusive education for students by using best practices and research based methods. This year LaTEACH will be advocating on a State level for Louisiana to have Rules and Regulations for the use of Restraints and Seclusion in our schools. Currently Louisiana DOES NOT have any rules or regulations that govern the use of these practices in schools. This is where we need your help. We need families like yours to come forward with stories they can share with their policymakers. Stories that are compelling in

nature that describe when your student was restrained or secluded in an inappropriate way and what the effects of that incident meant to your family and your student. We are asking families with compelling stories to visit policymakers at their home offices before session starts. We will also need some families to give testimony during session to further educate our policymakers.

Every year many children are subject to practices in schools that are considered dangerous and regulated in every other setting such as hospitals, prisons - even their own homes. Current Louisiana regulations protect children from unnecessary and/or inappropriate use of restraints and seclusion in every other setting **except for schools**.

Students with disabilities are restrained and secluded more often than students without disabilities. Many devices designed to assist students with posture and support are misused to strap children down regardless of whether the students are posing a danger to themselves or others.

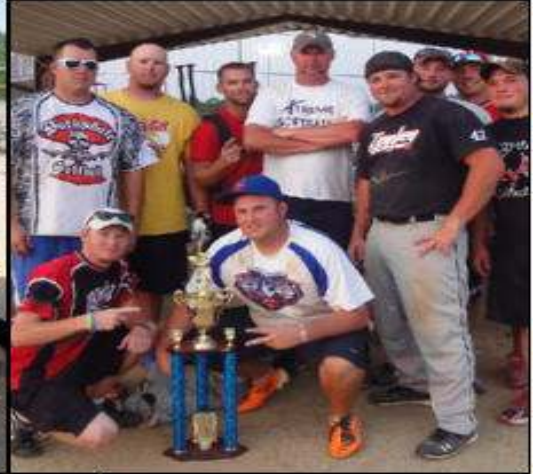
These are a just a few Regulations we would like to see put in place:

- Limit the use of restraints and seclusion to only emergency situations, not as treatment procedures.
- Prohibit maneuvers that restrict air flow.
- Limit prescribed assistive devices exclusively for their intended purposes.
- Require that children who are restrained or secluded are monitored according to established standards used in other settings.

If you have a story and are willing to make a visit please contact, Christy Cormier, LaTEACH Statewide Coordinator at 1.800.894.6558 or email her at cycormier@fhfswla.org. She will help you formulate your story and set up a meeting time with your policymaker.

Go Hard or Go Home Softball Benefit Tournament

Families Helping Families Region 7 would like to thank Accomplished Learning Services for sponsoring the Go Hard or Go Home Softball Benefit Tournament. All proceeds from the tournament were donated to Families Helping Families Region 7. The tournament was held on June 11, 2011 with a total of 15 teams from Shreveport-Bossier. It was a day of family fun in the sun. Families Helping Families Region 7 would also like to say a special thank you to the following teams who participated in the tournament and donated their time and energy for the cause: Anything Goes (2nd place woman's division), Amillion Hard Hitters, Black Ice, Bossier Ballers (2nd place men's division), Cedar Grove, Charlie's Angels, Cooper Road, Da Kore, Hit Ladies (1st place woman's division), Red Sox, Storking It, Unity Conqeurs, Untouchables, WTF (Woman To Fear), and Yound & Reckless (1st place men's division).



WHAT IS HWF?

Hanging with Friends aka HWF is Families Helping Families Region 7 support group for self advocates over the age of 18 or out of the school system. Hanging with Friends was birthed out of the idea that all people should have friends as well as being active and included in their community. We get together one a month to have fun, meet new people, and participant in community activities. Some activities include bowling night, movie night, sweetheart dance, community festivals, and a Cinco de Mayo celebration plus much more. As a group we are serious about self-advocacy issues, but we also want to make you laugh and feel good about life.

Join us to celebrate the strengths of self-advocates. Most of all, let's work together to help people live the life they want with the support they need. All HWF activities can be found on our website at www.fhfregion7.com or you can contact Minnie Jenkins or Mary Russell at (318)226-4541/877-226-4541 for additional information.



Advocating for individualized community supports for Louisiana's citizens who experience developmental disabilities



LaCAN is a statewide grassroots network of individuals and families who have worked together since 1988 advocating for a system that supports individuals to live in their own homes rather than having to move to a facility to receive needed services. Specifically, they have advocated for implementation of Louisiana's Community and Family Support System Plan.

Regional LaCAN teams include parents, individuals with disabilities and parents. These members are notified by email or phone when communication with state agency officials, legislators or the Governor is necessary.

LaCAN provides information and support to individuals wishing to effectively advocate for the expansion and improvement of community and family support services for people with disabilities and their families through email updates, regional workshops, regional team leaders, and personal contact.

If you are interested in becoming a member of LaCAN contact Duane Ebarb at (318)688-4830 or email him at dke1949@bellsouth.net.

The Autism Society - Louisiana State Chapter *presents* State Conference 2011: "Stepping Forward For Autism"



Marriott Hotel and Convention Center
Baton Rouge, LA
November 4 – 5, 2011

Keynote speakers:

Dr. Vincent Carbone, Carbone Clinic *and*
Dr. Jane Guice, University of North Carolina

Parent Stipend funds available, contact Families Helping Families Region 7 for more information.

Registration Information: Contact Autism Society Louisiana State Chapter
(800) 955-3760 Direct
pjmanco@cox.net Email

Registration postmarked BEFORE October 15, 2011

Single: \$145.00 Professional: \$170.00

Couple: \$195.00 Student: \$90.00

Person w/ ASD: \$90.00

AFTER October 15, 2011

Single: \$165.00 Professional: \$190.00

Couple: \$215.00 Student: \$110.00

Person w/ ASD: \$110.00

Register Now for Early Registration Prices!

****Note:** Friday and Saturday lunch is included in your registration fee. Payment MUST accompany this form. NO REFUNDS after October 03, 2009. 20% cancellation fee before October 15, 2011. \$25.00 charge for Insufficient Funds (INSF) Checks. Your registration receipt will be in your conference folder.

Stipend Money Available!

Do you want to learn more about your child's disability? Have you heard of a new technique that might help him learn? Families Helping Families Region 7 might be able to help you get this knowledge.

There are stipend dollars available for individuals with disabilities and their families who live in the parishes of Region 7. Please apply for these funds if you would like to attend a conference, convention or other activity that will increase your knowledge.

To apply, you may call 318.226.4541/1.877.226.4541 or email: info@fhfregion7.com.

Please have the following information handy when calling to ask for funding or include these details in any email:

- 1) When
- 2) Where
- 3) Registration Cost
- 4) How much you are able to contribute

This is a great opportunity to attend a state, regional or national event that otherwise might not be possible!



Child Development Resources on the Web

There are several web sites on the internet that offer resources on child development. From growth charts to e-newsletters, these sites offer a wide range of research based information.

Zero to Three, The National Center for Infants, Toddlers, and Families, has one of the leading web sites for parents, professionals and policymakers. Their mission is to promote the health and development of infants and toddlers. At www.zerotothree.org you can explore the Baby Brain Map, a map that reveals the secrets of how early care enriches development. Also available is the opportunity to subscribe to the e-news letter "From Baby to Big Kid", it showcases how children learn and grow each month from birth to three years.

Another great site is www.cdc.gov/actearly. This is the Center for Disease Control and Prevention's web site; resources include milestones for children birth to five years. The milestones are designed around how children should play, learn, speak, and act.

If you are in need of more information on your child's development, or for additional resources on the internet, please contact Monica Stampley, EarlySteps Community Outreach Specialist, at Families Helping Families Region 7 at (318)226-4541/877-226-4541 or monica.stampley@la.gov

People First of Louisiana



People First of Louisiana is a self advocacy group ran by people with disabilities, for people with disabilities. Where people learn to speak up for themselves about the decisions they make. People First of Louisiana members can connect with others in their community, across the nation and around the world and they can also learn about their rights and responsibilities as citizens of the United States of America.

Our Mission:

People First of Louisiana supports people with disabilities to empower themselves in becoming effective decision makers, to gain more independence, and enjoy life as equal citizens of the United States of America.

People First of Louisiana has chapters in every region of the state and is committed to the self advocacy movement in Louisiana. There are at least 400 self-advocates who are actively participating.

People First of Louisiana has been the vehicle that has provided people with disabilities a statewide presence. Remember we are not our disabilities...we are people first.

To join other people with disabilities in Caddo-Bossier in letting your voice be heard contact Sharon LaBorde, Caddo-Bossier People First mentor at (318)564-6842 or email her at slaborde@peoplefirstla.org.

Board of Directors

Bishop Larry L. Brandon
Praise Temple Full Gospel Baptist
Cathedral

Michelle Edwards
Parent

Dr. Elizabeth Guice
LSU-HSC

Dr. Viola Patterson
Parent

Sam Scere
Caregiver
Social Security Office of
Adjudication and Review

Tabatha Taylor
Parent

Yolunda McGee, Chair
Youth & Family Services of
Northwest Louisiana and Laura
Graham Attorney at Law

Chanel Jackson
Executive Director

Louisiana Developmental Disabilities Council's Mission

To ensure all individuals with disabilities benefit from supports and opportunities in their communities so they achieve quality of life in conformance with their wishes.

Through the Developmental Disabilities Assistance and Bill of Rights Act Congress funds and authorizes the Developmental Disabilities Council to conduct advocacy, capacity building and systems change activities. The Council's efforts are designed to promote the increased self-determination, independence, productivity, integration and inclusion of people with developmental disabilities in their communities.

The Louisiana Developmental Disabilities Council (DDC) is made up of people from every region of the state who are appointed by the governor to develop and implement a five year plan to address the needs of persons with developmental disabilities. Membership includes persons with developmental disabilities, parents and representatives from public and private agencies. Several members rotate off the Council each year in October and nominations for new members are always welcomed.

You may contact the DDC by calling 1.800.450.8101 or visit their website: www.laddc.org

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