

# Group Presentations

## I. Highlights

- A. Presentations: Parents Helping Parents, San Andreas Regional Center, PACE:  
Pacific Autism Center for Education, Inclusion Collaborative
- B. Social-emotional development is the most important.

## II. Homework

- A. Presentation summary due next week (12/3) based on questions on the handout.  
(If you missed the handout, email me.) She said if the answers get repetitive, it's okay to repeat yourself. It's important to answer every question in detail, one at a time. Type it. Turn it in next week.
- B. Snack potluck on 12/3 too. Bring something fun. Will be watching more inclusion videos.
- C. Final exam (12/10) then go home.

## III. PHP

- A. My group.

## IV. San Andreas Regional Center

- A. Values
  1. People first through service, advocacy, respect, and choice
  2. Vision for leadership in service & advocacy for individuals with developmental disabilities
  3. Recognizes the ongoing need for advocacy to sustain the original intent and promise of the 1969 Lanterman Developmental Disabilities Act and commit itself to protecting its provisions

4. Strives for community partnership and excellence in customer service with its well-trained staff and service providers who use up-to-date tech, good at what they do, are committed to this vision
5. Serve from birth through adults
6. Want to be an organization that is trusted, responsive, supportive, creative, proactive, well-managed, and people-friendly
7. Recognize that families have enough going against them; SARC is determined to be *for* them along the way

B. Lanterman Developmental Disabilities Services Act

1. Created through legislation in 1969 in California
2. Says people with developmental disabilities and their families have a right to get the services and supports they need to live like people without disabilities
3. True throughout their lifetime; not just for K-12 education
4. Outlines the rights of individuals with developmental disabilities and their families, how the regional centers and service providers can help these individuals, what services and supports they can obtain, how to use the individualized program plan to get needed services, what to do when someone violates the Lanterman Act, and how to improve the system
5. Support the person, their family, and any caregivers involved
6. Not just about the services now, but how to improve the system for the future

C. Locations & funding

1. 21 regional centers throughout California
2. SARC is in 4 counties: Santa Clara (in Campbell), Santa Clara/San Benito (Gilroy), Monterey (Salinas), Santa Cruz (Watsonville)
3. Nonprofit corporation funded by the state of California
4. Lot of their intake is through referral

#### D. Eligibility

1. Disability must have originated before the age of 18, be likely to continue indefinitely, and be a substantial handicap (some learning disability doesn't qualify because they'll be able to get serviced other ways and be successful independent adults)
2. Mental retardation
3. Cerebral palsy
4. Epilepsy
5. Autism
6. Fifth condition: disabling conditions found to be closely related to mental retardation or requiring treatment similar to that required for individuals with mental retardation

E. Role: contracted with state of CA to be a coordinator (like a wedding planner/ coordinator) for developmental disability services

F. Services provided: intake process

1. Will take any eligible person regardless of age, race, income, etc.
2. Call them, and in 15 days you'll get a call back for a phone interview with a social worker or other personnel to see if you're eligible
  - a) Look at school records, medical records, etc. to determine if eligible (can take up to 120 days)
  - b) If they had the condition before 18, will be eligible
3. If eligible, then bring you to a planning meeting "IPP" Individual Program Plan, like an IEP but not specific to school
  - a) Re-evaluated once per year

G. Early Start is 0-3. SARC is our Early Start place around here.

1. Do not send kids there at 2 years 10 months (too late to get into the process before 3rd birthday)

2. If you suspect anything, give SARC a call and they'll send a professional to do an assessment of motor skills, social skills, hearing, vision, communication, etc.
3. Joint meeting with LEA (Local Education Agency, which is the Santa Clara County Office of Education), create an IFSP together
4. 45 days total process to maximize early intervention time
5. Provide service coordination, transition plan to IEP with local school district before 3rd birthday

#### H. School age is 3-22 years old for SARC purposes

1. Their job is to "fill in the gaps" in what the school district is providing
2. Can't give "double therapy" if the child is already receiving a particular service (such as speech therapy) in the school district
3. Provide the same service coordinator person every year as the child gets older
4. Help find respite day camps, adaptive skills training, behavior modification, SSI (government disability), adult transition plan
5. Linked with PHP to help families get what they need (adaptive equipment, etc.)
6. Assessment is free to the parents because it's federal and state funded
7. Considered an adult when turn 22, done with post-educational goals, living independently or with someone
  - a) Then move into a service coordinator who specializes in adult life
  - b) Independent living skills, day camps, regional residential care homes, behavior modifications, help paying rent & utilities, etc.
8. Help residential care homes follow licensing requirements, improve quality
9. Provide medical waivers to have the state help families pay medical bills for children with special needs

#### I. "Shared cost program"

1. Goal is to keep families together and transition adults to independent living, but not always possible
2. If need a residential care home, SARC will help find the right placement and help pay for it on a sliding scale if needed

#### J. Legal aid

1. Their goal = if you have a problem, they have a solution
2. Goal is "equal access to justice"
3. You're entitled to protest a decision if you think you're not getting the services you're entitled to (request must be in writing to the SARC within 30 days, hearing will be scheduled within 50 days after that)
4. Start with an informal meeting with you and the SARC director, try to come up with a solution
5. Grievance process is conducted by administrative law judge employed through the SARC
6. Final decision has to be made within 90 days, may be extended or postponed in certain cases
7. May request an advocate on your side if needed (can be someone from SARC if you request, or can be a family member or someone else you want)
8. May decline this meeting
9. May request mediation if you're dissatisfied with the solution

#### K. Quiz

1. What does SARC provide? Service coordination!
2. What is the process for getting services? call them!
3. How much do evaluations/assessments cost? Nothing!
4. Are all services through SARC? No, they coordinate other providers.
5. Which of these services does SARC provide? All of them!
  - a) Free diagnosis & evaluations

- b) Information referral
  - c) Service coordination
  - d) Parent education
  - e) Vendor support
  - f) Advocacy
  - g) Connecting with Community Services
  - h) Early intervention
  - i) Residential placement
  - j) Support living
  - k) Skills training
6. Legal service purpose is to help you get what you're entitled to.

## **V. PACE: Pacific Autism Center for Education**

A. "Connect -- Support -- Educate." Providing high-quality programs for individuals with autism and associated developmental disabilities living in the San Francisco Bay Area since 1989.

1. Mission = provide high-quality programs for individuals with autism and its related developmental disabilities, so they may experience the satisfaction and fulfillment that accompany learning, self-expression, self-care, productive work, and interpersonal and community experiences.
2. Felt that state-funded centers weren't serving the whole child, so started PACE to fill that need
3. Vision = to be the world leader connecting a full range of services for persons with autism and their families.
4. Goal = to provide a lifetime continuum of service coordination.

B. History (video)

1. Incorporated as a nonprofit in 1989 with a school and two homes

2. 2004 added an in-home early intervention program
3. 2008 new facility, new school
4. Autism is becoming so prevalent
  - a) 1989 was 1 in 10,000 children
  - b) Today is 1 in 100 or less
5. Connect with students, connect students with other people in the community, educate our students and the community at the same time in a continuous process
6. Include academic life, community life and friends, home life, everything to make them more independent
7. Strong emphasis on innovation and technology
  - a) Communication technology for children
  - b) Data tracking for new ways of looking at the way we support children
  - c) Take video clips of students working toward their IEP goals, makes the whole program more credible
8. Socialize as a group
9. Group homes for adults with autism who can't live independently, or children who require 24-hour care and their families can't provide it
10. "We take you and think you're wonderful just like you are, but we're going to help you to where life is even better for you."
11. Excellent testimonials from parents.
  - a) Improved cognitive, language, social skills
  - b) Encourage parents to mirror the routines, structure, materials, etc. at home that they use at PACE.
  - c) All we want is to make our kids better, make their lives as productive and as meaningful as possible

12. Majority of funding is from Dept. of Developmental Services, Dept. of Education, + 10% from individual and corporate donations. Supports very low ratios + therapeutic programs + the arts
  13. Believes society loses out when the potential of any individual goes untapped. PACE seeks to help every person achieve their best.
- C. Early intervention is the key to enabling children diagnosed with autism to achieve their full potential. Our comprehensive Children's services include:
1. FACES =an intensive behavioral early intervention program in Redwood City
    - a) Uses ABA-based methods to help all areas of development and functioning in different environments
    2. PACE Connections
      - a) a responsive program that includes home-based and center-based early intervention therapy
        - (1) Two hour sessions, 8-20 hours per week
        - (2) Can be one-on-one if needed
        - (3) Do a lot of video recording to track progress and give parents feedback about what's happening
      - b) a preschool and playgroup
      - c) parent training and support
- D. Sunny Days Preschool
1. inclusive preschool program with a responsive, developmentally appropriate approach to child growth and learning
  2. individualized attention to support each child's emerging communication and learning skills
  3. communication, sensory integration, social relatedness, gross and fine motor development, play and self-help skills



4. Classroom 1 = ages 2-3 (play-based), Classroom 2 = ages 4-5 and young 6s (pre-academic)
  5. 1:4 ratio max, option of 1:1 if needed, class of 8-12 students
  6. Activities emphasize social learning and pre-k readiness, philosophy based on relationships, include toilet training
  7. Open Mondays-Thursdays 9-12, plus afternoon playgroup the same days 12-4 (similar to morning program, more low-key), closed on Fridays for staff development
  8. Summer program available
- E. Parent clinic
1. Parents are an integral part of the connection program
  2. 10-12 week program focusing on the concepts and skills necessary to provide developmental treatment for the child and support successful home-based intervention
- F. PACE School = nonprofit non-public school certified by CA Department of Education (ages 6-22)
1. Relocated to new facility in 2008, custom-built for this purpose
  2. Natural lighting, precise climate control, hypoallergenic materials, flexible therapy spaces, natural environment for energy efficiency and sensory support
  3. For moderate to severe Autism, especially those with severe behavior or communication disorders
  4. Schedule includes 2 sensory times + 1 "goal work" session + academics + therapy time
  5. Curriculum is taught in large groups and small groups and one-on-one, focuses on each child's IEP goals and objectives

6. Educates the whole person in and beyond the classroom: sensory strategies, functional academics, employable and vocational skills, music, art, fitness, community skills, technology skills
- G. Vision for every student to develop the ability to self-regulate, to relate, and to communicate. The philosophy is based on student-centered social-emotional learning. Affect-based philosophy distinguishes PACE from many others that serve this population.
- H. Education team includes the student, teachers, parents, therapists, aides, etc. PACE incorporates the student in their own planning and care team (instead of meeting to talk about the student without consulting the student).
- I. Licensed to work with ages 2 to 69, so they support throughout the lifetime
- J. Measurable assessments
1. treatment methodology is reinforced by unique measurable, replicable assessments that focus on the functional development of an individual through all stages of life
  2. Behavioral interventions are data-driven and are updated regularly to reflect current data
  3. Functional analysis of behavior allows us to tailor each student's behavioral program to meet the student's specific behavioral needs
  4. Use video tracking to follow each student's progress
- K. Speech and occupational therapy
1. Three full-time speech pathologists
  2. Use the "total communication approach" to help children communicate and be more receptive to language
  3. Involve parents in the process
  4. Occupational therapy = motor integration, self-care and living skills, diet modifications

5. modifications in the environment to help everyone feel safe
- L. Six children's and adults' group homes, residential or day care as needed
1. Homelike family environment
  2. Make sure each person is in a comfortable setting, safe, warm, happy vibe
  3. Licensed care facility, but goes beyond licensing requirements to create a place that's really tailored for these people. Is a community for their whole life, not just an extended "day care" kind of thing.
  4. Trips to libraries, museums, parks, grocery stores, Disneyland, the zoo, horseback riding, etc.

M. Locations

1. Referred through SARC to live in one of the homes. (Addresses are private.)
2. Preschool is on Broadleaf Lane in San Jose
3. FACES is in Redwood City (lot of seminars, training, parent clinics, etc. happen here)
4. PACE school is on Pruneridge Avenue in Santa Clara

## **VI. The Inclusion Collaborative**

- A. Committed to ensuring that children with disabilities and special needs have equal access to inclusive learning opportunities and community environments
- B. Personal experiences
1. Call the warm line with parent's permission, they'll send someone to the center to observe the child
  2. Presenter came to give a "Celebrating Abilities" presentation to the staff
  3. Realize how many people have some kind of special need, but we need to respect every person and adapt to include everyone. Person-first terminology. Don't expect the child to adapt to us; we need to adapt to them. Be open and accepting.

4. Very helpful. If you need more information, call them!
- C. Located in the Santa Clara County Office of Education on Ridder Park Drive in San Jose.
1. Used to be funded in part by PHP, but now separate. Listed under “Early Learning Services” in the Santa Clara County Office of Education. Sponsored by First 5 and other organizations.
  2. “Warm line” is a phone number for parents and teachers to call with a specific disability awareness concern. Call if you suspect a developmental delay or other disability. (Only open part-time. They’ll call you back if you leave a message.) Will connect you with resources.
- D. Started 10 years ago. Serves birth to age 8ish. Goal is to change discriminatory thoughts/attitudes about children with special needs.
- E. Help connect families to services, screenings and assessments.
- F. Provide a lot of professional development for teachers.
1. Can use these for professional growth hours for CARES participants. CARES participants get a discount on the workshop fees.
  2. Free resources for public schools and nonprofits. Do charge a fee to private companies for training.
  3. Goal to train teachers to fill the capacity to provide more inclusive classrooms, and to become coaches/advocates in the future.
- G. Multimedia resource center for parents and community members in Santa Clara County
- H. Resource library is very teacher-friendly
1. Books about different issues
  2. “Make & take” workshops and equipment in the resource room all year (button-making, die cut machine, etc.)

3. Kits to borrow on particular topics, then if the materials work for you, can make your own.
  4. Puppet area, parent/ teacher take-home kits, kits about particular topics (dyslexia), etc.
  5. Different levels, preschool through older students
  6. Check out 3 items first, then 8 items after that
  7. Check out for a month, can renew up to 3 months if no one is waiting for it
- I. "If we don't have the answer, we'll find it for you."
  - J. Will come to a school site to assist in training teachers and parents in handling specific child/family in the specific classroom. Will also go to houses.

**VII. Survey: "I have known children with these challenges:"**

- A. Mostly behavior issues, Autism, ADHD, communication/language, mental health
  1. A lot of overlap in these: communication frustration leads to behavior struggles, autism includes communication issues, etc.
  2. Mental health issues are usually tied into social-emotional development (exposure to violence, lack of nurturing care, etc.)
  3. Fine line between behavior issues and mental health issues sometimes
  4. ADHD starts as a chemical imbalance, but their behavior leads to social-emotional problems, which causes other problems. True of many diagnoses.
  5. Socialization is the most important thing human beings do, so anything that affects that will affect the rest of our lives.
    - a) Socialization is why children come to school; everyone picks up academics eventually. We are here in ECE to support children's social-emotional development.

- b) Important to provide a stress-free school environment to counteract home stress, especially during the holiday season.
- B. Some Down Syndrome, visual impairment, hearing impairment, motor issues, family disruption, exposure to violence
- C. A few spina bifida, attachment disorders, genetic syndromes, technology-dependent