



# HARBOR HAPPENINGS

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SPRING 2007

## A PARTNERSHIP THAT WORKS

*By Danielle Heck  
HRC Employment Specialist*

People with developmental disabilities want to be active members of their communities just like everybody else. This includes having the opportunity to work. Going to work is a big part of our lives and, in fact, is often how we define ourselves. One of the ways that people with disabilities can lead fully-integrated, productive, and independent lives is to be a part of the working community.

*(below) Business Advisory members Vicky Arambel of Diversified Paratransit and Hiram Bond of HRC take note as Kevin Campbell of City National Bank makes a point.*

Not only does a job help someone gain economic independence, but it provides them with a social network of people that they relate to on a daily basis.

Historically, the job market was mainly closed to people with disabilities. This has changed over the last 10-15 years. The business community is becoming more aware that individuals with disabilities are a wonderful resource as employees.



*(right) Merrietta Fong, Rosenthal Pearson, Fong & Frew LLP; Deborah Stonehouse, Pacific Building Care; Cathy McConville, HRC Facilities Management; and Michael Tauber, Reliable Plant Service, brainstorm avenues to employment.*



Supported Employment services represent a collaborative effort between the business community and the social service community for the employment of people with disabilities. HRC works together with supported employment service providers in our community to find jobs and provide the coaching and support necessary to help our clients be successful in the workplace. Many business leaders have already demonstrated their commitment by employing individuals with disabilities, and will attest that doing so is not charity, but makes good business sense. One of the ways that Harbor is fostering the growth of this partnership with our greater South Bay/Long Beach business community is through the formation of a Business Advisory Council.

Participants of the HRC Business Advisory Council include business leaders that in one way or another have a connection with HRC. Together they have brainstormed many great ideas for opening more employers' doors to HRC clients. One common theme expressed is the need for education of the business community about the incentives of employing people with disabilities. They offered ideas for helping with the networking process that could lead to expanded employment opportunities. A follow-up meeting is being scheduled to continue the momentum forward.

We are hopeful these efforts will lead to more opportunities to lead fulfilling lives with employment for more of HRC's clients. If you wish to contribute to this process of expanding employment opportunities, please feel free to contact Harbor Regional Center's Employment Specialist, Danielle Heck at [danielle.heck@harborrc.org](mailto:danielle.heck@harborrc.org) or call (310) 792-4798. ■

## SENATE BILL 1270 WORKGROUP DEVELOPS RECOMMENDATIONS FOR EXPANDING WORK AND DAY OPPORTUNITIES

Forty years ago, a dedicated and determined group of parents, advocates and elected officials – most notably California Assemblyman Frank D. Lanterman – banded together to create California’s regional center system, and laid the foundation for services to people with developmental disabilities. Since then, through the hard work and partnership of individuals, families, professionals, lawmakers, and other advocates, we have seen opportunities continue to expand for people with developmental disabilities, who are increasingly included in communities of their choosing, attend school alongside their neighbors, live in their own homes with support, and find real jobs in typical work settings.

Our work is not finished, however, and challenges remain. For all of our successes, there are still people whose opportunities continue to be limited. This year a senate bill has put in motion a major initiative statewide to address this.

In 2006, the State Legislature passed Senate Bill (SB) 1270. This bill asked the State Council on Developmental Disabilities (SCDD), with the assistance of the Department of Developmental Services (DDS), to convene a stakeholder workgroup. The workgroup’s task is to identify ways to expand employment opportunities and other meaningful nonresidential services for people with developmental disabilities. The workgroup is also charged with developing a report with recommendations to be submitted to the Legislature and the Governor by May 1, 2007.

The workgroup is a diverse group that includes people who receive services from the regional center, family members, service providers, DDS, regional centers, and legislative representatives. One member of this workgroup is HRC parent Marcy Good, who was appointed to the Los Angeles County Area Board by Governor Schwarzenegger and represents our area on the State Council. (See her article on page 8.)

The group is charged with making recommendations on ways to:

- Expand opportunities to engage in integrated community-based social, civic, recreational and educational activities
- Expand work opportunities, including public sector jobs
- Use creative approaches such as self-directed services and vouchers
- Identify other successful models developed in California and in other states
- Address barriers that stand in the way of accomplishing these goals, and develop strategies to improve the individualization of services and supports.

The group met twice in early 2007, and held informal input sessions across the state to gather additional suggestions. An initial draft report was disseminated and is available for review on the State Council’s Web site: [scdd.ca.gov](http://scdd.ca.gov) (**SB 1270 link**). Based on this input, the workgroup will make final changes to their report before submitting their recommendations to the legislature.

Here at HRC and throughout the state, progress is already being made to develop new and innovative services and supports. Harbor Regional Center is committed to working with our community to continue to promote quality services, and support the hopes and dreams of people with developmental disabilities, as expressed in this legislation. ■

## HRC PARENT ELECTED TO LOCAL OFFICE

HRC parent, board member, attorney and Palos Verdes Estates Planning Commission member John Rea has made community involvement a part of his life. Now he has a new role to add to this list. In March, he was elected to the Palos Verdes City Council.

John has been a valued member and officer of the HRC Board of Trustees for many years, and has been the subject of a "Meet the Board" article in this newsletter. One of his two children has autism and attends a special education program at Peninsula High School.

"Working with HRC can help educate me in the choices and the challenges that my son will face in the future," says John. Of his new role and responsibilities on the City Council, he explains "This is certainly one way to be involved. I think frankly everyone should be involved one way or another in their community."

HRC Executive Director Patricia Del Monico is very grateful to have someone like John offering his active involvement and expertise to the HRC Board, and notes "We look for people who have experience in business, somebody who is a good fiduciary, somebody who is knowledgeable and compassionate. We like to have family members on the board who can understand the needs and problems of other families. John has always been willing to help in any way that he can."

HRC Board President George Bird agrees. "He's smart, he's decisive, he's fair and caring and he listens. He's going to make a wonderful addition to the City Council." ■



*HRC Parents John and Meredith Rea have a son with autism.*

## THE TRUE SPIRIT OF GIVING Community Outpouring for HRC Children and Families in Need

Harbor Regional Center's 2006 Holidays Are For Sharing program was a major success. An overwhelming number of caring people participated individually or in groups to provide holiday support in the form of toys, clothing, monetary donations, and support for our Adopt-A-Family program. Thanks to the help from all of you, we were able to do so much for our clients and families in need.

We distributed about 950 toys donated by Mattel, the California Highway Patrol, the California Credit Union's Southwest Chapter, and the LAPD/LAX Substation.

Generous individual donors contributed over \$11,000 to the Harbor Help Fund through the Holidays Are For Sharing



*Omar Garcia's face expresses pure joy as he receives his holiday gift.*

program. Grants from the Sandpipers, Sandpiper Debs, and Northrop Grumman added another \$8,500! 100% of these funds went directly to the purchase and distribution of food and gift cards for individual clients and families in need.

*(continued on Page 4)*

*The True Spirit of Giving  
(continued from page 3)*

The Harbor Regional Center's Adopt-A-Family program was also a huge success, thanks to the sponsor groups who gave so generously to benefit 106 adopted families. Along with the terrific repeat sponsors, there were new individuals and groups that participated this year for the first time, including many HRC families. Several groups asked for as many as four families to adopt, and the Valero Wilmington Refinery employees adopted 25 families in the Wilmington, San Pedro and Long Beach areas!

**Here's what just a few of these wonderful friends had to say:**



*"We had a great time shopping for and delivering gifts to the family we sponsored."*



*"We delivered the Christmas gifts to our adopted family and we all went out to dinner together. They are all wonderful people."*

*"We all really enjoyed our experience adopting the family for the holidays. Thanks for letting us be part of this."*

The true spirit of giving was demonstrated throughout the 2006 Holiday season, and the real beauty of that will continue in the memories of everyone that participated in the Holidays Are For Sharing program!



*On behalf of so many grateful clients and families, we thank the following sponsors and donors for their generous support:*

**ADOPT-A-FAMILY  
SPONSORS**

**Community Groups:**

Girl Scout Troop #64  
Girl Scout Troop #434  
Cub Scout Pack #970  
Angels on Earth Foundation  
Artiano, Guzman & Toomey  
Law Firm  
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City of Carson  
First Steps for Kids, INC.  
Long Beach Memorial  
Medical Center – Medical  
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District Employees  
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Employees  
Polak Imaging Pavilion –  
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Jeanette Campos  
Paola Chiappe  
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Gina Gualeni-Henke  
Maria Marcello  
Detective Gustavo Martinez  
Nelson & Maria Molina  
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Gwen Murakami  
Roger Noriega  
Craig Rich  
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Detective Kathy Rodites  
Wendy Takamoto  
Ruth Tello-Di Leva  
Joel Tucker  
Brenda Walker

**Service Providers:**

AbilityFirst  
DeLeon Homes  
Diversified Transportation  
Easter Seals San Pedro  
Sharon Shueman

*(continued on page 5)*

*The True Spirit of Giving  
(continued from page 4)*

**HARBOR HELP FUND  
DONORS**

**Service Providers and  
Community  
Organizations:**

Paton & Flora Crow  
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Janas Communications  
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**Individual Donors and  
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**Harbor Regional  
Center Employees  
and Their Families:**

Adult North Team  
Department of  
Administration  
Behavioral/  
Developmental  
Services Team  
Early Childhood  
Central Team  
Family Behavioral  
Services Team  
Health Services  
Team  
Human Resources  
Team  
Senior Management  
Team  
The McConville  
Clan  
Luisa Ballesteros  
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Nancy Lee  
Holly Licari  
Angela Loya  
Kathy Lucas  
Kristin Martin  
Marie Jane Mendiola  
Suraiya Motala  
Gail Myers  
Suzi Oh  
Rosa Olea  
Hector & Cheryl  
Perez  
Karen Powers  
Hector Reyes  
Steven Roberts  
Vel Roman  
Kerry Ryerson  
Wendy Sorel  
Nancy Spiegel  
Maria Torres  
Lucy Valdez  
Erica Wolfe ■

*LAPD officers & detectives  
are greeted with smiles and  
amazement as they distribute toys.*



## HOME OWNERSHIP FOR PERSONAL EMPOWERMENT – HOPE SPONSORS FUNDRAISERS FOR AFFORDABLE HOUSING

### Can We Deal You In?

On Sunday afternoon April 29, 2007, HOPE will host a Texas Hold'em Tournament and Black Jack Day at Hollywood Park Casino, 3883 W. Century Blvd., Inglewood, CA. Net proceeds will be used to fund affordable housing for HRC adults with developmental disabilities.

Buy-in for the poker tournament is \$200 per player with a maximum of 100 players. There will be cash prizes for 1st, 2nd, and 3rd place winners (poker only). Non-cash prizes will be given out to other "High Rollers." Buffet lunch will be included with a no host bar. For non-poker players, Black Jack and buffet lunch is available for \$50. You can make a reservation by cutting out and mailing in the response form to HOPE, 21231 Hawthorne Blvd., Torrance, CA 90503 with your check or credit card, by Monday, April 23rd, 2007. (HOPE can accept Visa, MasterCard, and Discover, but is not able to accept American Express.) For more information, please contact Jennifer Byram at: (310) 543-0635 or e-mail her at: [Jennifer.Byram@harborrc.org](mailto:Jennifer.Byram@harborrc.org).

### Swing!

Mark your calendars for a great evening of Swing music, food and fun at HOPE's annual spring fundraiser! On Saturday May 19, 2007, HOPE will hold its eleventh annual fundraising event at the elegant historical landmark Millennium Biltmore Hotel, 506 S. Grand Ave. in Los Angeles. Individual tickets are \$150. The event traditionally features live and silent auctions. In 2006, over 300 attendees had the opportunity to win a weeklong vacation in the Colorado back country, weekend stays in San Francisco and Palm Springs, a box at the Hollywood Bowl for an evening performance, a Florida timeshare holiday featuring golf, swimming, and passes to Orlando, and many Southern California sporting events and attractions. If you would like to attend this year's event, please contact Jennifer Byram at: (310) 543-0635 or e-mail her for an invitation: [Jennifer.Byram@harborrc.org](mailto:Jennifer.Byram@harborrc.org). We welcome auction donations!

## Texas Hold'em Poker Tournament to Benefit HOPE

Sunday, April 29, 2007, 12 Noon-5:00 pm  
Hollywood Park Casino, 3883 W. Century Blvd., Inglewood, CA 90303

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Bring your Poker Buddies (Name of Additional Players): \_\_\_\_\_

Deal me in for \_\_\_\_\_ Players at \$200 each.

Black Jack & Buffet Lunch for Non-players at \$50 each.

Total amount \_\_\_\_\_

Enclosed is my check payable to HOPE.

I would like to make a reservation with my credit card.

Contribution but cannot attend.

My credit card number and expiration date is \_\_\_\_\_

HOPE will accept Visa, MasterCard and Discover. (Sorry, we cannot accept American Express.)

Return by Monday, April 23, 2007 to HOPE, 21231 Hawthorne Blvd., Torrance, CA 90503

Phone (310) 543-0635, FAX (310) 540-9538 or e-mail to: [Jennifer.Byram@harborrc.org](mailto:Jennifer.Byram@harborrc.org)

## CLASSES OFFER SUPPORT AND INTERVENTION FOR NEW PARENTS

*By Gail Myers, Program Manager  
Family Behavioral Services*

Early last year, Rebecca Asdel, M.A., one of Family Behavioral Service's (FBS) Behavior Analysts and now the Program Coordinator, conceived the idea of a class especially for parents whose child was recently diagnosed with a developmental disability. At about the same time, Karen Kelly, Ph.D., another of FBS's Behavior Analysts, came up with an idea for a class to help build the early attachments between children and their parents. Rebecca's class, New Beginnings, has been held several times and Karen's class, Early Connections, is scheduled to begin for the first time this spring.

The impetus for the creation of the New Beginnings class came from sensitivity to the struggles that parents share in coming to terms with their child's diagnosis and adjustment to the world of special needs. Out of this a curriculum was developed specifically to address parents' anxieties and emotions related to having a child with a disability as well as provide parents with tools, information, and resources to help both themselves and their children,

and to support effective intervention. The class is formatted to begin with some basic behavior management tips and a preview of how to access resources at HRC, followed by a deeper discussion about the emotional impact, and the process of grieving and acceptance involved, in learning a child has special needs. It is also hoped that the parents in each class will form a support network for one another and will continue to utilize this network for continued support, ideas and resources for years to come.

The class on Early Connections is based on knowledge about attachment theory and the significance of the early mother-infant relationship for all future relationships. Especially when children have a developmental disability, this initial relationship can be difficult to initiate and sustain. Current research on autism also has begun to focus on how to facilitate this bond when there is a barrier with the child's ability to interact with another. This class will deal both with the importance of early attachment, and input from an Infant Massage Therapist, an Occupational Therapist and a Speech Therapist, each of whom will provide interventions from their respective fields that can make this connection easier.

Please contact FBS at (310) 543-0667, or check our current class schedule in the Training and Events Calendar for further information about these classes. ■



*Mimi Gephart of FBS leads a discussion on managing behavior.*

# FAMILY *matters*

## ON GETTING INVOLVED IN THE SERVICE SYSTEM: A Front Row Seat

*By Marcy Good, HRC Parent Vice Chair, State Council on Developmental Disabilities Board Member, Area Board 10*

Two years ago, I was honored with an appointment by Governor Schwarzenegger to Area Board 10 (Los Angeles County) on Developmental Disabilities. Area Board 10 is one of 13 Area Boards in California that carry out the work for the State Council on Developmental Disabilities (SCDD). The SCDD was established by state and federal law as an independent state agency to ensure that people with developmental disabilities and their families receive the services and supports they need.

In September 2005, Area Board 10 elected me to be their representative on the SCDD.

At the time of my appointment to the SCDD my son Alex, who has Down syndrome, was nineteen years old. His school years were coming to an end and my husband and I were beginning to wonder what sort of life Alex would lead after leaving the school environment that he had participated in since the age of three. During Alex's school years many changes had occurred; developmentally disabled students were no longer segregated and were included on regular school campuses and in classrooms. Students leaving this system after being exposed to an integrated lifestyle were not going to be satisfied leading their adult lives in a segregated workplace or day program.

As luck would have it, my new position on the SCDD offered me a front row seat in creating, carrying and helping pass legislation that would help answer many of my concerns. In 2006, Senator Wes Chesbro sponsored SB 1270. This bill addressed the issues of day programs, employment and social opportunities for adults with developmental disabilities, and was co-sponsored by the SCDD, the Regional Centers, and other organizations.

I found the journey of passing a piece of legislation thrilling. By last spring, I had been elected Vice-Chair of the SCDD and with this position had the opportunity of participating at public hearings around the state on this legislation. I also accompanied our Council chair when she testified in front of the Senate Budget committee. We spent a suspenseful month last September waiting for the Governor's decision to either sign or veto the legislation. Finally, on September 22nd we received word that the Governor signed the legislation, and that is when the real work began.

SB 1270 instructed the SCDD to bring together a group of interested and involved people to look at ways to improve how people with developmental disabilities spend their days. This group, called the SB 1270 workgroup, has the task of creating a list of recommendations for ideas on how to make day programs, employment opportunities, social activities and services better for people with developmental disabilities. This report is to be turned in to the Governor and the Legislature by May 1, 2007. The workgroup is comprised of about 100 energetic people who come from all over the state. There are about 15 individuals with developmental disabilities, 15 par-

*(continued on page 9)*

*On Getting Involved in the Service System  
(continued from page 8)*

ents, 15 regional center representatives, representatives of the Department of Developmental Services (DDS), the legislature and other government agencies. We held our first meeting at the Alta California Regional Center (Sacramento) in January.

In smaller group meetings, we had the task of making sense of the goals and recommendations that have been expressed

at the larger meetings. The conversations have been vigorous and the amount of time put in by the people writing the recommendations has been extensive.

This process now continues as we prepare to submit our final report and recommendations to the legislature in May. If you wish to learn more about SB 1270, please take a look at the accompanying article on page 2, and at the SCDD Web site: [www.scdd.ca.gov](http://www.scdd.ca.gov). ■

## MY BROTHER DREW

*By Shawn Ogren, HRC Sibling*

*Drew and Shawn's mother, Lisa Ogren, is our newest member of the HRC Board of Trustees.*

My brother Drew has a unique outlook on life unlike any person I know. He lives the only way he knows how. My brother Drew lives life pure, free of regret, free of judgment, and free of inhibitions. Unfortunately, Drew will never be able to share his secret with the world, because Drew cannot speak.

At the age of ten months, my brother was diagnosed with having a rare genetic defect known as Angelman syndrome. Angelman syndrome is characterized by severe mental disabilities, seizures, minimal to no speaking or walking abilities and a very happy disposition. Drew embodies the true spirit of happiness. His smile is infinite, only briefly lapsing when he is hungry or tired. Drew strives for love, is attracted to love, and lives for love. If Drew is given a smile he will reach for it and use it to fuel his own happiness. Through my relationship with him, I have developed many of my values and I have gained a unique attitude which I apply to all aspects of life.

Drew has taught me how to be exceptionally tolerant, taught me to see past race, religion, sex, and mental capacity to see the unity in humanity. Drew has taught me to be patient. Since he cannot walk, I have to carry him everywhere a wheelchair cannot take him. Since he cannot talk, he cannot communicate his feelings, needs or desires and therefore I must anticipate what he wants. Drew has taught me the value of happiness. He teaches me this value by radiating happiness all of the time. When I am stressed or irritated, I look at Drew, care-free, playing his toy guitar. His happiness fills the room. I walk down the stairs to visit him; he smiles, and happily hums. At that moment I realize that my problems are not really problems but merely unimportant, self-created obstructions. I then softly touch his head and smile back.

I realize that Drew's situation is not going to become easier to handle and when my parents are gone I will be Drew's primary caretaker. I know that this could possibly put me into a difficult situation; however, I will always put his needs as a priority over mine because Drew is defenseless. Although Drew's unfortunate situation may cause some bumps in the road, I am excited to learn and grow from what Drew has to offer. Drew is my teacher, my motivator, my friend, and most importantly my brother. ■

## TOOL KIT ON TEACHING AND ASSESSING STUDENTS WITH DISABILITIES Web site Offers Materials for Educators and Parents

*By John H. Hager,  
Assistant Secretary, Office  
of Special Education and  
Rehabilitative Services, U.S.  
Department of Education*

The Tool Kit on Teaching and Assessing Students With Disabilities: Parents' Materials is designed to assist parents and states in their efforts to work together to raise the achievement of all students with disabilities. The Parent Tool Kit offers a collection of resources on assessment, instructional practices, behavior and accommodations. These new documents were written specifically for parents and include information they need as they work with schools to ensure that their children are receiving a quality education. Materials included in the new Parent Tool Kit provide information that will help them become active and informed participants in IEP discussions

and other decision-making meetings that support students with disabilities and their families.

**A new Web site, [www.osepideasthatwork.org/toolkit/index.asp](http://www.osepideasthatwork.org/toolkit/index.asp), includes the Parent Tool Kit. The Web site will continue to be updated with additional materials as they become available.**

This Parent Tool Kit is an example of the Department of Education's ongoing commitment to ensuring that states, local school districts, schools and families have the most current and relevant information about practices that will improve and enhance education opportunities for children with disabilities throughout the nation. We appreciate the time you commit and the work you do every day to improve the academic achievement of students with disabilities and hope you find these materials useful in advancing achievement through strong accountability and assessments for all students.

Note: The accompanying article, "**Reading Tips For Parents**" is an example of materials which can be found on the [www.osepideasthatwork.org/parentkit/index.asp](http://www.osepideasthatwork.org/parentkit/index.asp) section of the Web site, in the Parent Materials section entitled *Instructional Practices*. Other sections include *Assessment, Behavior and Accommodations*. ■

*Did you know?*

*The HRC Resource Center offers a  
Read To Me program for parents and children  
3 yrs. of age and under.*

*Call (310) 792-4575 for information.*

## READING TIPS FOR PARENTS

### U.S. Department of Education

*The following is an excerpt from a longer article which has been reprinted with the permission of the US Department of Education. The complete article is available at [www.osepideasthatwork.org/parentkit/index.asp](http://www.osepideasthatwork.org/parentkit/index.asp)*

#### HOW CAN I HELP MY CHILD BE READY TO READ AND READY TO LEARN?

- Talk to your infant and toddler to help him learn to speak and understand the meaning of words. Point to objects that are near and describe them as you play and do daily activities together. Having a large vocabulary gives a child a great start when he enters school.
- Read to your baby every day starting at six months of age. Reading and playing with books is a wonderful way to spend special time with her. Hearing words over and over helps her become familiar with them. Reading to your baby is one of the best ways to help her learn.
- Use sounds, songs, gestures and words that rhyme to help your baby learn about language and its many uses. Babies need to hear language from a human being. Television is just noise to a baby.
- Point out the printed words in your home and other places you take your child such as the grocery store. Spend as much time listening to your child as you do talking to him.
- Take children's books and writing materials with you whenever you leave home. This gives your child fun activities to entertain and occupy him while traveling and going to the doctor's office or other appointments.
- Create a quiet, special place in your home for your child to read, write and draw. Keep books and other reading materials where your child can easily reach them.
- Help your child see that reading is important. Set a good example for your child by reading books, newspapers and magazines.
- Limit the amount and type of television you and your child watch. Better yet, turn off the television and spend more time cuddling and reading books with your child. The time and attention you give your child has many benefits beyond helping him be ready for success in school.
- Reach out to libraries and community and faith-based organizations. These organizations can:
  - Help you find age-appropriate books to use at home with your child;
  - Show you creative ways to use books with your child and other tips to help her learn; and
  - Provide year-round children's reading and educational activities.

#### SIMPLE STRATEGIES FOR CREATING STRONG READERS

- Invite a child to read with you every day.
- When reading a book where the print is large, point word by word as you read. This will help the child learn that reading goes from left to right and understand that the word he or she says is the word he or she sees.
- Read a child's favorite book over and over again.
- Read many stories with rhyming words and lines that repeat. Invite the child to join in on these parts. Point, word by word, as he or she reads along with you.
- Discuss new words. For example, "This big house is called a palace. Who do you think lives in a palace?"
- Stop and ask about the pictures and about what is happening in the story.
- Read from a variety of children's books, including fairy tales, song books, poems, and information books. ■

# Client *focus*



*At the ECF Art Center in San Pedro, Deveron puts the finishing touches on his painting.*

## **FIND YOUR GIFT AND ALLOW IT TO DEVELOP**

When Deveron was a young boy, his mother, Betty Richard, was told that he would have severe limitations; he would never walk, never talk, never read and never write. Betty had a different belief. She believed that Deveron would be able to do these things. It has been her belief that “there is no such thing as a child that has nothing to offer the world.”

Deveron was born in 1967 and by the time he was old enough for kindergarten, the school district would not allow him to attend classes. There were not many places for families to go to for advocacy support at that time. Laws supporting special education rights were not yet in place and the Regional Center pilot program was still in early development. Deveron was home-schooled until he was eight years old. With the help of a physical therapist who worked with Deveron, they were finally able to enroll him in

school through the Los Angeles County Office of Education. Betty is forever grateful to that physical therapist that helped open the education door for Deveron.

As he progressed through middle school, his artistic talents started to emerge. One of the teacher’s aides took note of his ability and helped enroll Deveron in regular education art and ceramics classes. By the time he was ready to graduate from high school in 1988, someone else found out about the Exceptional Children’s Foundation (ECF) Art Center program in Los Angeles and helped guide Deveron to that program.

Reflecting on Deveron’s early years, his mom said “throughout Deveron’s life, there has always been someone there that saw what no one else could see” and therefore that person helped to make things happen for Deveron.

Betty also said, “You must overcome what might look like a deficit on the outside, find the gift within and allow it to develop.”

Deveron has done exactly that! When ECF received a grant from Harbor Regional Center to open a new Art Center in San Pedro, Deveron transferred to that program, where he continues to develop his amazing artistic talents.

Through his involvement with the Art Center, Deveron has had the opportunity to contribute his talents on a Re-Building Los Angeles mural, in museums, at the Sawdust Festival, and he has been a “Featured Artist” at an Aaron Brothers event. He has sold several paintings locally and across the country, and has also made his own line of Christmas Cards!

*(continued on page 13)*

*Find Your Gift and Allow it to Develop  
(continued from page 12)*

Deveron was recently commissioned to paint a picture from a photograph. He did an outstanding job, capturing every intricate detail on his canvas! The painting has been framed and is now proudly displayed in a friend's living room.

During Deveron's years at the Art Center, Betty and the ECF staff have not only seen his artistic growth, but also his personal

growth. When he first started with ECF, Deveron kept his verbal communication to a minimum. ECF Manager Eric Myles commented on the development of Deveron's self-confidence. With the encouragement and skills he has received throughout his years in the program, he has grown into a confident young man who expresses himself verbally and eloquently. Deveron is a wonderfully-talented artist and person, and there is no limit to what he can accomplish! ■

## DISABILITY BENEFITS 101 WEB SITE OFFERS TOOLS FOR WORKERS AND JOBSEEKERS

Disability Benefits 101 is a Web site for people who have a disability and are working or want to work. The site, which can be found at [www.disabilitybenefits101.org](http://www.disabilitybenefits101.org) or [www.db101.org](http://www.db101.org) is designed to help workers, job seekers, and service providers understand the connections between work and benefits. DB101 brings together rules for health coverage, benefit, and employment programs that people with disabilities use and explains them in plain language. "Our purpose is to take a broad, customer-centered view, focusing on the linkages among programs."

A contract with the Social Security Administration is allowing DB101 to complete six calculator tools by the end of 2007. Disability Benefits 101 has designed its Work and Benefits Calculators at DB101 to be easy to use for people with disabilities and their families, in plain language (English and Spanish), and completely confidential. It may also be used by service providers and the employers who work with them.

- Disability Benefits 101 has launched its latest Work and Benefits Calculator, **School and Work**, expanding the DB101 calculator tools available at this Web site. Many benefit programs change their rules when youth turn 18. If you're looking at your 18th birthday, or work with youth, the School and Work Calculator helps you navigate these changes. It is designed for youth with disabilities aged 14 to 18.
- When you give the calculator information about your work plans, the **Benefits-to-Work Calculator** shows how benefits might change when taking a job.
- If you are leaving a job or have left one recently, and expect to start your next one within a year, the **Job-to-Job Calculator** can show what might happen to your income and health coverage during the gap. These two calculators are for job seekers 18 to 65 years of age.

DB 101's goal is that with planning, people with disabilities can take control of finding the programs and jobs that meet their needs. ■

## A SNOWY DAY AT THE BEACH

The Friendship Circle is a non-profit organization that provides social opportunities for youngsters with developmental disabilities. Many high school age Harbor Regional Center clients from the South Bay area have been participating in the local programs and events, which include social groups at school, Sunday Circle, Sports Night and the annual Snow Park.



*Sean Tamer, Xan Saks, and Alex Good bombard their friends with snowballs.*

The Friendship Circle helps to promote social interactions on school campuses. It is a student club with a faculty advisor to oversee it, along with dependable and caring students to run it. Xan Saks, a senior at Mira Costa High School, has been instrumental in encouraging his peers at Mira Costa to start a Friendship Circle club on their campus, and has provided outreach to other high schools interested in the program. Redondo Union High School now has a Friendship Circle Club as well. The benefits that the club brings to students with developmental disabilities is the social inclusion they experience during the school lunch hour. The students in special education enjoy

and thrive on “typical” student interactions. Their mainstream peers say that they enjoy it just as much and maybe even more!

For the second year, the Friendship Circle held its annual Snow Park event on December 3, 2006 at the Manhattan Beach Pier. They reserved a special time for their guests to enter the Snow Park so that they could play and sled in the snow in advance of the general public.

The backdrop for the Snow Park was the Pacific Ocean which was dotted with white caps as the wind picked up and the storm clouds crept closer. It certainly felt like a snowy day, but it’s not often that you see snow at the beach in the South Bay! It was a beautiful sight to see as well as tremendous fun to hear: five sledding ramps made of snow with kids giggling all the way down the ramps as the crowd cheered for each one! Once at the finish line, they would race back and do it all over again! There were also two large snow fields dedicated to playing in the snow! One of these fields found itself host to quite a snowball fight when Friendship Circle high school volunteers teamed up with young people with developmental disabilities to challenge other groups of friends.

Reflecting on the day, Kim Sinclair said this about her son’s involvement: *“Ryan had a lovely day at the snow park. He was ‘teamed-up’ with two experienced teenage volunteers and had a fun-filled couple of hours playing in the snow under their care and attention. Ryan even tried his hand at the toboggan run this year which was a thrill. Ryan enjoys all the Friendship Circle events and the interactions with his teenage friends, but the snow park is an extra special treat!”*

The Friendship Circle’s mission states in part: “To bring happiness and companionship to children with special needs in a way that celebrates, rather than laments, their uniqueness and individuality.” Any guest at Snow Day would certainly agree that they have been successful in that! ■

## FINDING A JOB: Job Club Helps HRC Adults Build Skills

The search for a job can be overwhelming for anyone. Looking for a job is a full-time commitment, and the way that a job seeker conducts their search can often determine whether or not they get the job they want. HRC services and supports can help adult clients to learn the skills necessary to secure employment, and to be successful once they are working. One of the ways that we help individuals to learn these skills is through the HRC Job Club.

The Job Club is held monthly at two HRC locations: in Torrance at the Resource Center, on the first Thursday of the month from 9:30-11am, and at the Long Beach Training Center on the third Thursday of the month, also from 9:30-11am.

Participants work on where to look for jobs, filling out applications, preparing a resume, preparing a cover letter, dressing for an interview, and answering interview questions. In the HRC Resource Center, the Torrance area Job Club participants use the Computer Lab to search for jobs and prepare their resumes. Some participants even go through the hiring process, filling out an application and interviewing with the Resource Center staff for volunteer positions. Applicants that are “hired” learn important work skills and build their resume with this volunteer experience.

If you think you could benefit from the Job Club or other HRC employment services please contact your HRC Counselor, and see details about the Job Club and other trainings for HRC Clients in the HRC Training and Events Catalog. ■



(top) Clockwise: HRC Job Development Specialist Danielle Heck, and Job Club members Nick Childers, Ashley Gilmore, and Jennifer Daughtrey

*Inset: Ashley practices a mock interview with Jennifer.*



### SHOP TILL YOU DROP AT MACY'S COMMUNITY SHOPPING DAY And Support the Harbor Help Fund!

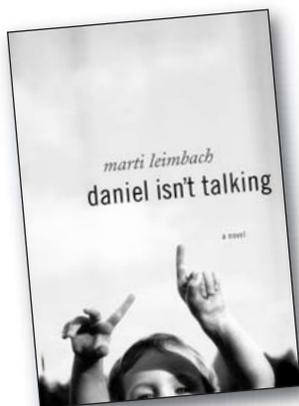
Harbor Regional Center will once again be participating in Macy's Community Shopping Day on Friday, May 11. In addition to the terrific discounts you'll receive when you purchase your \$10.00 ticket, you will also be given the opportunity to pre-shop one week prior to the event and pick up your purchase up to one week after the event, all while receiving the discounts advertised on your ticket! In addition to the Macy's Del Amo store, this year's ticket will allow you to shop at other select Macy's stores such as Palm Desert, Sherman Oaks and South Coast Plaza. And best of all, all of the money from the ticket sales will go directly to the Harbor Help Fund.

To purchase a ticket, please call or email Kerry Ryerson at (310) 543-0686, [kerry.ryerson@harborrc.org](mailto:kerry.ryerson@harborrc.org)

# resource center

## WHAT'S NEW IN THE RESOURCE CENTER

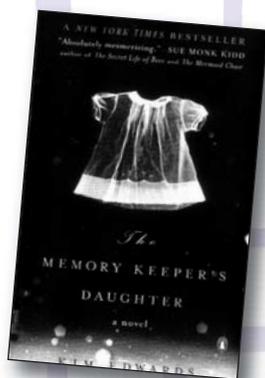
By *Dominique DeBorba*  
Family Support Coordinator,  
HRC Resource Center



More and more fictional books relating to developmental disabilities, and the families that are facing them, are showing up in bookstores, on bestseller lists, and on the shelves at the HRC Resource Center. As an added bonus these books come with reading group guides and questions for discussion.

**daniel isn't talking** is a moving story of the life of the Marsh family, whose order is shattered when it is conveyed that their son Daniel is autistic. The author writes about a sad and frightening situation with a seamless blend of warmth, compassion and humor.

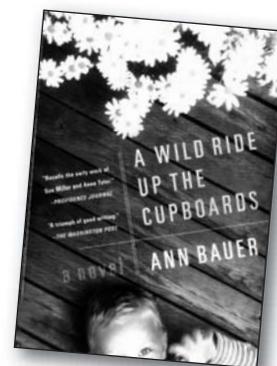
**The Memory Keeper's Daughter** tells the story of what happens to a family when a daughter born with Down syndrome is raised separately from her twin brother. This deeply moving story will pull at the heartstrings of all parents, especially those with disabled children, or even more specifically, children with Down syndrome.



**A Wild Ride Up the Cupboards**  
In writing about the passions and sacrifices of motherhood, the author has given us a novel that goes deeply and bravely into the heart of one family whose life becomes consumed with having an atypical child (with autism) in our society, showing outsiders what it's like on the inside.

## Buy the Books and Support the HRC Regional Center – Harbor Regional Center

is also pleased to offer a direct link to the Barnes and Noble Web site where you can purchase many of the books and videos that we have at the HRC Resource Center. If you do connect to the Barnes and Noble site through the HRC Web site, a small portion of the proceeds from any purchases that you make will be directed to the HRC Resource Center to help us update and maintain our collections! These books are now available for check-out at the Resource Center or can be purchased through the HRC Web site at [www.harborrc.org](http://www.harborrc.org) (see *Resource Center, Featured Item*).



## New Materials Added Each Month!

Each month we endeavor to add quite a number of meaningful new items to our collections. From books to curriculum, software to DVD's, we are adding the very latest and best in materials about developmental disabilities. To see what's new, simply go to Resource Center/ Resource Library section of our Web site ([www.harborrc.org](http://www.harborrc.org)) and check out the "new items" page OR go to the online catalog page, click on the "new items" section of the online catalog, and click on the month you'd like to see.

If there are items that you'd like to see us add to our collections, please just let us know by e-mailing the Resource Center manager at [Kristen.Martin@harborrc.org](mailto:Kristen.Martin@harborrc.org). Please provide us with the item's title, and if you have it, the publisher. We'll put it on our wish list and do our best to add it to our collection! ■

## PARENT AND FAMILY SUPPORT GROUPS

Come and enjoy informative presentations and lively discussions.  
Share resources and information. Enlarge your circle of support. **Come join us!!!**

**Autism, South Bay** – for parents who are raising a child with Autism

2nd Tuesday, 6:30-8:30

A2, HRC Torrance

Arwen Davis, (310) 792-4508; Kristina Kilmer (310) 792-4509

**Down Syndrome** – for parents who are raising a child with Down Syndrome

2nd Thursday, 6:30-8:30

A2, HRC Torrance

Kerry Ryerson, (310) 543-0686

**Unidad y Fuerza** – meetings are held in Spanish with topics focusing on developmental disabilities

4th Wednesday, 6:30-8:30

Miller Children's Hospital Resource Center

William Martinez, (310) 543-0627

**Single Parents** – for single parents who are raising a child with a developmental disability

1st Thursday, 6:30-8:30

HRC Long Beach

Ed Swan, (310) 792-4547

**Adult Siblings** – for siblings who are caregivers of a disabled person

4th Thursday, 6:30-8:30

A1, HRC Torrance

Kent Yamashiro, (310) 543-0687

**Sibling Club** – for siblings, ages 6-16, of HRC clients

Varies by age of participant. For more information please contact your HRC Counselor.

**For more information about a particular meeting please contact the facilitator indicated.**

**Limited childcare is available by calling Maria Carmen Garibay at (310) 543-0620 at least three days prior to the meeting.**

**For information about other area support groups please contact the HRC Resource Center at (310) 543-0691.**

## PROFESSIONALS LEARN STRATEGIES FOR COMMUNICATION GROWTH – HRC Assistive Technology Lab selected for “DynaVox University”



Harbor Regional Center hosted an important continuing education opportunity for speech and language professionals on the use of assistive technology. The topic for the day was *Communication for Growth: Encouraging Successful Communication at All Levels*. The participants spent the day learning new strategies to encourage communication growth and communication independence.



This exciting opportunity was made available to the HRC family of professionals at no charge, and included

a chance for each participant to earn free Continuing Education Units for professional development.

This excellent day of learning was presented by the clinical education department of DynaVox and featured the newest speech-generating augmentative communication devices. Two new devices that were highlighted were the DynaVox V, which is also a small full-functioning computer, and the ICHAT 3, which is a portable PDA-based device.

In addition to learning about new devices, the participants completed activities to increase their skills in writing individualized goals for speech development involving the use of assistive technology devices, which might be incorporated into Individual/Family Service Plans and Individual Education Plans.

According to Elizabeth Green, HRC Assistive Technology Specialist, the day was a “great success and allowed participants to discover new technology which will assist people with developmental disabilities to integrate into community environments with a greater amount of independence.” ■

## HRC COMPUTER LAB PRESENTS LITTLE TYKES COMPUTER CLUB

The HRC Computer Lab joins in partnership with parents in presenting the Little Tykes Computer Club. This unique opportunity allows children between the ages of 4 to 6 to develop beginning computer access skills while sitting on their parent’s lap. During this special class parent and child receive instruction from Elizabeth Green, Assistive Technology Specialist, using a variety of software.

The children use a mouse which is especially made for small hands called the Babymouse™. The parent guides the child in the use of the mouse to complete a simple set of lessons. The software for these activities reinforces a child’s emergent understanding of cause and effect through counting, color matching, shape matching and read-along activities.

Parent and child both receive benefits from this class, since it provides an opportunity to learn school readiness skills in the context of the parent-child relationship. “It’s wonderful to see how happy and excited both parent and child are when the computer screen lights up indicating a correct response,” says Elizabeth.

The Little Tykes Computer Club meets the first and third Thursday of every other month from 2:30 to 3:30. Please call Elizabeth Green at (310) 792-4763, or e-mail her at [Elizabeth.Green@harborrc.org](mailto:Elizabeth.Green@harborrc.org) with any questions or to make a reservation. ■

**NOW  
OPEN!**

## HRC Resource Center Long Beach Branch

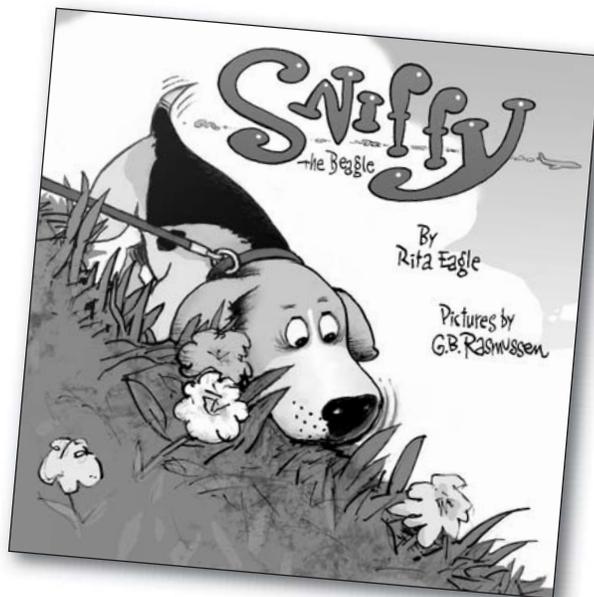
At the Long Beach Training Center  
on San Antonio and Orange  
1155 E. San Antonio Drive, Long Beach  
(310) 543-0691

**Tuesdays & Thursdays  
9 A.M. — Noon**

We have all your favorite  
developmental toys, books, and videos.  
Please drop by to see us!

## HARBOR REGIONAL CENTER PSYCHOLOGIST DOUBLES AS AN AUTHOR

Congratulations to HRC clinical psychologist Rita S. Eagle, Ph.D. for recently publishing two books! In addition to being a psychologist, Dr. Eagle is also a mom and a grandmother. Her son Benjamin, now 36 years old, has mental retardation and features of an autistic spectrum disorder.



### Sniffy the Beagle

This is a heart-warming story that celebrates exceptionality, the rewards of tolerance and respecting differences. Its message, which is of importance to all kids, may be especially of interest to children who feel different and for the parents, siblings, and classmates of kids with special needs.

“It is written in witty rhyme with whimsical illustrations, and will capture the hearts and minds of children 4 to 9, and their parents and teachers, too.”  
*Editorial Review, Amazon.com*

### Help Him Make You Smile: The Development of Intersubjectivity in the Atypical Child

Dr. Eagle’s son Benjamin was the inspiration for this book, which addresses the questions: how does this precious human communication develop in infancy, and what can or should be done when it does not develop? Written from the perspective of a parent of a child with developmental disabilities, this book will offer information for parents who want to understand their children’s development. It is also addressed to clinicians, researchers, and theorists who work with infants and children with developmental disorders.

“Dr. Eagle’s account of her son Benjamin’s development from birth to a happy, satisfied adulthood is one of the few books that combine the insights of a parent with the disciplined observations and conclusions of a qualified professional. Her story is not one of cure, miraculous or otherwise, but of another kind of triumph – of active love and persistence. It should help many families and enlighten many professionals.” — *Clara Claiborne Park, author, The Siege: A Family’s Journey into the World of an Autistic Child and Exiting Nirvana: A Daughter’s Life with Autism*

“This amounts to a special blend of personal and scientific perspectives that helps us to appreciate the interpersonal dimensions of typical as well as atypical development, cognitive as well as social.”  
— *Peter Hobson, Tavistock professor of Developmental Psychopathology, University of London*

“This is a book that is destined to become a classic, read and re-read by everyone who is interested in how a mind develops.” — *Stuart Shanker, D.Phil., president, Council of Early Child Development* ■

#### Meet the Author!

Join us for a Booksigning Reception  
May 8, 2007, 2:00 pm  
HRC Resource Center  
21231 Hawthorne Blvd  
Torrance, CA 90507

## SB 1270: GRUPO DE TRABAJO PARTICIPATIVO

El Decreto Ley 1270 es una ley aprobada por la legislatura del estado. Ella requiere que el Consejo Estatal para Discapacitados (SCDD) cree un grupo de personas, a fin de que analicen de qué manera utilizan su tiempo las personas con discapacidades de desarrollo en empleos pagados u otras actividades.

El Grupo de Trabajo estudia formas de dar un rango mayor de elección a personas con discapacidades de desarrollo, en áreas tales como la forma en que emplean sus días, ya sea trabajando o en otras actividades.

Los miembros del Grupo de Trabajo son:

- Usuarios de los servicios
- Los miembros de sus familias
- Proveedores de servicios
- Personal del Centro Regional
- Partidarios
- Depto. de Servicios para el Desarrollo
- Representantes de la legislature.

El Grupo de Trabajo plantea ideas y recomendaciones, las cuales serán vertidas en un reporte al Gobernador y la Legislatura por el Consejo Estatal.

El mismo podría ser de ayuda a los legisladores, de modo que se aprueben mejores leyes que reflejen aquellos aspectos que son importantes para las personas con discapacidades de desarrollo y sus familias.

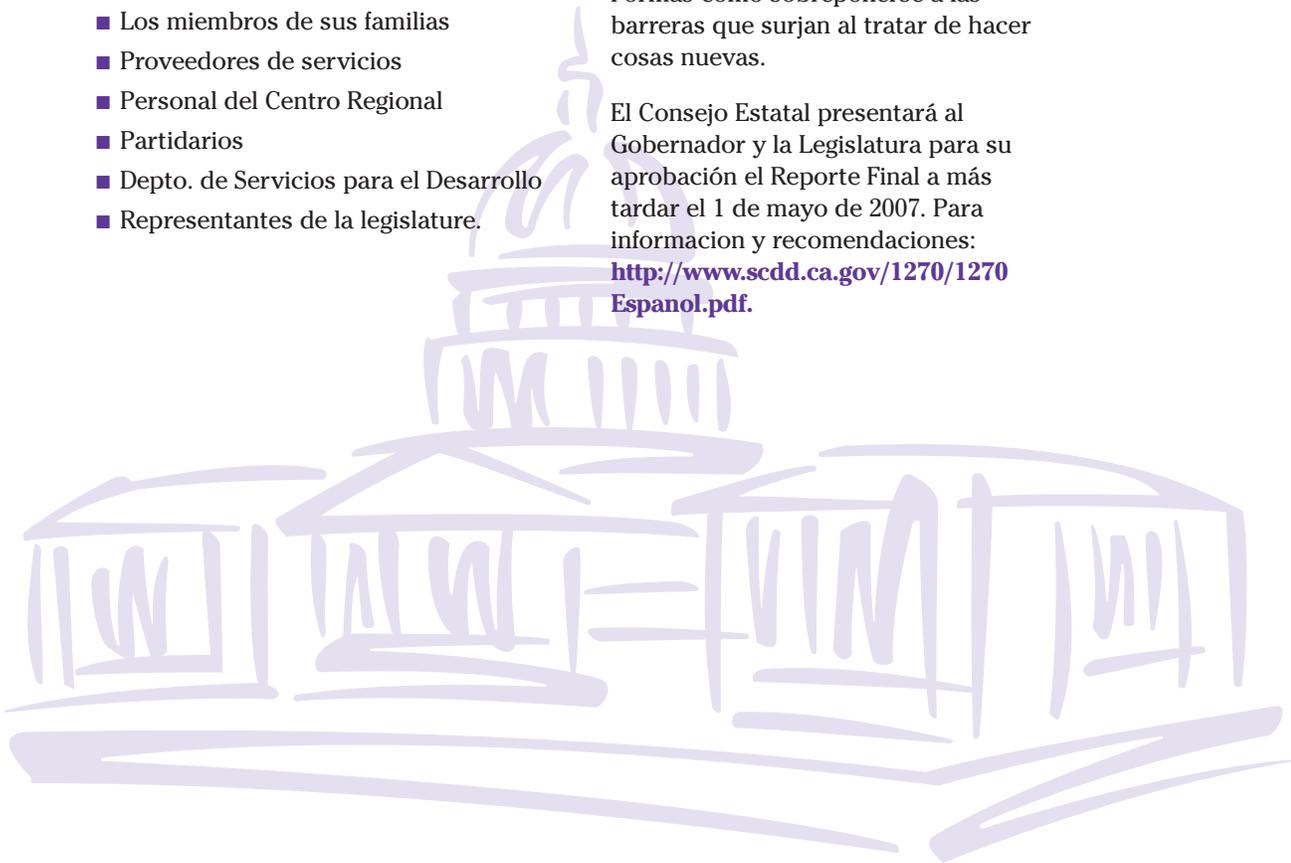
Los legisladores serán informados acerca de:

- Buenos modelos de servicio.
- Ampliar las oportunidades de trabajo.
- El uso de “cupones” para servicios y servicios auto dirigidos.
- Ampliar las oportunidades voluntarias en lo social y lo recreativo.

Formas como sobreponerse a las barreras que surjan al tratar de hacer cosas nuevas.

El Consejo Estatal presentará al Gobernador y la Legislatura para su aprobación el Reporte Final a más tardar el 1 de mayo de 2007. Para información y recomendaciones:

<http://www.scdd.ca.gov/1270/1270Espanol.pdf>.



## EL SITIO “DISCAPACIDAD 101” DESCRIBEN LA INTERACCIÓN ENTRE LA SALUD, LOS BENEFICIOS, EL TRABAJO Y LAS DISCAPACIDADES.

Beneficios de discapacidad 101 (DB101: [www.db101.org](http://www.db101.org)) ayuda a los trabajadores, a las personas que buscan empleo y a los proveedores de servicios a comprender las conexiones entre el trabajo y los beneficios.

DB101 reúne normas para los programas de cobertura médica, beneficios y empleo que las personas discapacitadas usan. Estos programas pueden ser administrados por el Estado, el Gobierno Federal o

las organizaciones privadas; aquí, los comentaremos en un solo lugar en un lenguaje sencillo.

Nuestra intención es adoptar una perspectiva amplia, centrada en el cliente, que se enfoque en las conexiones entre los programas.

Las normas de muchos programas de beneficios se modifican cuando cumple 18 años. Si está próximo a ese momento, la **Calculadora del programa “Estudiar y Trabajar”** lo ayudará a conocer cómo lo afectarán esos cambios. Es para los jóvenes discapacitados de 14 a 18 años.

Si actualmente recibe beneficios, la **Calculadora “de los beneficios al trabajo”** le indicará la forma en que se modifican sus beneficios cuando se reintegra al mundo del trabajo. Es para las personas de 18 a 65 años de edad que buscan trabajo.

Si está a punto de dejar su trabajo (o acaba de hacerlo) y tiene previsto empezar otro dentro de un plazo de un año, la **Calculadora “de trabajo a trabajo”** le muestra lo que podría suceder con sus ingresos y cobertura médica durante el período en que está desocupado. Es para las personas de 18 a 65 años de edad que buscan trabajo.

La actitud de DB101 es que la experiencia de discapacidad varía para cada individuo, y cada programa tiene un efecto diferente para esa experiencia. Mediante la planificación, las personas discapacitadas pueden asumir el control para encontrar los programas y trabajos que satisfacen sus necesidades. Para los proveedores de servicios y gerentes de programas, compartir la información ayuda a todos a comprender cómo estos programas interactúan entre sí.

Los expertos en DB101 responderán las preguntas de los usuarios sobre los beneficios; sin embargo, DB101 no reemplaza los servicios de un planificador capacitado de beneficios. ■

### UNIDAD Y FUERZA SUPPORT GROUP

Grupo de apoyo para padres de habla hispana con niños con incapacidades en su desarrollo...

Acompáñenos para conocer a padres, conversar, y obtener apoyo.

Las juntas son *cada cuarto miércoles del mes* y empiezan a las 6:30 P.M. en

**Miller Children’s Hospital**

2801 Atlantic Avenue, Long Beach  
en el Centro de Recursos en el segundo piso

**Entrenamientos Presentados por el  
Grupo De Unidad y Fuerza:**

**Abril 25: Nutrición con Lewiette Wilkins, RN**

**Junio 27: Alternativas de Vivienda para el Adulto con  
Incapacidad de Desarrollo con Mercedes Lowery**

**Para reservar para cuidado de niños hablar a María  
Carmen Garibay al número (310) 543-0620 tres días antes  
de la junta.**

Para más información llame a: Pablo Ibañez: (310) 792-4558;  
William Martinez, (310) 543-0627

## PRIMERA ETAPA: Preescolar

*Departamento de Educación  
de los Estados Unidos*

*Guía de recursos para las familias hispanas. <http://www.ed.gov/prin/espanol/parents/academic/involve/toolkit/part.html>*

### LO QUE DEBE SABER

Los niños nacen con un gran potencial de aprender. Los científicos dedicados a estudiar cómo funciona el cerebro han descubierto que los niños aprenden mucho más temprano, y a una cantidad mucho mayor de lo que se consideraba posible anteriormente. Y el primer maestro de un niño es su familia.

La lectura es la aptitud más importante que puede aprender un niño. A temprana edad, las familias deben presentarles a los niños actividades que sirvan para sentar bases sólidas en la lectura, tanto adentro como afuera de la escuela. Entre estas actividades se incluyen:

- Aprender las letras del abecedario;
- Oír los sonidos individuales en las palabras;
- Aprender nuevas palabras y sus significados; y
- Mirar los libros y oír las historias contadas en voz alta.

Además de la aptitud de leer, usted puede ayudarle a su hijo a desarrollar los primeros conocimientos en matemática al contar y ordenar las cosas con ellos y señalarles diferentes formas y patrones.

Tiene muchos beneficios colocar a su hijo en un buen programa preescolar, sobre todo uno que enseñe estos conocimientos básicos. Usted puede inscribir a su hijo en ciertos programas preescolares desde tan temprana edad como los tres años. Según demuestra la investigación, tales niños, como promedio, tienen un mejor desempeño en lectura y matemática, y tienen mejor asistencia a la escuela y menor probabilidad de tener que repetir un grado. Se puede obtener información para ayudar a los niños a leer de las escuelas, las bibliotecas y las organizaciones comunitarias y las agencias de gobierno locales. (Ver la sección “Cómo usar la guía de recursos para las familias hispanas.”)

### LO QUE PUEDE HACER

Las familias pueden crear un ambiente seguro, agradable y divertido en la casa. Por ejemplo, usted puede:

- Leer en voz alta a sus hijos todos los días. Haga que se interesen por actividades que les permitan hablar, escuchar y preguntarse cosas. Esto les indica que el aprendizaje es placentero así como importante.
- Encargarse de que siempre se encuentren libros y materiales de lectura repartidos por la casa.
- Llevar a su hijo a la biblioteca local, y ayudarle a obtener una tarjeta para sacar libros.
- Pedir a los hermanos mayores que contribuyan.

Si usted opta por un programa preescolar, trate de visitarlo más de una vez antes de inscribir a su hijo. Hable de la decisión con la familia, los amigos, y otros padres y los funcionarios escolares para cerciorarse de seleccionar un programa de calidad que sea conveniente para su hijo. ■

**BOARD OF TRUSTEES**

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*Executive Director*

**BOARD MEETINGS**

April 17, 2007 – 6:30 pm  
May 15, 2007 – 8:00 am  
No Meeting in June  
July 17, 2007 – 6:30 pm

The Board of Trustees of the Harbor Developmental Disabilities Foundation, Inc. meets regularly on the **THIRD** Tuesday of the month.

All regularly scheduled business meetings of the Board are open to the public and visitors are welcome to attend both morning and evening meetings of the Board. The meetings are held in Conference Room A1 & A2 at Harbor Regional Center. ■

**Join the HRC E-mail Network!** Send an e-mail to [Nancy.Spiegel@harborrc.org](mailto:Nancy.Spiegel@harborrc.org) to sign up for information updates.

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