



HARBOR HAPPENINGS

A PUBLICATION OF HARBOR REGIONAL CENTER

SUMMER 2008

ON BEHALF OF OUR COMMUNITY: HRC Provides Budget Testimony



*Colleen Mock,
Director of
Community
Services, thanks
California
Assemblymember
Warren Furutani
for inviting HRC to
Budget Town Hall.*

*California Assembly Speaker Karen Bass,
and Assemblymember Warren Furutani,
(who represents the Carson, Harbor City,
Harbor Gateway, Wilmington, Long Beach
and Lakewood areas), hosted an
Emergency Town Hall Meeting on the
California Budget Crisis. They were joined
by other state legislators including Betty
Karnette (Long Beach) and Hector De
La Torre (Bellflower). Colleen Mock, of
Harbor Regional Center, Harry Van Loon
of Arc Long Beach, Rhiannon Acree of
Cambrian HomeCare, and Kristine Engels
of Life Steps attended to present concerns
on behalf of clients, families and service
providers.*

Regional Centers have the challenge of administering an open-ended developmental services entitlement program under the Lanterman Act, with a state-funded budget that is, of course, not open-ended. Our state has looked for ways to manage growth in this system, and has, especially at times of fiscal crisis, struggled to provide adequate support for these services. Regional centers and their clients, families and service providers have participated in a variety of cost-containment measures over the years.

During such difficult times, we have been thankful for any increases that have been provided for developmental services. And while we fully acknowledge the enormous challenge faced by legislators who must stretch taxpayers' dollars to meet the many needs of our citizens, we must recognize that our service system is facing its own very real crises. Numerous temporary "cost containment measures," which through emergency budget sessions have now been made permanent, have seriously compromised the ability of regional centers and community service providers to meet the needs of our clients and families.

It is essential that our system be able to provide reasonable and equitable rates, in order to recruit and retain capable and competent service providers. However, in the face of rapidly increasing costs, service providers' rates are now in the fifth year of freezes, with no relief in sight. Our service providers are making valiant and creative efforts to retain a well-trained and stable work force, but we are now seeing that some are being forced to choose between discontinuing services and reducing service quality.

Many of our families have shouldered additional responsibilities over the past

(continued on page 2)

*HRC Provides Budget Testimony
(continued from page 1)*

few years through the state's Family Cost Participation Program. The Governor's emergency budget sessions this spring expanded this program to now include a greater share of cost for families at upper income levels, and to include families of infants and toddlers under the age of three. While we understand that it is reasonable for some families of minors to have a reasonable share of responsibility, based upon their ability to pay, we must ensure that families with their own increasing financial demands are not stretched beyond their ability and continue to receive needed support.

Regional Centers are grateful to have received modest increases in staff, to accommodate the continued growth in our population and be responsive to clients' and families' needs. When we are able to meet requirements for receiving federal funding, we are helping to defray costs to California and to promote long-term sustainability of funding for the developmental disabilities system. However, we have not been fully funded to successfully prepare for and implement all of our state and federal mandates, including new legislative initiatives for integrated gainful employment, living options, and community participation. During the budget stalemate in the Legislature we are forced to borrow millions of dollars to continue vital services for our clients and their families, to ensure that services continue without interruption. The price tag in interest payments for doing so will impact our ability to fund services and supports for our clients.

Proposed Solutions

Harbor Regional Center's Board of Trustees, whose membership is primarily composed of parents, family members, and individuals with developmental disabilities, has been reviewing many proposals put forth as potential long-term solutions for sustaining our service system. Some of these have been reasonable, while other worst-case scenarios such as service caps and waiting lists have been extremely frightening. We agree that an across-the-board percentage cut to expenditures fails to prioritize those services which are most essential and critical to our clients and to all citizens of California. Before rates are frozen or cut across the board, we feel that regional centers should be allowed to adopt meaningful criteria for the development and utilization of services that meet our expectations for service quality. Before vital categories of services are cut or capped, we should work with our legislators to identify the services and supports which are critically needed by persons with developmental disabilities and their families, and which constitute the entitlement which must be funded. Our limited budgets should be spent on established, evidence-based services that are proven to be effective in assisting our clients to achieve essential outcomes.

Continued proactive support for our system is needed if we are to retain quality staff and service providers, develop new programs, and provide the quality services we all expect for our citizens with developmental disabilities and their families. ■

GATEWAY FOUNDATION DONATES COMPUTERS TO HRC CLIENTS

Through the generosity of many donors, the Harbor Help Fund enables us to help our clients with very limited financial resources in ways that can be vital to the quality of their lives. In January of this year we received the very happy news that the Gateway Foundation had learned of our Harbor Help Fund and had decided to grant us \$10,000 worth of computer equipment. Gateway's donation of eleven computers provided a very direct way to assist our clients. We asked our Counselors to identify individuals whose daily lives would be greatly improved through the use of a computer, but who had no resources to assist them in obtaining one. All together 14 individuals with developmental disabilities, including one pair of sisters and two married couples, are now enjoying their computers. Here are just a few of their stories:

Melanie and six siblings have been raised by their aunt when their mother became unable to care for them. Three of these children are clients of HRC. Melanie has shown an aptitude for computers while attending Bellflower Adult School, and her aunt has encouraged her to develop her skills.

Barbara and Patricia are twins with developmental disabilities who live together in affordable housing through the HOPE program, and with the help of supported living services have become increasingly independent. They are using their computer to look up events which help them to stay active in their community.

Bryant, who has profound hearing loss, was adopted by his parents after he was in their foster care for several years. His father is a pastor for the hearing impaired; and mother was previously an interpreter for the hearing impaired before becoming disabled herself.

Bryant quickly became a whiz on the computer, which has opened up a whole new world to him for communicating with other children who share his hearing loss.

Janice and Terry, both clients of HRC, are a married couple who are doing well living and working on their own with support, but they do have a difficult time with finances. Their supported living worker is helping them to learn to use their computer to monitor their bank account and to pay their bills on time.



Bertha Murray goes online.

Margaret has severe physical disabilities, is non-verbal and uses an adaptive communication device attached to her wheelchair. By attaching her communication device to a computer, she hopes to access the Internet to have online conversations with her family in Texas, and with other HRC clients.

HRC's Susannah Bernard greets an excited Bryant Bollin and his parents.

Latasha lives in a group home, is very shy, and has no family but hopes that talking to other clients online might help her make friends and overcome some of her shyness. She has learned to use a computer in her work training program, and having her own is helping her to improve her skills.

Michael has cerebral palsy, lives independently, and works several hours per week at Sears. He pays his own expenses monthly. With help from his job coach he is using his new computer to find work opportunities to further his career and improve his life.



Margaret Crew gets connected.

(continued on page 4)

Gateway Foundation Donates Computers to HRC Clients (continued from page 3)



Latasha Haynes couldn't wait to practice her computer skills.

Debbie had been extremely lost without the use of her old computer which had broken down. She organized her health and job search information on her computer. She especially appreciates being able to e-mail her HRC Counselor, Supported Living Instructor, friends and family.

Bertha and Kyle are married and living in their own home in Long Beach. They

make excellent use of their motorized wheelchairs, the bus system, adaptive equipment, and their support system to maintain their independence. Kyle and Bertha would leave home extra early by bus and come home late in order to take advantage of the computer rooms at El Camino College and Long Beach City College before classes started for the day. They will certainly benefit from the use of their computer at home.

On behalf of these clients, we extend a heartfelt thank you to the Gateway Foundation for their generous support and their commitment to assisting individuals with developmental disabilities who are in need. ■

HRC ADDS A BENEFITS SPECIALIST TO OUR TEAM: Meet Laura Murakami



Ms. Murakami provides detailed training to new Counselors, clients and families.

Harbor Regional Center clients utilize many benefits, services and supports from a variety of community sources, including other federal and state governmental agencies. Each agency has its own policies, procedures, and eligibility criteria, and the maze of whom to contact, where to go, and how to resolve problems can be daunting.

To assist clients in accessing all the services for which they are eligible, Harbor Regional Center is now pleased to offer consultations with our Benefits Specialist, Laura Murakami. Ms. Murakami is available to clients, families and Counselors to discuss questions related to government benefit programs, such as Supplemental Security Income (SSI), Social Security Disability Insurance (SSDI), Medi-Cal, and In-Home Supportive Services (IHSS). Recent consultations

have focused on issues of eligibility, appeals for services, and how to navigate complex systems.

Ms. Murakami has a background in social welfare and previously assisted with a wide variety of disability-related issues in her work as an HRC Counselor. Her experience in early childhood education, mental health, community organizing, and probation have focused on gathering resources and increasing access to needed services. In addition to providing consultations, Ms. Murakami is currently working to facilitate positive relationships with other governmental agencies. She will also coordinate trainings on benefits for HRC clients, families, staff and community members.

Families interested in meeting with Ms. Murakami for consultation should contact your HRC Counselor for an appointment. Plan on gathering any paperwork related to the benefits issue to bring to the meeting. ■

Watch for announcements of trainings to be offered by Ms. Murakami on various benefits programs affecting our clients and their families, beginning this fall.

TOYOTA MOTOR SALES, U.S.A., INC.: Pioneers in the South Bay

*By Danielle Heck
Employment Specialist*

Businesses that employ persons with developmental disabilities and set examples for other employers are worthy of community recognition and appreciation. At a recent awards ceremony held by Social Vocational Services, Inc. (SVS), 1960 Olympic Gold Medalist Rafer Johnson spoke about being “the best you can be,” as he presented an award to Toyota Motor Sales, U.S.A., Inc. Toyota, whose corporate offices are located here in the South Bay, has truly strived to be “the best they can be” in providing leadership to other companies in the area of supported employment.

Toyota really was a pioneer. In 1990, they became the first major corporation in the South Bay to offer our clients integrated, competitive work in a corporate setting. This relationship wasn’t established without its challenges. Our clients started out by working in Toyota’s mailroom, with support provided by SVS. As with anything new, there comes uncertainty and the need for education, both for the new employees and for their coworkers. These hurdles were overcome with training, sensitivity, and lots of hard work on the part of people like Hiram Bond, who at that time worked for SVS, and is now a Program Manager at Harbor Regional Center.

“In the late 80s and early 90s most of our clients weren’t working in integrated work settings, so securing a contract with Toyota was a very big deal! Once Toyota opened its doors to our clients, we were able to get our foot in the door at many other South Bay businesses like Nissan, Honda, Mattel, Sony and Marriott.” said Bond.

What started as one group of HRC clients working in the mailroom has grown at

Toyota to four groups, who essentially provide the entire internal mail service for all of Toyota’s corporate headquarters. They sort, pick up and hand deliver about 5,000 pieces of mail over a large campus daily. Over the years, employment of HRC clients has expanded into other departments at Toyota to now include 28 employees with developmental disabilities. In the Material Distribution Center, these employees build Toyota portfolios, and in the Toyota Vehicle Services Department, they perform auto-detailing duties.

HRC clients are officially employees of Social Vocational Services, as a contractor with Toyota. In this way, employing people with disabilities makes excellent business sense. SVS is responsible for hiring, supervision, worker’s compensation, management, and payroll. HRC clients employed at Toyota get support from on-the-job SVS coaches, paid for with HRC funds. All these incentives and partnerships make it a very appealing arrangement for businesses.

HRC clients have become a part of the Toyota family. Some of the individuals working at Toyota have worked there for many years. Stephanie Stolze and Bruce McCloud have been working in the Toyota mailroom for 18 years. Toyota has been an excellent partner, offering perks like a laundry service for uniforms.

The culture and environment of inclusiveness built at Toyota allows our clients to “be the best they can be.” Toyota wasn’t afraid to take a chance on employing our clients almost 20 years ago, and they continue to be a role model for other businesses that are thinking of employing people with disabilities. ■



(top) Tom Hirshfeld concentrates on his entries.

(center) Tom Hirshfeld enjoys interacting with his Toyota coworkers.

(bottom) Sean Hardman pauses before making his deliveries.

FAMILY *matters*

HRC CHILDREN'S SOUTH TEAM OFFERS PARENT NETWORKING NIGHT FOR PENINSULA FAMILIES

*By Antoinette Perez
Program Manager*

During a recent event conducted by Harbor Regional Center's Children's South team, parents from the Palos Verdes Area were invited for an evening of networking and strengthening of family partnerships.



*Children's South team's
Angela Perez, Rocio Ortiz,
Jessica Carey, Steven
Campos, Antoinette Perez,
Stavros Kavoulakis,
Alexander Gilbert and
Michelle Murray.*

The idea emerged as the Counselors from the Children's South team were collectively talking about a common need that is voiced by the families they serve. Several areas of need emerged, but there was one that seemed to stand out the most. P.V. area parents expressed that they had a hard time networking with other families in the area, and as a result they struggled with finding potential play dates for their children.

Children's South team members invited parents to the event which was held in May at Harbor Regional Center. Cambrian Homecare provided child care onsite.

The event opened with an ice-breaker called "the briefcase," in which parents wrote down three to five things that were interesting and unique about them. This activity allowed parents to engage in a mix and greet session with each other and created a fun-filled room of laughter. Parents then heard presentations by Barbara del Monico from the HRC Resource and Assistive Technology Center, and Rebecca Asdel from HRC's Family Behavioral Services. Barbara provided updated information regarding materials of interest in the Resource Center and Rebecca followed with useful tips on how to facilitate successful play dates. In addition, representatives from the Palos Verdes Best Buddies program were available to discuss their program, which pairs students with disabilities with typical students for club activities on middle school and high school campuses.

Parents had the opportunity to discuss their concerns. The consensus was that they would like to see more quality socialization opportunities in the Palos Verdes area. In closing, parents suggested that they keep in touch with one another and an e-mail list was generated and distributed.

In the end, new relationships were formed and the Children's South team was able to step outside of their typical case management role. We will continue to look towards ways that we can offer this type of value-added service in the future. ■

ADVENTURE ON THE HIGH SEAS

On a picture-perfect Saturday afternoon in April, six excited young adults arrived at the Los Alamitos Yacht Club in Long Beach and prepared for a two-hour sailing adventure. Captain George Saidah greeted them as they boarded Whitecap, a Cal 25' sailboat. George Saidah is the Founder and Executive Director of the Heart of Sailing Foundation (HOS), a non-profit organization that wants to share the joys and therapeutic benefits of sailing with cognitively impaired children.

Heart of Sailing has only been in existence since 2005, yet in their few years of operation they have increased their "Sea of Numbers" from serving 322 individuals in 2005 to an estimated 8,000 in 2008! They currently have 30 locations compared to the two locations that they started with in 2005. HOS has also opened chapters in San Diego, Dana Point and Ventura. They sail out of Long Beach on occasion. Heart of Sailing's day sails have become so popular that some schools in San Diego and Ventura schedule weekly trips with them for their students during the school year.

The day of the sail, Captain George passed out life jackets, and once they were on and secured, he proceeded to engage the group in a lively discussion and demonstration of boat safety. He explained the agenda for the day's sail which would give each of the HRC clients an opportunity to be the "Captain" – that meant wearing the Captain's hat and steering the boat. When taking turns steering, the young men and women had to pay close attention to George's verbal directions and gain confidence in using the rudder to steer the boat in the correct direction. The boat tipped precariously close to the water on more than one occasion creating several exciting moments for all until the "Captain" corrected the steering, as George very calmly gave more instructions.

One of the young men, Mark, helped George hoist the sail when heading out to sea. When his job was done he relaxed and hung his feet over the side of the boat, only to have an unexpected wave splash up and soak his shoes and socks. Mark's socks were then tied up near the sail and became real wind socks, blowing in the crisp sea breeze.

As the two-hour sail came to an end, the young adults were moving about the boat like real sailors. Everyone was completely relaxed and they would have sailed all day if possible. Once they reached the dock and prepared to head home, George honored each of the young men and women with a Heart of Sailing certificate and a medal for their participation. They proudly walked back to the parking lot, sea legs a bit evident.

Information regarding the Heart of Sailing Foundation, sailing schedules and locations can be found on their Web site: www.heartofsailing.org

Pictures of this sail can be found on this link: www.heartofsailing.org/Pictures/2008-04-12%20lb/index.htm ■



Heart of Sailing opened up a whole new world for these first-time sailors.

BEHAVIOR TIPS FOR SMOOTH SAILING FOR SUMMERTIME, WEEKENDS AND HOLIDAYS

From Family Behavioral Services

Summertime, weekends, holidays and other school breaks can bring fun and relaxation, but they can also be a challenging time for kids due to changes in usual routines and new expectations associated with these activities. In this article we hope to provide you with some tips to help ensure that your days off go as smoothly as possible.

When school is out, kids have more free time. It is not uncommon for new or challenging behaviors to arise as kids find their own ways to entertain themselves. To help ensure that kids do not engage in undesired behavior it is helpful to plan activities to fill their day. These activities can include fun tasks around the house, such as helping in the yard, sorting laundry, or putting dishes away. While these activities might sound like chores, they can be approached in a fun, game-like manner, such as a contest to see who can pull the most weeds, or who has the most white socks in their hamper. A trip to the market can be turned into a scavenger hunt where each child is responsible for finding certain items.

It is also helpful to incorporate more traditional fun activities, such as playing outside with bubbles, running in the sprinklers, or drawing with sidewalk chalk. Trips to the local park or library are always a fun activity. Plan ahead.

For more great ideas, check out the HRC book, "Places To Go, Things To Do," for sale or loan in the HRC Resource Center.

Brainstorm ideas and make a list. Collect any materials you may need for each activity, such as bubble soap or arts and craft materials, and have them readily available. Then each day you can refer to your list of activities for ideas. The key is to be prepared.

Let the kids know what fun activities you have planned for the day. You can use the fun activities as an incentive for the kids to complete less-favored activities. For example, "Once the room is picked up, it's time to go to the park!" Some kids might be motivated to earn a more elaborate outing or activity, such as going to a movie or a theme park. This is a great opportunity to give the kids smiley faces or stickers whenever you notice that they are well-behaved. Then once the kids have earned a predetermined amount of stickers, for example, they can be rewarded with the desired outing.

Schedules can be helpful for kids who thrive in a structured, predictable environment. For kids who read you can simply list a sequence of activities. For those who don't read, you can use pictures that represent each activity, placed in sequence on a piece of paper.

It can be difficult for kids to maintain appropriate behavior when cooped up in a car for long periods of time. Plan extra driving time to allow for breaks for everyone to get out of the car, stretch, run around, etc. Bring along activities to keep the kids busy in the car. Play road games, such as finding out-of-state license plates, or finding certain colors or makes of cars.

Road trips often mean sleeping away from home. It is important to bring items from home to help make your child feel more comfortable in a strange room or bed. This could be a stuffed animal or blanket, a favorite book, or toy. Try to follow routines that you have at home. The more similar the new environment is to home, the more comfortable the kids will be.

It is important to prepare kids for changes to the usual routine, such as road trips, vacations, or sleeping at someone else's house. Even going to the local pool can be a change from the usual routine. Describe the new situation, as well as any new rules associated with it. Before the first trip to a new place, such as the pool, go over new rules, such as

(continued on page 9)

*Behavior Tips for Smooth Sailing
for Summertime, Weekends and Holidays
(continued from page 8)*

no running in the pool area. Coming up with a story to describe a new environment or long trip can be helpful. In the story, describe the trip or the new place and also describe how you would like your child to behave. For example, "When we go on our vacation, we will ride in an airplane. At the airport it is important to stay close to mommy and daddy and follow directions. Mommy and Daddy will be happy if I follow directions. On the plane I will have to sit for a long time, but I will have fun things to do. I will use my words if I want something, I will not kick or scream." The amount of detail and description depends on each child. Preparing this story in advance and reading the story with your child

before a trip or new activity can help these activities go smoothly.

Developing a list of activities, letting kids know what you have scheduled, rewarding kids for good behavior, and preparing them for changes or new activities are the key ingredients to smooth sailing throughout the year. With a little preparation and some planning, you and your child will surely enjoy fun activities together.

HRC Family Behavioral Services offers training and classes to parents of children with special needs. Regularly scheduled classes include Managing Behavior, Toilet Training and Body Awareness and Safety. We also provide guidance to parents in-home. Please contact your Harbor Regional Center Counselor for more information. ■

UCLA EARLY INTERVENTION STUDY A Free Experimental Intervention for Toddlers with Communication Delays

This study is designed for toddlers between 16 and 24 months of age who show early signs of autism, OR show specific delays in communication.

Your child may be eligible to participate if you answer "no" to several of the following questions: Does your child take an interest in other children? Does your child ever use his/her index finger to point, to indicate interest in something? Does your child ever bring objects over to you (parent) to show you something? Does your child imitate you? Does your child respond to his/her name when you call? If you point at a toy across the room, does your child look at it?

What kind of early intervention will be offered?

Successful play interactions provide virtually endless opportunities for learning. As part of this Parent Education Program, we will take a close look at your child's behavior and find out what you can do to make play interactions more successful and gratifying.

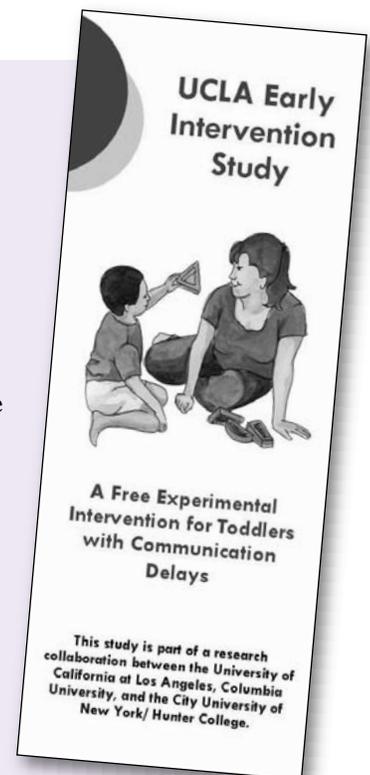
What is involved?

Initial Screening – We will ask you to complete a questionnaire, participate in a phone interview, and take part in one assessment session.

Three visits to UCLA will be scheduled about six months apart. During each visit we will evaluate your child's developmental progress. Four home visits will be scheduled about six months apart and used to conduct interviews with you.

About half of the children and their mothers will be invited to participate in 12 sessions of an experimental parent education program that will be held in your home.

If you would like to learn more about this study, please contact the office of Dr. Marian Sigman, UCLA Early Intervention Study, (310) 825-3478, or send an e-mail to intervention@autism.ucla.edu ■



HRC HOSTS “TELL ME A STORY”

From time to time, Harbor Regional Center is pleased to be able to present a very special event for our family and friends in the community. This year “Tell Me A Story” featured some favorite authors, storytellers, shared reading, crafts – even dancers and musicians who showed us more ways of telling stories through movement and song!

Disney VoluntEARS brought along their own Goofy Games.

We made sure that there was something for everyone – a variety of entertainment and activities for our clients of all ages, along with their families and friends, to enjoy. As guest Diane Brower remarked, “My granddaughter was so excited by the games, the stories, the music and the art. Typically, when we take her to an event for children, there are so few things available at her ability level. She just couldn’t stop smiling over the fact that she could put in the bean bags or go bowling or stand and enjoy the music. She finished the day a happy girl and walked to the car a little prouder.”

Dance troupe Te Hono Ura showcased several examples of Polynesian dance. A highlight was their invitation

to members of the audience who joined the dancers on stage to learn some new moves.



HRC Resource Center's Barbara del Monico shares the fun of reading with her audience.

We were very honored to host authors Robert Neubecker, Rita Eagle, and Deborah Turner, who was joined by her Chihuahua Willy. Her book “How Willy got his Wheels” tells the heartwarming story of how she adopted Willy, whose back legs are paralyzed, but who learned to walk with his own special set of wheels.

African Storyteller Darrell Cox “The Gourd Man” delighted members of the audience with his tales and musical instruments made from gourds and other materials. Our own HRC Resource Center showed parents how to use storybooks to inspire their children’s reading and language development, with a story and craft all about “The Hungry Caterpillar.”

The band No Boundaries rocked the audience, especially our teenage and adult clients, while Radio Disney’s DJ Adam and the Road Crew led our younger guests in dances and contests of their own. Disney VoluntEARS brought along a whole array of Goofy Games and made sure that every guest went away with a prize.

Our sincere thanks to all of those who contributed their time, services and sponsorship to make this event an even bigger success: Ability First, Art to Grow On Children’s Art Center, Inc., Interpreter Brenda Bollin, Disney VoluntEARS, Independent Focus, Special Ministries Disability Outreach of Hope Chapel, Giuliano’s Torrance Delicatessen and Bakery, Torrance Fire Department Station 6, No Boundaries, and the many HRC staff and family members that volunteered their time. ■



Guests were treated to dancing, games, crafts, entertainers The Gourd Man, Wheely Willy and Radio Disney, and of course stories!



"We thank you for a fantastic day. It was a great opportunity to meet so many amazing children and their families."

Sponsor Lauren Perelmuter,
Art To Grow On, Inc.



Client *focus*

STARBUCKS ANNIE

Who is that friendly, cheerful young woman behind the counter at our local Starbucks? Yes, that one, with the bright smile and pleasant disposition! Her name is Anna (Annie) Brackett and she has



Always cheerful, Annie hands a customer her morning coffee!

been giving us an extra dose of sweetness with our coffee for 10 months now. When asked about her great customer service skills, Annie attributes them to her previous job experience and a genuine desire to do her job well.

What you can't tell from her outward appearance is that Annie has worked harder than most people have had to, in order to keep up with the fast-paced position she is in, and on top of it all, maintain a great attitude. Annie has been a client of HRC since childhood. She is also a smart woman and, after being on the job for two to three months, went to her manager and said "I have a disability and I have noticed that some of my co-workers are getting frustrated because I'm slow." She went on to tell her manager "I have outside supports that can help." Annie's supported employment job coach from Easter Seals came in to speak with the manager and now observes Annie on the job about once a week, and provides her with on the job coaching.

Annie said that this support has been helpful because they can discuss specific interactions and job tasks.

Annie's manager saw how willing she was to continue learning and that she was trying to do a better job. When she has had difficulty mastering a task, he has encouraged her by saying "You'll get it, it comes with time." One idea he had was for Annie to work during a time when a lead staff was on duty. The lead staff is sometimes referred to as a "Learning Coach" because part of their job is to shadow newly-hired staff or staff that are learning new tasks and provide extra support when needed. The managers also try to schedule Annie to work at times when the store isn't typically at its busiest. One of the managers shared the positive experiences they have had with Annie as their employee, when he spoke at the HRC Business Advisory Council meeting. Annie's success at Starbucks has definitely been complemented by the support and understanding of her managers.

Since working at Starbucks, Annie has gone back to school and completed her coursework in becoming a Certified Nursing Assistant (CNA). She recently passed the State of California CNA exam! Annie will be looking for a part-time position in this new field of work. She said that there have been "so many wonderful people in my life that have taken care of me, I want to return the favor." While searching for just the right CNA position, Annie will continue to greet and take care of her Starbucks customers with her friendly smile and great customer service.

Annie and her large HRC family (who drink lots of Starbucks coffee!) truly appreciate the great support that Starbucks has given her along the way. ■

HRC CLIENT RECEIVES PRESTIGIOUS ALPAY AWARD

Caroline Chiou is no stranger to being in the limelight. She was featured in the Harbor Happenings Newsletter when she traveled to Houston, Texas to receive her award for winning The Vision for Space Exploration Art Contest. This contest was sponsored by NASA, the American Institute of Aeronautics and Astronautics, and the Boeing Company.

Twelve-year-old Caroline recently received another honor. She has been awarded \$100.00 for her participation in the Young Artists category of the Alpay Art Education fund. The fund was established by Dr. O. Allen Alpay as a means to provide funds to enhance the abilities and encourage the careers of visual art students, working professional visual



Caroline Chiou and Dr. Alpay at the Alpay Awards Reception

artists and young persons seeking to become visual artists. We wish Caroline continued success with her artistic endeavors! ■

RECOGNIZING EXTRA EFFORT!

HRC is dedicated to providing support, information and choices to our clients and their families. Our staff, from the receptionists to our psychologists, strive to demonstrate our core values through their interactions with you.

You can help us recognize those individuals who have provided you with outstanding care and service. When you see an HRC staff member who is demonstrating respect by treating people considerately, working collaboratively, looking for ways to be helpful, responding quickly and explaining any delays, listening, sharing information, or any other assistance you found helpful, simply fill in this form and mail it to: Office of Information and Development, 21231 Hawthorne Blvd., Torrance, CA 90503 or by e-mail at cheryl.perez@harborrc.org

We will make sure that the HRC Counselor, support staff, clinical staff, Resource Center staff or other members of the HRC team receive your note along with our special recognition.

Name of person you wish to recognize: _____

Your name: _____

How that person demonstrated outstanding service or fulfillment of our core values: _____

We appreciate your support in helping us acknowledge these outstanding individuals.

resource center

WHAT'S NEW AT THE RESOURCE CENTER?

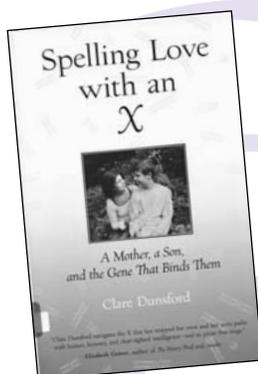
*By Dominique DeBorba
Family Support Coordinator*

Receiving the diagnosis of Fragile X is usually overwhelming. Parents may not even know what questions to ask. This is a common and normal reaction. Fragile X syndrome is a genetic condition that causes a range of developmental problems including learning disabilities and mental retardation. Usually males are more severely affected by this disorder than females. About one-third of males with Fragile X syndrome also have autism or autistic-like behavior that affects communication and social interaction. We want families to be able to get accurate, up-to-date information, and to know that they are not alone.

Although the HRC Resource and Assistive Technology Center has many materials on Fragile X, we recently obtained more that we would like to share with you. These are a few of our new books that are insightful, informative and very current.

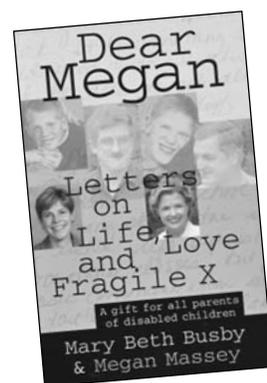
Spelling Love with an X *by Clare Dunsford*

This book recounts the story of the author as she moves toward understanding herself, her son, and the twists of fate and DNA that bind them and all of us.



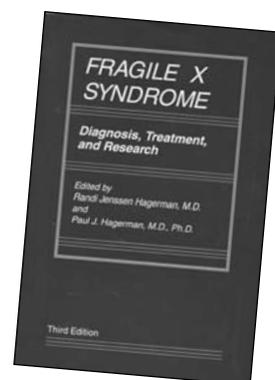
Dear Megan: Letters on Life, Love and Fragile X *by Mary Beth Busby and Megan Massey*

This book is written as letters between two mothers of children with Fragile X syndrome. It is a deeply personal story of adversity, love, and triumph during their journeys to discover the answers to Fragile X.



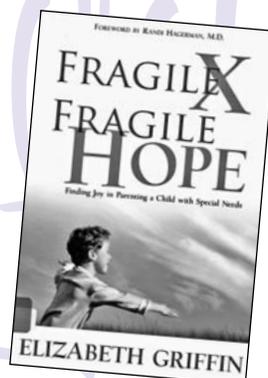
Fragile X Syndrome: Diagnosis, Treatment, and Research *by Randi Hagerman and Paul Hagerman*

This book discusses the latest research in epidemiology, molecular biology, genetics, and neuropsychology. It also presents information on diagnosis, treatment, genetic counseling, pharmacotherapy, intervention, and gene therapy.



Fragile X Fragile Hope *by Elizabeth Griffin*

This book shares the journey of the author and her family as they deal with Zack who has Fragile X syndrome as well as autism. ■



ASSISTIVE TECHNOLOGY LAB POINTS THE WAY TO INCREASED INDEPENDENCE Grant Supports AT Equipment Lending Library

By Barbara del Monico, Resource Center Manager; Elizabeth Green, Assistive Technology Specialist

Sally can finally order her own food when she visits a restaurant with her family! Sally uses a speech generating device that speaks for her when she activates it by pushing symbols. The use of this assistive technology device has opened up the world for Sally. Not only can she tell family and friends what she wants, but her self-esteem has increased and she now has some control over her environment.

The Harbor Regional Center Resource and Assistive Technology Center is committed to helping HRC clients like Sally live independent lives through the use of assistive technology, or "AT." Assistive technology can provide the support people with developmental disabilities need to participate in their homes, schools and communities. The broad umbrella of AT covers augmentative and alternative communication devices such as the one Sally uses, as well as computer access and use and electronic aids to daily living.

Once a client has received an evaluation from the AT lab and a device has been recommended, he or she can actually borrow a device to try it out. This special AT lending library program is available to HRC clients through a grant from the California Assistive Technology Exchange (CATE). Through this statewide assistive technology program, 13 Community-Based Organizations such as HRC received funds to purchase technology equipment such as speech-generating devices (DynaVox V Max, I-Chat), software (Switch Kids, Old Mac's Farm), and

a variety of computer access hardware. All of these items are available to lend to qualified clients.

Once a client receives a loan item, Assistive Technology Specialist Elizabeth Green trains the user and family/caregiver in appropriate use of the device. In addition, ongoing training and support is provided to each device user.

The AT Lab offers ongoing training in the use of BoardMaker software to families who wish to utilize activity schedules and picture communication systems with their family member. The BoardMaker software is used with Picture Exchange (PECS-like) systems.

Clients and their families interested in an appointment at the AT Lab should contact their HRC Counselor who will complete a brief referral form with them. ■



Erin McCulley tries out an adaptive switch.

IN MEMORIAM VERONICA ENRIQUEZ

We are all so profoundly saddened by the sudden loss of our beloved and respected colleague, Veronica Enriquez, HRC Counselor, Adult East Services, who passed away in June at the age of 33.

"Veronica will always be in our hearts, always a part of us...always a part of HRC."

Patricia Del Monico, Executive Director

"From the very beginning she displayed a quiet intensity about her work...her clients. She was sincere, compassionate, never resting, always thinking she wasn't doing enough but by my take, doing more than could ever be reasonably expected of a mere mortal, and with such uncommon humanity."

Steven Hankow, Program Manager, Adult East Services.



Coming soon

HOLIDAY FESTIVITIES!

The holiday season will be here before we know it, and preparations for Harbor Regional Center's Holidays Are For Sharing programs will be starting up soon. We would sincerely appreciate your support to help us get ready to bring the giving spirit of the Holidays to our needy clients and their families! There are many ways to help! One way you can help is by making a tax-deductible monetary donation to the Harbor Help Fund (which can be done using the enclosed envelope, and throughout the year), which we will use for the purchase of food and gift cards. Many of our families can barely scrape

together a modest dinner, so for the holiday season coming up a grocery gift card or food basket with some hearty holiday meal staples would truly be a blessing.

We also have the excitement of the Adopt-A-Family program! This program gives people an opportunity to help a child or adult with a developmental disability during the holiday season. We match the sponsoring individuals and groups with a person or a family in need. Sponsors' contributions can include food, new toys, clothes, and other gifts. We provide the sponsors with the family's holiday wish list and contact information. They will have an opportunity to deliver the gifts themselves, or HRC can help.

For more information, please contact Kerry Ryerson at (310) 543-0686 or by e-mail at Kerry.Ryerson@harborrc.org ■

CSULB STUDENTS WORK WITH ARTISTS WITH DEVELOPMENTAL DISABILITIES



Art Education student L'lia Thomas shares a critique with ART Center artist Hae Sung Pak

Arts & Services for Disabled and The ART Center, a creative arts program for adults with intellectual and developmental disabilities welcomed this year's CSULB Art Education students this past spring. As an extension of class curriculum, Cross Cultural Perspectives in Art (Art 301) taught by Art Education Professor Dr. Carlos Silveira, The ART Center became a hands-on teaching ground for CSULB students. For 10 weeks students from CSULB developed and implemented a class for our students at The ART Center. Development of the class includes lesson planning, lecture, demonstration, and critique. Through various fine art techniques, ART Center students are given the opportunity to develop leadership skills, foster a sense of self, and encourage team-building skills through collaboration. Through these opportunities, students at The ART Center demonstrate a sense of empowerment through creative expression.

CSULB students are offered the opportunity to explore further career development in various areas of studio art and art education, including the creative art therapies. They are provided with access to an experienced supervisor within the field and are encouraged and guided through their professional development as teachers of art.

For more information, please visit www.artsandservices.org

HELPING PEOPLE WITH SEIZURE DISORDERS

*Safety Net Newsletter
A Publication of the California
Department of Developmental
Services*

What are seizures?

A seizure is a rush of electrical activity in a person’s brain. Seizures cause a person’s behavior or emotions to change suddenly, and can last anywhere from several seconds to several minutes.

Many of the people you support have seizures. It is important to know how seizures may affect their lives and what you can do to help someone you support who is having a seizure.

Are everyone’s seizures the same?

No! People have very different types of seizures. Some people shake when they have a seizure because their muscles are suddenly tightening up. This kind of shaking is called having “spasms.” Other

people may simply become confused for a few minutes, while their muscles remain relatively calm. Because people’s seizures can be different, the way you care for a person having a seizure can change from person to person.

Be in-the-know!

Support staff should be familiar with how a person usually acts before, during and after a seizure. One good way to keep track of this information is to create an up-to-date record of all the seizures a person has. For example, make a log book for every person you support who has seizures. Each time they have a seizure, write detailed information about it in the log. For example:

- How long did the seizure last?
- Did the person throw up?
- How did the person breathe before, during and after the seizure?

People who have seizures may wear a special medical alert bracelet or necklace to let others know that they have a seizure disorder. Ask a doctor about ordering these necklaces or bracelets for the people you support who have seizures.

Avoiding Seizure “Triggers”	Supporting Someone During a Seizure	Supporting Someone After a Seizure
<p>Seizure triggers are things that can make someone more likely to have a seizure. Help the people you support to prevent seizure triggers by:</p> <ul style="list-style-type: none"> ✓ Making sure they take their medicine regularly. ✓ Avoiding things that cause them stress. ✓ Helping them exercise. ✓ Ensuring they get all the rest and sleep they need. 	<p>When someone is having a seizure, there is nothing you can do to make it stop. But there are things that you can do to help. For example:</p> <ul style="list-style-type: none"> ✓ Remain calm. ✓ Move nearby objects that could hurt the person. ✓ If the person is on the floor, help them breathe by having them lie on their side. ✓ Carefully place clothing/ pillows under the person’s head. 	<p>How you treat someone after a seizure depends on who that person is. If the person has small seizures, you may only have to help him or her get home to rest. But if the person’s seizure leads to injury, loss of breath, aggressive behavior or continued seizures, you may need to call 911.</p> <p>Check out the DDS Safety Net Web site. Just click on Tools and look for “Dos & Don’ts” for helping someone during and after a seizure.</p>

Check out the DDS Safety Net online at www.ddssafety.net for this article and many others, designed to help individuals with developmental disabilities to live healthier and happier lives! ■

CONSEJOS PARA NO TENER PROBLEMAS CON LA CONDUCTA DURANTE EL VERANO, LOS FINES DE SEMANA Y LOS FERIADOS

De Servicios de la Conducta para las Familias

El verano, los fines de semana, los feriados y otras vacaciones escolares pueden ser divertidas y relajadas pero también pueden ser momentos difíciles para los niños por los cambios en la rutina usual y las nuevas expectativas relacionadas con estas actividades. En este artículo esperamos ofrecerle algunos consejos que le ayudarán a que sus días pasen con la menor cantidad de problemas que sea posible.

Cuando llegan las vacaciones escolares, los niños tienen más tiempo libre. Es común que desarrollen conductas nuevas o difíciles mientras encuentran sus propias maneras de entretenerse ya que no están todo el día en la escuela. Para asegurarse de que los niños no se involucren en conductas indeseadas, es de ayuda planear actividades para llenar su día. Estas actividades pueden incluir tareas divertidas en la casa, como ayudar en el jardín, clasificar la ropa para lavar, o guardar la vajilla. Aunque estas actividades se puedan asemejar a las tareas del hogar, se pueden llevar a cabo de manera divertida, como un juego, por ejemplo competencias para ver quién puede quitar la mayor cantidad de muletas, o quien tiene la mayor cantidad de calcetines en la canasta de la ropa. Una salida al mercado se puede convertir en una cacería de comida, donde cada niño es responsable por encontrar ciertos artículos.

También puede ayudar la incorporación de actividades de diversión más tradicionales, como jugar afuera con burbujas, correr entre los rociadores de agua, o dibujar con tiza en la acera. Las visitas al parque o la biblioteca local siempre son actividades divertidas. Planee con tiempo. Intercambien ideas de actividades simples y téngalas en una lista a mano. Busque los materiales que necesita para cada actividad, como el jabón para hacer burbujas o materiales para manualidades y artesanías y téngalos disponibles. Entonces, cada día puede consultar su lista de actividades y buscar ideas para mantener ocupados a sus hijos, y alejados de los problemas. La clave es estar preparado.

Permita que los niños sepa las actividades que ha planeado para el día. Puede usar a estas actividades como un incentivo para que los niños realicen las actividades que menos les agradan. Por ejemplo, “después de que arregles tu cuarto, iremos al parque.” Algunos niños pueden motivarse si la actividad o salida es más especial, como ir a ver películas o a un parque de diversiones. Esta será una gran oportunidad de darles a los niños calcomanías, caritas felices, fichas de póker o marcas para llevar la cuenta cada vez que nota que se han comportado bien. Después, una vez que se hayan ganado una canti-

dad predeterminada de calcomanías, por ejemplo, pueden recibir como recompensa la salida deseada.

Los horarios ayudan con los niños que se adaptan mejor a los ambientes estructurados y previsible. Los horarios son simplemente una lista de actividades en el orden en que se deberán realizar. Para los niños que saben leer, simplemente puede hacer una lista con las actividades en secuencia. Para los que todavía no leen, puede usar dibujos que representen a cada actividad, ubicados en secuencia en un papel.

Puede ser difícil para los niños comportarse bien cuando están encerrados en un automóvil durante mucho tiempo. Planee tiempo adicional al viajar para que todos puedan descansar saliendo del auto, estirando las piernas, correr un rato, etc. Lleve actividades para que los niños estén ocupados en el auto. Jueguen a quién encuentra las licencias de otro estado en los autos, o hallar autos de cierto color o de cierta marca. Cuando los niños se comporten bien, tome un momento para elogiar su comportamiento y que sepan que bien están viajando, sentados tan tranquilos, cooperando, hablando en voz baja, etc. Gasta les pueden dar calcomanías u otras pequeñas recompensas por buen comportamiento.

Los viajes a menudo significan dormir en lugares desconocidos. Es importante llevar algo de su casa para que los niños se sientan más cómodos en un cuarto o una cama desconocidos. Podría ser un animal de peluche o una cobija, un libro o juguete favorito. Intente seguir las rutinas que tiene en su hogar, como leer un cuento antes de dormir. Al aumentar las similitudes entre el nuevo ambiente y el hogar, los niños se sentirán más cómodos.

Es importante preparar a los niños para los cambios de rutina, como los viajes en automóvil, las vacaciones, o dormir en la casa de otra persona. Hasta ir a la piscina local puede ser un cambio de la rutina usual. Prepare a sus hijos antes de estos cambios. Describa la nueva situación y también las nuevas reglas relacionadas con la misma. Por ejemplo, aunque el niño esté acostumbrado a comer frente a la TV en casa, la abuela no permite que coman en la sala. Antes del primer viaje a un nuevo lugar, como la piscina, repase las nuevas reglas como no correr cerca de la piscina. Puede ser de ayuda hallar una historia que describa el nuevo ambiente o un viaje largo. En la historia, describa el viaje o el nuevo lugar y también describa cómo desearía que se comporte su hijo. Por ejemplo, “Cuando vayamos de vacaciones, viajaremos en avión. Es importante que en el aeropuerto te quedes cerca de mamá y de papá y que obedezcas nuestras indicaciones. Mamá y papá estarán contentos si yo sigo sus indicaciones. En el avión tendré que estar sentado por mucho tiempo, pero tendré cosas divertidas para hacer. Si deseo algo lo pediré con palabras, , no patearé ni gritaré. Cuando salgamos del avión, iremos a ____”. Me divertiré con mamá y papá en ____.” La cantidad de detalles y descripción depende de cada niño. Preparar esta historia con anticipación y leerla con su hijo regularmente antes del viaje o de la nueva actividad podrá ayudar a que estas actividades se desarrollen con menos problemas.

(continúa en la pagina 19)

Consejos para no tener problemas con la conducta durante el verano, los fines de semana y los feriados (continúa desde página 18)

Los ingredientes clave para no tener problemas durante el año son crear una lista de actividades, informar a sus hijos lo que ha programado, premiar a sus hijos cuando se comporten bien, y prepararlos para los cambios o las actividades nuevas. Con estos consejos, un poco de preparación y planificación, es seguro que usted

y su hijo disfrutarán las actividades divertidas que el verano les puede ofrecer.

Los Servicios de la Conducta para las Familias de HRC ofrece capacitación y clases para los padres de los niños con necesidades especiales. Las clases programadas regularmente incluyen Cómo manejar la conducta de los niños, Enseñar a los niños a pedir para ir al baño y Conocimiento del propio cuerpo y seguridad. También, ofrecemos guía en el hogar para los padres. Por favor, comuníquese con su consejero del centro regional Harbor Regional Center para obtener más información. ■

COMO AYUDAR A LAS PERSONAS QUE PADECEN CONVULSIONES RED DE SEGURIDAD

Una Publicacion del Departamento de Servicios Para El Desarrollo Del California

¿Qué son las convulsiones?

Las convulsiones son descargas de señales eléctricas que se producen en el cerebro de una persona. Las convulsiones hacen que la conducta y las emociones se alteren repentinamente, y pueden durar de varios segundos a varios minutos.

Muchas de las personas que usted cuida padecen convulsiones. Es importante saber de qué manera estas convulsiones pueden afectar sus vidas y qué puede hacer usted para ayudar a la persona que se encuentra bajo su cuidado y que está sufriendo una crisis convulsiva.

¿Las crisis convulsivas son todas iguales?

¡No! Existen distintos tipos de convulsiones. Algunas personas se sacuden durante una crisis, porque los músculos se tensan repentinamente. A este tipo de sacudidas se las denomina "espasmos". Otras personas simplemente se sienten confundidas durante unos minutos, mientras sus músculos permanecen relativamente relajados. Dado que las crisis convulsivas

pueden ser diferentes, la manera de abordar cada una de las crisis también varía de una persona a otra.

¡Entérese!

El personal de apoyo debe estar familiarizado con la manera de actuar de una persona antes, durante y después de una crisis convulsiva. Una buena forma de realizar el seguimiento de esta información es creando un registro actualizado de todas las convulsiones que la persona padece. Por ejemplo, lleve un diario de cada una de las personas que cuida y que padece crisis convulsivas. Con cada crisis, anote en el diario la información detallada referente la misma. Por ejemplo:

¿Duración de la crisis?

¿La persona vomitó?

¿Cómo respiraba la persona antes, durante y después de la crisis?

La mayoría de las personas con crisis convulsivas usan un brazalete o un collar especial de alerta para que las demás personas sepan acerca de su trastorno convulsivo. Consulte con el médico acerca de la posibilidad de encargar estos collares o brazaletes para las personas que usted cuida y que padecen convulsiones.

Cómo evitar los "desencadenantes" de las convulsiones

Los desencadenantes de las convulsiones pueden hacer que una persona sea más propensa a sufrir crisis convulsivas. Ayude a las personas que cuida a evitar estos factores desencadenantes:

- ✓ Asegurándose de que tomen su medicación con regularidad.
- ✓ Evitando los factores que les causan estrés.
- ✓ Ayudándolas a hacer ejercicio.
- ✓ Asegurándose de que descansen y duerman el tiempo que necesiten

Cómo ayudar a una persona durante una crisis convulsiva

Cuando una persona sufre una crisis convulsiva, no hay nada que usted pueda hacer para detenerla. Sin embargo, hay cosas que puede hacer para ayudar. Por ejemplo:

- ✓ Conservar la calma.
- ✓ Apartar los objetos que se encuentren cerca y que podrían lesionar a la persona.
- ✓ Si la persona se encuentra en el piso, ayúdela a respirar haciendo que se coloque de costado.
- ✓ Colocar con cuidado una prenda o una almohada detrás de la cabeza de la persona.

Cómo ayudar a una persona después de una crisis convulsiva

La manera de tratar a una persona después de una crisis convulsiva depende de la persona en cuestión. Si la crisis es pequeña, es probable que sólo tenga que ayudarla a llegar a casa para que pueda descansar. Sin embargo, si la crisis provoca una lesión, dificulta la respiración o genera un comportamiento agresivo, es probable que deba llamar al 911.

Consulte el sitio web de la DDS Safety Net (Red de Seguridad DDS). Haga clic en "Herramientas" y busque "Qué hacer y qué no hacer" para ayudar a una persona durante y después de una crisis.

¡Visite www.ddssafety.net para obtener más información que pueda ayudar a las personas con discapacidades de desarrollo a llevar una vida más sana y feliz! ■

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BOARD MEETINGS

September 16, 2008 - 8:00 a.m.
 October 21, 2008 - 6:30 p.m.
 November 18, 2008 - 8:00 a.m.
 No Meeting in December

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! Receive e-mail bulletins from HRC. Simply send an e-mail to Nancy.Spiegel@harborrc.org, provide us with your name and your e-mail address, and ask to be added to our electronic mailing list.

Harbor Happenings is a publication of Harbor Regional Center, a program of the Harbor Developmental Disabilities Foundation, Inc.

Editors and PhotographyNancy Spiegel
 Kerry Ryerson, Takashi Fujii,
 William Martinez and Angie Arango
 Production DesignJanas Communications

**PUBLIC MEETING FOR REVIEW OF
 PROPOSED HRC 2009 PERFORMANCE PLAN**

Interested members of the community are invited to attend and provide public input.

**Board Meeting
 Tuesday, October 21, 2008
 6:30 - 8:30 pm**

Conference Room A1 & 2
 Harbor Regional Center
 21231 Hawthorne Blvd, Torrance CA 90503

To view the proposed Performance Plan and for more information, visit www.harborrc.org



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 21231 Hawthorne Boulevard, Torrance, California 90503
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IN THIS ISSUE

On Behalf of Our Community:
 HRC Provides Budget Testimony.....1
 Gateway Foundation Donates
 Computers to HRC Clients3
 HRC Adds A Benefits Specialist to Our Team:
 Meet Laura Murakami.....4
 Toyota Motor Sales, U.S.A., Inc.:
 Pioneers in the South Bay.....5
 Family Matters6
 Client Focus.....12
 Resource Center14