



HARBOR HAPPENINGS

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PUTTING "BEST PRACTICES" TO WORK

A little more than a year ago, Harbor Regional Center obtained valuable information from family members, day activity service providers, and HRC staff to create a set of guidelines called "best practices." These guidelines are meant to assist day programs to enhance the quality of day activities and, consequently, the quality of life for the clients attending these programs. To promote implementation of the "best practices" guidelines, HRC has provided development grants and technical assistance to several day activity programs in our area. Many programs have embraced the fundamental ideals behind "best practices", while continuing to work to improve their programs. Since their inception, how have the "best practices" guidelines been implemented, and how are they assisting day activity programs to improve and move closer to the service ideals?



Marlo Brown learns more about computers with help from Maria Aquilar at the Easter Seals Program.

Breakthrough, located in Torrance, received a development grant from HRC and has made client choice a high priority. In the past, many day activity pro-

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NEW DIRECTIONS IN SERVICES FOR AUTISM

The news from across the country and the world continues to report on the increasing number of children being diagnosed with autism and related conditions. The vast amount of information which is available on Autism and related conditions is constantly increasing, as the understanding of this condition and effective methods for diagnosis and treatment continuously evolves. Services which are available also continue to be expanded, and new understandings developed regarding their effectiveness for individual children and adults with autism. Harbor Regional Center has been making concerted efforts to keep pace with this evolving scene, to expand our local resources, and to modify our service approaches accordingly.

Recently we have invited families of children with autism to participate in a series of meetings. The purpose of these meetings is to gather information from as many families as possible, about the services they currently receive which are beneficial, and the changes to services which they would like to recommend. We plan to use this information to guide us as we make needed changes.

We have also been meeting with other significant players in the provision of services for our clients, such as psychologist Ron Huff, Ph.D., a specialist in autism services with the Department of Developmental Services, local service providers who offer intensive autism services, and local school district representatives. Harbor Regional Center's Board of Trustees also devoted a special retreat

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Arturo Marquez, who attends Breakthrough, loves to work in the garden.



*Putting "best practices" to Work
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grams assigned clients to permanent groups so that clients rarely had the opportunity to interact with other groups of clients. Also, choices for activities were limited by the groupings and by the traditional "daytime hours" that service providers operated under. With the best practice guidelines, and the creativity of day activity service providers such as *Breakthrough*, all this is changing. The "best practices" guidelines recommend that day programs design client groupings by clients' choices of activities. As a result,

groupings may change, as clients' selections change. Also, activities that may not fall under the traditional "daytime hours" can be considered. At the *Breakthrough* site, there are activity rooms where clients participate in the activities of their choice on any given day. Staff frequently work with a variety of clients, in various groups, allowing for clients to interact and meet new people. Community activities are flexible in scope, with clients assisting in choosing what activities will be available. Service hours are flexible so that there is a broader range of activities offered. Evening and weekend activities are now a part of the *Breakthrough* program including a recent trip to the LA Zoo, a dinner which included a magic show, or a weekend Harbor Cruise. According to Tina Bettiol, Director of *Breakthrough*, "I like that there are guidelines to help guide day programs and that I can strive to meet. I have implemented many of the "best practices" guidelines for years, but to see them in writing helps to reinforce what I am doing."

Input from focus groups also indicated that a combination of site and community-based day activities would better serve the needs of clients who were unable to work at traditional employment situations. There was a need for clients to have a chance to learn such skills as cooking or accessing a computer. Increasing transportation problems were also addressed. Service Providers such as Easter Seals found that they were often spending more time waiting or riding on buses than the actual time spent in the community. If a client had a bad day, didn't feel very well, or just didn't want to go out in the community, they had nowhere to go. Easter Seals received an inclusion grant from Harbor Regional Center to improve their physical site and to move from a purely community based program, to one that offers a combination of both site and community-based activities at the Torrance location. The inclusion grant,



Playing board games helps Jackie Snow and Kirk Witte practice money management skills. Easter Seals Program Manager Diane Sanka joins the fun.

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*Putting “best practices” to Work
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paired with additional funds from an MTA grant, enabled Easter Seals to buy two buses that seat twenty-eight clients, and improve their on-site center to include a beautiful kitchen and expanded computer lab, with adaptive equipment.

Easter Seals has been in business nationally since 1919. Even with all those years of experience in running adult day programs, the “best practices” have been a good guideline for Easter Seals. “It sets, in writing, a standard of what programs should be and gives day programs guidelines to follow,” relates Diane Sanka, Easter Seals Program Manager, “and assists to maintain the quality of programs.” With the inclusion grant, Easter Seals was able to compliment what they were already doing. Easter Seals strives to make the on-site environment “just like home” and has lots of pictures, flowers, and decorations around. The program in Torrance serves many non-ambulatory clients, who have many medical and orthopedic conditions that make it difficult to always be in the community. The combination approach works well for them by giving them the choice to go out in the community or stay and work in the computer lab or other activities. Clients assist to write their own schedules, plan activities and break into groups of common interest at Easter Seals, and most importantly feel as if they are a real part of the program.

Arturo Marquez, a client participating in the *Breakthrough* program, states that he now enjoys attending his day program because there is so much to do and he gets to choose what he likes to do best. Adult clients attending day activities should have choices about the kinds of activities offered, and engage in activities that are purposeful or meaningful. The

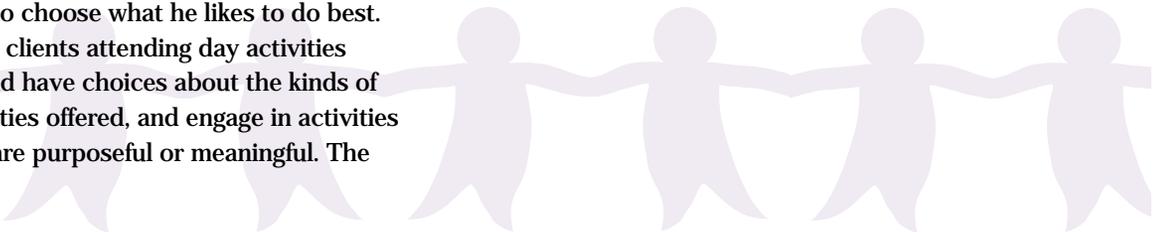
fundamentals of “best practices” can be seen working at both *Breakthrough* and Easter Seals, as well as many other adult activity services in the Harbor Regional Center area. Because of the commitment to best practice ideals, clients attending these day activities continue to benefit with better quality services that meets their needs.

Other HRC service providers who are enhancing their day activity services, with the help of HRC development grants are:

- Cole Vocational Services in Long Beach
- Adult Basic Learning Environment (ABLE) in the Torrance and Long Beach locations
- Ability First in Long Beach
- Easter Seals in the San Pedro and Cerritos locations
- Social Vocational Services (SVS) in the Lomita and Long Beach locations



*Every month clients and staff from **Breakthrough** throw a party to celebrate birthdays.*



*New Directions in Services for Autism
(continued from page 1)*

day to review and discuss the input received thus far, and to hear from staff about our plans and activities in working with these clients and families.

Some of these special activities include:

- We have developed additional resources for autism services this past year and have more in the development process. We added four new social skills training groups in Long Beach, Cerritos, and Torrance locations, serving children four to six, six to nine, or nine to twelve years of age. We are currently recruiting and interviewing potential new service providers to provide this training for adolescents. We have recruited four new providers of intensive early autism intervention and holding meetings with all providers of this service to maximize our pool of resources, information, service quality, and effectiveness.
- We are developing an autism resource packet, and are obtaining input from a group of volunteer parents who are reviewing and critiquing this product.
- We are working on modifying our existing array of service directories for parents, to create a new list of specific services that are appropriate for children with autism, to be made available to parents.
- A new booklet, *Parents Guide To Autism*, was recently published to review the available information on diagnosis and effective treatment approaches which research has supported thus far. This booklet is now available through your HRC Counselor the HRC Resource Center, or on line at www.HarborRC.org.

- We have been providing a specialized training series on the topic of autism, and will be continuing to update and enhance our training programs for service coordination staff, service providers, and parents, to incorporate ever-expanding knowledge on this challenging condition.

We have also developed a special survey, which has been sent to all parents of regional center clients age 12 and younger, to further explore issues which have been raised in relation to this age group. We are in the process currently of making a thorough analysis of families' responses to the survey questions, as well as their written comments, regarding what is working overall, and what changes might be made. We will be reporting to you on our findings in the future issue of this newsletter.

Some of these activities were in response to input we received from families who visited a recent HRC Board Meeting to express their concerns, and some have been in progress for quite some time. Thus far we are gratified to hear from many families who have said that they continue to feel a high level of positive support from Harbor Regional Center. We also appreciate the constructive suggestions we receive for the ongoing enhancement of our services. We want to assure you that we at the regional center are listening well to what you have to say, and will continue to listen to your ideas in the future. We thank you for your assistance in this continuing process.

UNDERSTANDING THE OFFICE OF CLIENTS' RIGHTS ADVOCACY

The Office of Client's Rights Advocacy (OCRA) is a statewide office run by Protection & Advocacy, Inc., through a contract with the California Department of Developmental Services. OCRA employs a Clients' Rights Advocate (CRA) for each regional center who is trained to help protect the rights of people with developmental disabilities. Carrie Sirles is the Clients' Rights Advocate (CRA) and Patricia Pratts is the Assistant CRA assigned to Harbor Regional Center.

Carrie and Patricia provide information and advocacy services to HRC clients,

family members, or other interested persons on behalf of clients. Carrie and Patricia may provide consultation, direct representation, training on legal rights, and investigation regarding concerns related to services of various agencies including the regional center. Due to the large volume of calls they receive, Carrie and Patricia may not be able to provide direct representation in every individual case.

For further information you can also contact the Office of Clients' Rights Advocacy at (213) 427-8761 or toll-free at (866) 833-6712 or refer to the OCRA fold-out pamphlet entitled, "What is the Office of Clients' Rights advocacy?" available from the OCRA office or from the HRC Resource Center.

RECOGNIZING EXTRA EFFORT!

Would you like to recognize someone at Harbor Regional Center for their efforts?

HRC is dedicated to provide **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, through their actions, 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 card and mail to: **Kathy Scheffer, Public Information Specialist, 21231 Hawthorne Blvd., Torrance, CA 90503** or by e-mail at **Kathryns@hddf.com**

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.

HEALTH wellness

COMMUNICATING IN THE BEST WAY POSSIBLE

*by Shoshana Stauber, HRC
Speech & Language Specialist*

Speech and language disorders, which affect 14 million Americans, can take many forms. These disorders can originate at birth due to congenital problems, or can occur as the result of an accident or illness at any age. Speech and language disorders can present significant challenges which impact an individual's academic achievement, social adjustment, and career advancement. There are a variety of effective strategies, however, which can be applied according to each individual's specific challenges, to maximize communication skills.

A Speech and Language Pathologist is a professional who assesses and treats all types of speech, language, swallowing, and related disorders which can impact an individual's development. Fortunately, most people with speech and language problems can be helped. An individual clinical assessment of speech and language difficulties can identify the nature of the speech and language disorder, and the therapeutic interventions and adaptations which can be utilized for maximum benefit. Even if the problem cannot be eliminated, and some children or adults may not be able to fully develop or regain their capacity to speak and understand, those individuals with speech and language problems can learn communication strategies to help them cope and to live more independently.

Individualized speech and language assessments and treatment are available through a variety of resources. Harbor Regional Center can provide speech and language consultations to clients and families. An HRC Counselor can arrange for consultation or a face-to-face meeting, called a "family staffing" with our own speech and language specialist, and other clinical specialists as needed. Or your counselor may also refer you to HRC's Assistive Technology Lab, where a Speech and Language Pathologist provides individual evaluation and consultation for HRC clients of all ages, to explore whether adaptive communication equipment or other resources can help to address speech and language problems. The objective of these consultations is to help you identify alternatives for intervention and treatment, to direct you to the appropriate resources, or to provide supportive guidance for your current intervention.

LOOK AND LISTEN FOR SIGNS OF HEARING LOSS

*by Shoshana Stauber, HRC
Speech & Language Specialist*

An estimated 28 million Americans have a hearing loss that can be treated. You could be one of them. It is always a good time to take stock of you own hearing and seek help if you have a problem. You have hearing loss if you,

- frequently ask people to repeat themselves

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*Look and Listen for Signs of Hearing Loss
(continued from page 6)*

- often turn your ear toward a sound to hear it better
- understand people better when you look directly at their faces
- lose your place in group conversations
- keep the volume on your radio or TV at a level that others say is too loud
- have pain or ringing in your ears

If you have any of these symptoms, you should see an audiologist for a hearing test. Even a very slight hearing loss can have an impact on your daily life.

Hearing loss is treatable, and there is no reason for anyone to miss all the important sounds of life.

An annual hearing checkup is a good idea for people age forty years old and up, according to audiologists, the professionals who specialize in preventing, identifying, assessing, and treating hearing disorders. An audiologist can prescribe hearing aids and assistive listening devices, and they can teach people with hearing loss how to concentrate on hearing all sounds to improve their quality of life.

READERS' CHOICE

Because HRC serves such a wide diversity of ages, special needs, diagnoses, interests and backgrounds, we make an effort to provide you with an equally varied sampling of topics of interest to our many clients and families.

Over time we feature information about resources and services for all ages, diagnoses, and abilities, and informative and inspirational stories about clients and their families. We especially like to provide our readers with the clients' and families' perspective, speaking from their own experiences on services, supports, and personal approaches which have been beneficial.

We would like to know

- What types of articles have you enjoyed and found useful?
- What information or topics would you like to see more of in the newsletter?
- Would you like to write and submit an article?

If you recently filled out a survey and already mailed it in with this information, we are in the process of reading all of your suggestions.

If you have ideas or suggestions, please let us know by using this tear-off card, and sending it to: Kathy Scheffer, Public Information Specialist, 21231 Hawthorne Blvd., Torrance, CA 90503 or by e-mail at Kathryns@hddf.com

Your name _____

Please list your ideas or suggestions: _____

FAMILY *matters*



For this inspiring boy, playing the violin is one of his favorite pastimes.

THE KEYS TO SUCCESS

There are many words that can be used to describe Kenny Estephan. How about “world traveler” having visited both Washington, D.C. and Australia in the past few years.

“Achiever” for being named the “Most Inspiring Student of the Year” at Jackie Robinson Middle School and after eight years of studying French, the ability to converse in the language. “Talented” for his accomplishments as a violinist in the school orchestra or as a bowler. “Busy” participating in the many activities he loves such as swing dance classes, getting his green belt in self-defense class or working toward becoming an Eagle Scout. Whatever word you use to describe Kenny...Kenny’s parents would just say that they are proud.

This special 14-year-old boy, with a diagnosis of Autism, has learned to overcome many challenges, with the support of his family. He has a special bond with his three-year-old sister, Angelica and according to his parents excels at being a big brother often reading to his sister or teaching her the alphabet. Whatever he

is currently trying to tackle, Kenny states that, “My mom always gives me courage and confidence to try.” That “can do” attitude is a direct result of his parent’s belief that Kenny could and would succeed if given a chance and the right supports. He has been in full-inclusion since kindergarten, with the assistance of an aide, and currently has the support of a Resource Specialist, as needed. Support was an early key for this family. According to Bronwyn, Kenny’s mother, “The Harbor Regional Center provided much needed support and is always there if I need them. I remember our first counselor, when Kenny was first diagnosed with a developmental delay at 15 months old, telling me to take it one day at a time and look at all the things Kenny could do and not at the things he couldn’t do. I still use that philosophy today.” Kenny has participated in social skills training programs through HRC such as Getting Hip. Kenny enjoyed these programs and met peers that he liked but currently Kenny is concentrating on his other activities.

Bronwyn Estephan firmly believes in giving her son as many opportunities as possible and encouraging him to become an active participant in choosing his activities. Mother and son will go through the Parks & Recreation Catalog together for different activities that might interest Kenny. When Kenny is beginning a new activity there are no special accommodations made, when possible, because his mother believes he should learn to navigate new situations independently. This is especially challenging for a boy diagnosed with Autism, but through trial and

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Client *focus*

HOPE CHANGES LIVES

Marcia Johnson is eager to welcome a guest to her nice two bedroom home in Long Beach. Two years ago this was not the case rather her friends and family were often afraid to visit. Instead of birds chirping, Marcia relates, "many times I would hear gun fire outside my apartment." At that time, Marcia was living in an apartment in a neighborhood that she did not want to live in. Even with HUD Section 8 Housing assistance, Marcia found it impossible to find housing that was affordable and in a nice area. The conditions of her area affected her asthma, and limited her outings in the community because Marcia didn't feel safe going outside, especially at night. Two years ago, Marcia received the news she had been waiting for...she was now able to move into a HOPE residence.

Safe, affordable housing is becoming more and more scarce, as local housing costs continue to rise. Like Marcia, many adults with developmental disabilities worry about where they will live and the prohibitive cost of renting in this area. Home Ownership for Personal Empowerment (HOPE) creates stable and affordable housing options for people with developmental disabilities. HOPE believes that people with developmental disabilities should live in decent, properly maintained homes in safe neighborhoods, close to community businesses and services. Also, individuals with disabilities should live side by side with typical individuals and families.

HOPE provides housing by purchasing single family homes, duplexes and condominiums in the South Bay/Long Beach areas. Currently, HOPE owns twenty-seven properties and leases these homes to 72 adults with developmental disabilities at very affordable rents. The policy is to restrict rents to not more than 30% of the person's monthly income which generally translates into rents which are \$200 a month or less, per tenant. Much of the funding to purchase properties comes from federal, state, and local grants. HOPE also depends on the support of private individuals, foundations, corporate contributors and volunteer support to acquire additional properties, assist with remodeling and refurbishing current homes, and to provide competent property maintenance services.

Marcia Johnson is thankful for HOPE. She loves the fact that she has her own bedroom and does not have to share one



Marcia Johnson enjoying the simple pleasures of living in your own home, such as cooking and talking on the phone to friends.

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*The Keys to Success
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error, Kenny has learned to ask questions and ask for help if he is having problems. Kenny's mother tries to have him participate in activities that teach him other life skills such as turn taking and being with other children. "As a parent I felt I needed to teach my child how to pick and

choose, get used to noise, use public restrooms and whatever other skills he would need to be successful," Bronwyn relates. There are times that Kenny will get stuck on an activity so introducing new activities at regular intervals is important.

There are many natural supports in the community, according to this mother, but sometimes you just need to be persistent. People in the community are happy to offer assistance if asked for help and most importantly, if something is not functioning, more times than not it is because there is not enough knowledge. Once there is a good understanding of Kenny's strengths and needs, then everything usually works. Two summers ago, Kenny went to Australia with the People

to People Student Ambassador Program. The program was initially apprehensive because of Kenny's diagnosis but with persistence and education, Kenny was given a chance and had equal opportunities to fully participate in the program.

For Kenny to be successful, preparation is the key. To prepare Kenny for his trip

to Australia, Bronwyn began teaching skills he would need such as packing his own luggage, ironing clothes, and other kinds of things. To give Kenny a feel for what he would encounter, maps of all the different places he would visit provided a guideline for Kenny to know what he could expect on his trip. Kenny studied index cards with instructions on what to do, if for instance, he felt sick. There were snorkeling lessons in his Uncle's pool so Kenny would be prepared for this scheduled activity on his trip. Preparing Kenny for this trip was a lot of work for Kenny, and especially his mother, but well worth it. Kenny had a very successful trip and still speaks about his experiences in Australia with enthusiasm.

There are still many challenges for Kenny. He is hoping to attend Mater Dei High School in Orange County next year without the comfort of old friends or familiar areas, but is very excited about attending this smaller, private high school. Again, he will be blazing new trails, becoming one of the few children with Autism ever to attend. Kenny will be attending summer school and basketball camp at Mater Dei to ease his transition to the new school. Like many other children with the diagnosis of Autism, Kenny continually needs to work on the skills needed to build and maintain friendships. According to his mother it is especially important that Kenny feels like he belongs. Kenny would like to attend college someday and use his interest in different countries and Presidents to become a Historian and work in a library. Traveling is also high on Kenny's future plans. With all he has done, and with the continued support and belief of his family, Kenny is sure to have a bright future, and many more positive words will be needed to describe him.



Kenny Estephan shows off his "Most Inspiring Student Award" to Glen Nakahara his Orchestra Instructor at Jackie Robinson Middle School.

BUILDING FRIENDSHIPS

It is lunchtime at Hughes Middle School in Long Beach and a group of girls are sitting together talking, laughing and sharing those special secrets only friends know about. These students, and many others like them, are friends that don't distinguish between disabled and nondisabled. For these students a "best buddy" is a friendship with a fellow student who just happens to be diagnosed with a developmental disabilities. Harbor Regional Center believes that students with disabilities should be integrated when possible with their nondisabled peers and that meaningful friendships can and do develop. To help facilitate this, Harbor Regional Center provided a start-up grant to the Best Buddies Program for expansion of their successful high school and college programs to the middle school arena. There are now five middle schools with Best Buddies programs in the Harbor Regional Center area.

The Best Buddies Program, started in 1989 by Anthony Kennedy-Shriver, strives to build meaningful, fun and long-lasting friendships between people with disabilities and their nondisabled peers. According to Andrea Adelman, Program Supervisor for the Best Buddies Middle School Programs, friendships are a crucial part of the middle school experience and one that is sometimes missed by special education students. The Best Buddies Program helps to bridge this gap by pairing students with disabilities and regular education students of similar interest to build friendships. Best Buddies is a club run by kids and all participants in the club get a say in electing officers, planning activities and fundraising events. All the money raised through fundraising can be used on activities for student and buddy activities, such as dances or field trips. Typically, the students and their buddies are encouraged

to meet twice a month on school grounds for lunch or just to hang out and, once a month away from school for a movie or other fun activities. Most of the time though, the students see each other much more.

The program at Hughes Middle School began in October of 2001 and the response has been extraordinary. There are 11 special education students and 19 regular ed students participating. Jennifer Holtz, a Special Education Teacher and Best Buddies Advisor at Hughes Middle School, states that the regular education students will come by the special education classroom and ask if they can be a certain student's buddy, just say "hi," or leave notes for their buddies. All the children participating at Hughes Middle School are very enthusiastic members of Best Buddies. For Casey, Gordon and Grace, all regular education 7th graders, Best Buddies has been a rewarding and fun learning experience. Casey joined the club because she became friends with a special education student in one of her classes. "As I got to know her, Casey relates, I realized that I liked to spend time with her and we became friends." Both Grace and Gordon were recruited for the Best Buddies Program by Casey



(Above) Best Buddies Club members Christina Sanz, Grace Lally, Casey Burkard and Gordon Snead love hanging out with each other to talk, laugh or do other fun activities. (Below) The Best Buddies Club from Hughes Middle School in Long Beach.

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*Building Friendships
(continued from page 11)*

and love participating. After seeing how the students in special education were



Marcela Ledezma loves the Best Buddies Club and is becoming more socially aware, now saying hi and initiating conversations with Casey Burkard, her Best Buddy.

sometimes teased and treated badly by other students, Gordon felt strongly that he wanted to show kids with disabilities that their nondisabled peers could be caring, fun and most importantly their friends.

The impact of the Best Buddies program are many but the most profound may be the insights that the participating students develop about each other. The regular education kids all feel that they have a better understanding of disabilities and what it entails to live with one, and the disabled students have wonderful role models and become more socially integrated.

It is getting close to the end of the school year and the Best Buddies Club at Hughes Middle School is busy planning to elect officers for next year and working on last minutes activities. There are plans for a movie night at one of the student's home, and excitement about summer vacation. The students say they will continue to have contact with their buddies during the summer and are looking forward to next year. They plan on making the club even better with many more fun events. For both the students with disabilities and their nondisabled peers, the Best Buddies Program has brought unique friendships, fun, and memories that will last a lifetime.

For more information about the Best Buddies Program, call Andrea Adelman at 310-253-5470.

Editor's Note: The following are the Middle Schools currently participating in the Best Buddies Program in the Harbor Regional Center Area:

- Adams Middle School – Redondo Beach
- Dana Point Middle School – San Pedro
- Carnegie Middle School – Carson
- Demille Middle School – Long Beach
- Hughes Middle School – Long Beach

*HOPE Changes Lives
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with another resident and that her home is kept nice and in good repair. She no longer is having a problem with her asthma, and there is a ramp to make it easier for her to get into and out of her home. Marcia can now walk down the street without fear and will frequently visit the friends that she has in the area. Marcia feels better about her living situation and consequently she says she feels better about herself. Without the assistance of HOPE, Marcia believes that she would probably still be fearful and residing in a undesirable neighborhood.

Many more adults with developmental disabilities have the dream of living in their own home with the roommates that they choose in a safe environment. HOPE currently has an applicant list of 100 clients who want this opportunity. HOPE anticipates continued growth into the future to provide these empowering opportunities for more and more clients. Safe and secure independent living helps change people's lives...just ask Marcia Johnson.

For more information concerning HOPE or to inquire about ways you can assist HOPE with volunteer time or donations, please contact Jennifer Byram at (310) 543-0635.

NEW MATERIALS PROVIDE INFORMATION FOR FAMILIES

Harbor Regional Center believes in providing families with the information they need to make informed choices. To that end, HRC continually updates or develops new informational materials for use by our clients, their families, and interested persons in the community. Some newly developed materials are now available through your HRC Counselor or the Harbor Regional Center Resource Center.



Parent's Guide to Autism – This booklet gives parents information about what the diagnosis of Autism means for their child and family while assisting parents to understand the information they receive about autism treatments. It was published in early 2002, and its contents reflect the most recent research and best professional opinion available at the

time. In the booklet, we look at the treatments that, to date, have shown the most promise in scientific studies. We also provide descriptions of some other treatments that, while being well known, have not established scientific support.

Your Child's Diagnosis –

When your child is first diagnosed with a developmental disability, a parent may want to discuss the diagnosis with an appropriate professional. This booklet provides parents with some information on



three key pieces of the puzzle that will make all of the information that a family receives more useful. The three key pieces are: identifying my family's values, developing the ability to objectively observe and report your child's development, and developing your ability to evaluate information and information sources. At the end of the booklet, there is an exercise to assist parents to identify their family's values which can have an impact on making better choices.

FAMILIES GIVE HIGH MARKS TO STATE'S EARLY START PROGRAM FOR INFANTS AND TODDLERS

HRC Families Report High Satisfaction in Statewide Survey

Families participating in California's Early Start program for infants and toddlers with developmental delays, provided by 21 Regional Centers including HRC, say the program is working, according to results of a statewide survey.

This survey was conducted late last year by an independent research firm, Xenologix, Inc., which specializes in consumer satisfaction research, at the request of the State of California, Health and Human Services Agency, Department of Developmental Services (DDS).

In this survey, the overwhelming majority of the survey respondents stated that early intervention services increased their capacity to enhance their child's development and improved the quality of life of their children (97.4% was the statewide average). In the Harbor Regional Center area, 100% of families who responded indicated that our early start services had enhanced their child's quality of life.

A total of 1,706 parents, grandparents or guardians participated in rating their children's services. The Early Start program served 31,585 children statewide in 2001. Harbor Regional Center currently serves approximately 1600 children and their families through this program for our clients who are from birth to 36 months of age.

The survey was conducted by telephone interview, and contacted a random sample of approximately 5% of all families receiving early start services from Harbor Regional Center, and about 5% from each of the other 20 regional centers. The sample included families with children from throughout the age range from birth through 36 months, and from all ethnic backgrounds.

Overall satisfaction ratings reported by those responding on behalf of children participating in the Early Start program were "good" to "excellent" (7.9 to 9.21, on a 1 to 10 scale). Harbor Regional Center area families gave HRC a rating of 8.96 in Overall Satisfaction. The satisfaction levels were high in all categories including satisfaction with the regional center,

meeting Individual/Family Service Plan goals, and the quality and quantity of services received.

Harbor Regional Center services for adults received similarly high ratings in another study, conducted last year by another well-known consumer satisfaction research company,

J.D. Power and Associates.

HRC uses such satisfaction survey data to evaluate our services and to enhance service quality. Although ratings were consistently in the high range, we can look to areas where ratings were slightly lower, to learn how we can enhance service quality and satisfaction. For example, in HRC's area and in all areas of the state, many families experience less satisfaction during times of transition. In other words, when children are reaching the age of 3, their families must prepare for changes in the types of services they will begin to receive, which follow early intervention services. Harbor Regional Center is already focusing our efforts on making this transition smoother for all families.

In the Harbor Regional Center area, 100% of families who responded indicated that our early start services had enhanced their child's quality of life.

HRC WEB SITE PROVIDES VALUABLE INFORMATION

Harbor Regional Center is committed to providing support, information, and opportunities for choice for all of our clients and their families. We think our web site is one important tool to assist us in getting much-needed, much-requested information out to our families as well as other professionals in our field.

There is much information that can be accessed from the HRC web site. Some frequently asked questions are, "Where can I get information about support groups for myself or social and recreation opportunities for my child?" Under the heading Resource Directories the following categories are available:

- Area Programs for Infants, Toddlers, & Children
- Area Programs Serving the Developmentally Disabled (Adult Resources)
- Summer Camp and Travel Information

- Social Recreation Programs
- Resource Directory for People Living with Supports in the Community
- Support and Information Groups for Clients
- Parent Support Group Directory

The web site is a dynamic place where you'll be able to find our latest publications and access our videos, as well as contact us or apply for services directly. It is currently being updated and improved for greater ease in accessing information, so revisit the HRC Website often. In addition to resources, here's a sample of what you may also find there:

- HRC booklets and newsletter
- Upcoming special events
- HRC Training Catalog
- General Information Pages
- Terminology and other agencies
- Staff Directories
- Links to other web sites of interest

Visit us on the Internet by logging onto our Home Page at www.HarborRC.org. If you do not have access to the Internet, you may ask your HRC counselor to provide you with copies of resource directories or other available information.

AUTISM RESEARCH SUBJECTS NEEDED

Investigator Sarah J. Spence, M.D., Ph.D., of the UCLA Neuropsychiatric Institute Autism Evaluation Clinic will be conducting a placebo-controlled research study to evaluate the safety and effectiveness of a man-made hormone for treatment of autism in young children. Dr. Spence is seeking families who would be interested in participating in this research.

This study lasts for 5 to 6 months and involves 11 clinic visits. It involves six intravenous infusions, medical and psychological evaluations, samples of blood and stool, questionnaires and a diary. Your child may be eligible to participate in this research study if at least 2 years 8 months to less than 5 years old and has been diagnosed with autism. Approximately half of the children in this study will receive the hormone. This study involves risks, some of which may be unforeseeable at this time. If your child participates in this study, his or her condition may not improve and may get worse.

For further information, please call Dr. Spence at (310) 825-4753 or Jo Anne Nakagawa at (310) 206-4037.

resource center

“YOUR” HARBOR REGIONAL CENTER RESOURCE CENTER

*by Sherry Leopold, Resource
Center Manager*

Now that the Harbor Regional Center Resource Center is fully operational, it has been wonderful to see our old friends return and all the new ones who have come in to check out all the improvements, pick up your free book, and browse through our shelves. In this issue we want to emphasize some of the advantages that the remodeling has provided for our families.

For the first time, you can sit comfortably and listen privately to any of our numerous audio tapes at a wonderful four person listening station. We have a quiet and private video viewing room for your use.

There are now new colorful labels on every book, video, audio tape, and reference materials that provide basic information immediately to help our visitors more easily access the information they are seeking.

In the reading area, we have adequate space to display the many journals and periodicals for easy access. We look forward to having you stop in and browse through the Journal of Positive Behavior Interventions, Exceptional Children Magazine, Exceptional Parent Magazine, or the Autism/Asperger's Digest Magazine, just to name a few. And, you can sit in a comfortable chair as you read. If you come across some information you want to research, we have a computer set up for Internet access.

All of your patience and understanding over the past few months have been rewarded with more materials, better displays, better access, and the best viewing and reading areas around. We also want your input. When you bring back a book, video, or computer software that you thought was informative, inspirational, or motivates you to try something new, we have a short comment form we would love to have you complete. Those recommendations will be available for all parents to read. And, did we forget to tell you? We “borrowed” an idea from your local video and bookstore. We will have some shelves in the front with “new and featured items.” Enough said . . . come in and see us. We are here for YOU, our families and clients and other interested members of the community.

Resource Center's New Summer Hours!

Summer has arrived, school is out and many of us find ourselves with an even busier schedule, trying to fit in the various activities for our children.

Consequently, the Resource Center will go to revised hours to try to meet your needs. If you need to drop something off or want to bring in a group, please call us and we will arrange to accommodate you or assist you in locating a drop-point within Harbor Regional Center. Watch for the next issue of Harbor Happenings, as we will again revise the Resource Center hours when school begins again in the fall to better serve our families.

Monday:	8:30 am to 5:00 pm
Tuesday:	8:30 am to 7:00 pm
Wednesday:	8:30 am to 8:30 pm
Thursday:	8:30 am to 5:00 pm
Friday:	8:30 am to 4:30 pm

The second Saturday of each month we will be open from 12:30 pm to 3:30 pm

(continued on page 18)

BECOME A PARENT MENTOR – ASSIST OTHERS THROUGH YOUR KNOWLEDGE AND EXPERIENCES

When a child is first diagnosed with a developmental disability, the mixture of emotions is overwhelming for many parents. Many parents find that just speaking with someone who has been there, and who understands what they are feeling, both positive and negative, is the best assistance in the world. Support and information which is provided by another parent can be very helpful, and a Parent Mentor can be the parent that supplies this welcoming ear and a wealth of experience.

Volunteer opportunities can take many forms. You can share with a new parent your expertise in dealing with schools, or introduce them to various training opportunities. You can volunteer in the Resource Center to teach a computer class, or help with locating books and videos for patrons. Do you like to read or watch videos and write reviews? We have a job for you. Or are you skilled at re shelving books and videos or helping to organize our pamphlets and brochures? Maybe stuffing envelopes or assembling parent materials is your forte. We need assistance with that too.

On Wednesday, October 2, 2002 from 7:00 p.m. to 9:00 p.m., Harbor Regional Center will hold a training class to introduce interested parents to the Parent Mentor program.

Parent Mentors are parents who have been trained to listen, answer questions, share information and provide support. If you would like to support other parents in situations similar to your own, and are available on an as-needed basis to provide peer support, we don't just want you, WE NEED YOU! The class will review the Harbor Regional Center Volunteer Policies and Procedures, go over the responsibilities inherent in volunteering and offering peer support, and cover numerous other topics, like active listening skills, confidentiality and HRC workplace policies. We will provide a volunteer application form, set up a private interview, and help you determine which strengths you want to emphasize.

Your expertise may be just what makes a difference for a new HRC parent or your volunteer hours will greatly assist the Resource Center. For more information or to register for this training, call the Resource Center at (310) 543-0691.

"YOUR" Harbor Regional Center Resource Center (continued from page 16)

HRC's Resource Center Staff Wins Award



Olga Sanchez-Farah excitedly displays her Family Resource Center Individual Distinguished Service Award while her proud co-workers Pha Prum, Valerie Dawson and Dominique Deborba look on.

The staff from the HRC Resource Center are always learning how to better serve you and recently attended the Fourth Annual Family Resource Centers and Networks Conference. What a great conference! Throughout the 23 different breakout

sessions, a range of new and innovative ideas, strategies, supports and networking opportunities were available for family support staff. We honed our skills in parent-to-parent support, learned more about the constantly changing and

diverse communities that Family Resource Centers serve, and practiced computer searches to gather disability related information on the Internet. We also fine tuned our techniques for hosting meetings, support groups, and training sessions, and were reminded of the importance of collaboration and building positive relationships with colleagues from the array of agencies serving our families in California.

During the conference, Olga Sanchez-Farah was presented The Family Resource Center Individual Distinguished Service Award for the State of California. Olga has worked at the HRC Resource Center for nine years and this award was presented to her for her long-time commitment to improving the quality of support to families with children with disabilities. Olga states that she was very touched because the award was bestowed by her peers and mentioned her commitment to bi-lingual families.

WHAT'S NEW AT THE RESOURCE CENTER?

By Valerie Dawson, HRC Parent and Family Support Assistant

Even though school will be out for the summer, parents should keep their children in the good habit of reading books while away from the classroom. The Resource Center has an ever-expanding library of new children's books and videos on developmental disabilities and other topics written and illustrated especially to hold children's interests. I have four books that I would like to highlight this month. Three belong to a wonderful series called "A First Look at...Book" written by a psychotherapist and counselor whose books promote interaction among children, parents, and teachers on difficult issues that affect many families. Each of these three books encour-

ages parents and teachers to become familiar about the difficult topic at hand by reading through each "How to Use this Book" section offering guidelines, glossary, and additional reading/resource lists. On the other hand, the fourth book is a "easy reading" recommendation offering a delightful Cambodian folktale!

Don't Call Me Special by Pat Thomas, published by Barron's Educational Series, Inc.(2000). This picture book explores questions and concerns about disability in a simple and reassuring way. Younger children can find out what a disability is, and learn how people deal with their disabilities to live happy and full lives. This is a great book for "disability awareness" programs on the elementary school level. In this age group, it helps to foster acceptance and tolerance of other children who are in some way "different".

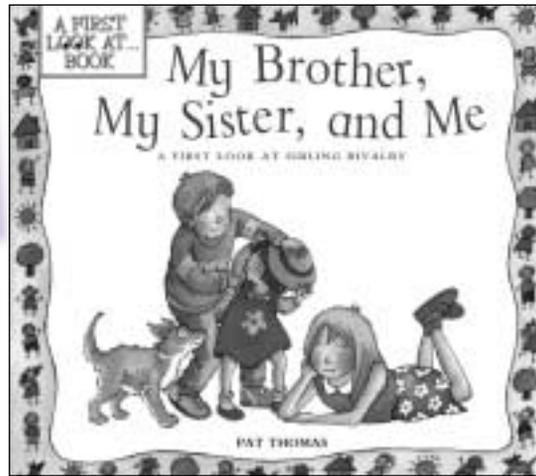
(continued on page 19)



My Family's Changing by Pat Thomas, published by Barron's Educational Series, Inc. (1999). It can take a long time to talk through all there is to say about divorce and this book is meant to be read with a child, more than once. This illustrated book explains that the most important thing is to help the child understand what divorce is and how it will affect his or her life. A child will need lots of support in coming to terms with personal feelings about unexpected and often unwelcome changes brought about by divorce.

My Brother, My Sister, and Me by Pat Thomas, published by Barron's Educational Series, Inc. (2000). The way

children feel about their brothers and sisters is very complex. Often they will feel a wide range of emotions long before they are able to say what those emotions are. This book helps families explore the dynamics of sibling relationships in simple, reassuring terms so children can work through the difficulties, worries, and questions.



Judge Rabbit and the Tree Spirit

told by Lina Mao Wall, adapted by Cathy Spagnoli, and illustrated by Nancy Hom: published by Children's Book Press (1991). This beautifully illustrated folk story is bilingual in English and Khmer. It features Judge Rabbit who is one of the most popular figures in Cambodian storytelling. He is a gentle, self-confident creature who is always called upon to help people in need. In this delightful tale, Judge Rabbit helps a young couple outwit a mischievous tree spirit!



A CELEBRATION OF HEARTS AND FLOWERS

Harbor Regional Center adult clients enjoyed a night of romance, dancing, and entertainment at the annual spring dance. This year's theme was "A Celebration of Hearts and Flowers" commemorating Valentines Day and was hosted by the Harbor Regional Center Client Advisory Committee. This fun and exciting evening was attended by more than 300 adult clients who boogied, dined, and just had a great time. The dance held at the Carson Community Center was filled with beautiful decorations made and donated by the clients who attend the Harbor Friendship Center. Life Steps staff pitched in and decorated before the event started. One of the highlights of the evening was the raffle. Independent Focus donated wonderful raffle gifts which even included a DVD player! The dance was a huge success and everyone is looking forward to next year's event!



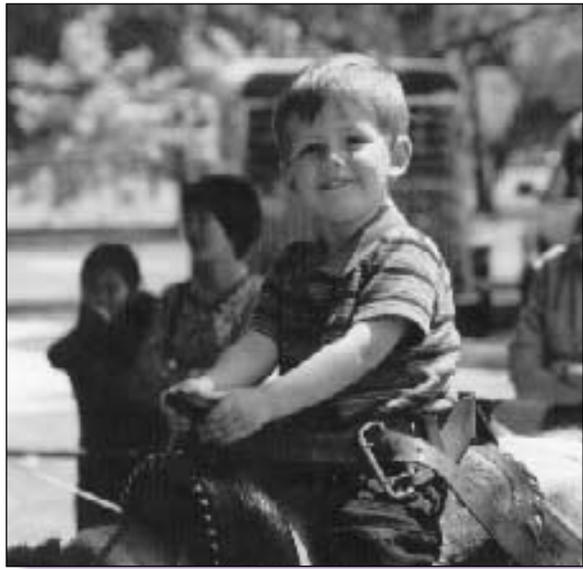


FRIENDS & FAMILY EVENT, 2002

**MAGICAL MYSTERY
PICNIC**

More than 1,400 clients, families, service providers, and HRC staff participated in an afternoon of outdoor fun at El Dorado Park in Long Beach. This year, the Friends & Family Event was a magical mystery picnic featuring the Beatles Tribute band, Imagine. Kids were delighted by the pony rides and moon bounces, or got their faces painted. Adults and kids alike enjoyed the horse drawn wagon rides and the petting zoo. Everyone had a great time!





PARA LOGRAR LA MEJOR COMUNICACIÓN POSIBLE

*Por Shoshana Stauber,
Especialista en habla y lenguaje
de CRH*

Los trastornos del habla y lenguaje, que afectan a 14 millones de norteamericanos, pueden manifestarse de varias formas; al nacer por problemas congénitos o a cualquier edad como resultado de un accidente o enfermedad. Los trastornos del habla y lenguaje pueden presentar serias dificultades que afectan progreso académico, adaptación social y avance profesional. Existe una variedad de estrategias efectivas, sin embargo, que se pueden aplicar para maximizar las aptitudes de comunicación según los problemas específicos del individuo.

El patólogo de habla y lenguaje es un profesional que evalúa y atiende todo tipo de trastornos del habla, de lenguaje, dificultades para tragar y otras dificultades relacionadas que afectan el desarrollo del individuo.

Afortunadamente a la mayoría de las personas con problemas de habla y lenguaje se les puede ayudar. Una evaluación clínica individual en este campo puede identificar su naturaleza y las intervenciones de terapia y adaptación que se pueden utilizar con mayor beneficio. Aún si no fuera posible eliminar el problema, y hubiera niños o adultos que no pudieran desarrollar o recuperar su capacidad de hablar y comprender, los individuos con problemas de este tipo pueden aprender estrategias de comunicación que los ayude a adaptarse y vivir de forma más independiente.

La evaluación y tratamiento individualizados de habla y lenguaje pueden obtenerse en varias fuentes. El Centro Regional

Harbor puede proporcionar consultas en este campo a los clientes y sus familias. Uno de los consejeros de CRH puede programar una consulta o una reunión en persona, llamada “dotación de personal para la familia”, con nuestro especialista de habla y lenguaje y demás especialistas clínicos. O su consejero también puede remitirlo al Laboratorio de Tecnología Facilitante de CRH, donde un patólogo de habla y lenguaje ofrece consultas y evaluación individual a los clientes de toda edad de CRH y donde se explora si el equipo de comunicación adaptadora, o algún otro recurso, pueden serle útiles con éstos problemas. El objetivo de estas consultas es ayudarlo a identificar alternativas de intervención y tratamiento, orientarlo hacia los recursos apropiados o proporcionarle orientación de apoyo sobre su intervención actual. CHR también proporciona fondos de intervención de habla y lenguaje para ciertos individuos cuya evaluación clínica indica que son necesarios y cuando no existen otros recursos como seguro privado o servicios de terapia relacionados a través de la educación especial en una escuela pública.

ESCUCHE Y OBSERVE LOS SÍNTOMAS DE LA PÉRDIDA AUDITIVA

*Por Shoshana Stauber,
Especialista de habla y
lenguaje de CRH*

Se estima que 28 millones de norteamericanos sufren pérdida auditiva tratable y usted podría ser uno de ellos. Nunca es mal momento para considerar su oído y obtener ayuda si tiene problemas. Usted tiene pérdida auditiva si:

- Le pide con frecuencia a las personas que repitan lo que están diciendo
- Tiene que poner el oído en la dirección del sonido para escuchar mejor

- Entiende mejor lo que se está diciendo si mira directamente a la cara de quién está hablando
- Pierde el hilo de la conversación cuando está en un grupo
- Escucha la radio o TV a un volumen que los demás consideran muy alto
- Le duelen los oídos u oye un timbre

Si usted tiene alguno de estos síntomas, debe consultar a un audiólogo para que le haga una prueba auditiva. Aún una pérdida auditiva leve puede afectar su vida diaria. Existen tratamientos para la pérdida auditiva; no hay motivo para que

nadie se pierda los sonidos importantes de la vida.

Los audiólogos, profesionales especializados en prevenir, identificar, evaluar y tratar los trastornos auditivos, consideran que es buena idea que las personas mayores de cuarenta años de edad reciban una prueba auditiva. Ellos pueden recetar dispositivos acústicos y aparatos de asistencia auditiva y pueden enseñarle a las personas que sufren pérdidas auditivas a concentrarse para oír todos los sonidos para mejorar su calidad de vida.

SELECCIÓN DE LECTURA

A raíz de la gran variedad de edades, necesidades especiales, diagnósticos, intereses y antecedentes que atiende CRH, nos esforzamos por ofrecerle temas de igual variedad de interés de muchos de nuestros clientes y familias.

Publicamos información continuamente sobre recursos y servicios para todas las edades, diagnósticos y habilidades, e historias informativas e inspiradoras sobre clientes y sus familias. Especialmente, deseamos proporcionar a nuestros lectores, el punto de vista del cliente y la familia, relatando sus experiencias sobre servicios, apoyos y enfoques personales que hayan resultado beneficiosos.

Deseamos saber:

- ¿Qué tipos de artículos disfruta y le resultan útiles?
- ¿Qué información o tema desea que se publique más en nuestra hoja informativa?
- ¿Desea escribir y presentarnos un artículo?

Si usted completó una encuesta con esta información hace poco y ya nos la envió por correo, estamos en proceso de leer todas las sugerencias que ustedes nos enviaron.

Si tiene ideas o sugerencias, por favor díganos lo que piensa y separe esta tarjeta y envíela a: Kathy Scheffer, Public Information Specialist, 21231 Hawthorne Blvd., Torrance, Ca. 90503, O por correo electrónico a Kathryns@hddf.com

Procuraremos incluir sus ideas y solicitudes en las publicaciones futuras del boletín informativo.

INFORMACIÓN SOBRE LA OFICINA DE ABOGACÍA DE LOS DERECHOS DEL CLIENTE

La Oficina de Abogacía de los Derechos del Cliente (Office of Client's Rights Advocacy, OCRA) opera en todo el estado y está administrada por Protection & Advocacy, Inc. a través un contrato con el Departamento de Servicios del Desarrollo de California (California Department of Developmental Services). OCRA cuenta entre su personal un Defensor de Derechos del Cliente (CRA, siglas en inglés) para cada centro regional, capacitado para ayudar a proteger los derechos de las personas con discapacidades del desarrollo. Carrie Sirles es la Defensora de Derechos del Cliente (CRA) y Patricia Pratts es Asistente del CRA asignada al Centro Regional Harbor.

Carrie y Patricia ofrecen servicios de información y defensa a los clientes de CRH, miembros de la familia u otras personas interesadas a favor de los clientes. También ofrecen consultas, representación directa, capacitación sobre derechos legales e investigación sobre problemas relacionados a los servicios de diferentes proveedores o agencias incluyendo el centro regional. Debido a la gran cantidad de llamadas que reciben, es posible que Carrie y Patricia no pueden representar al individuo directamente en todos los casos.

Para obtener mayor información puede comunicarse con la Oficina de Abogacía de los Derechos del Cliente al (213) 427-8761 o sin cargo al (866) 833-6712 o consulte el folleto de la OCRA titulado "What is the Office of Client's Rights Advocacy?" que puede obtener en la oficina de OCRA o en el Centro de Recurso de CRH.

SE NECESITAN SUJETOS DE ESTUDIO SOBRE EL AUTISMO

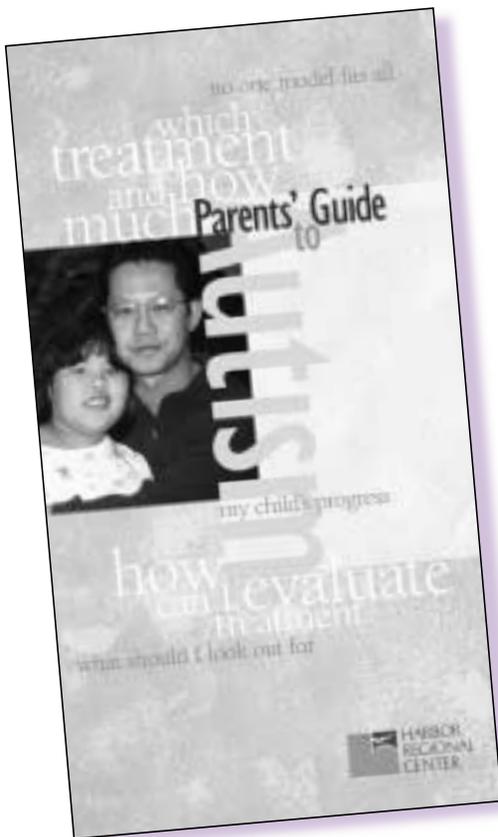
Sarah J. Spence, M.D., Ph. D., investigadora de la Clínica de Evaluación del Autismo del Instituto de Neuropsiquiatría de UCLA llevará a cabo un estudio científico con control de placebo para evaluar la seguridad y efectividad de una hormona sintética para el tratamiento del autismo en el niño joven. La Dra. Spence está buscando familias interesadas en participar en la investigación.

El estudio durará entre 5 y 6 meses y se deben realizar 11 visitas a la clínica. Se realizarán seis infusiones intravenosas, evaluaciones médicas y psicológicas, muestras de sangre y heces, habrá cuestionarios y un jornal. Su niño podría calificar para participar en este estudio científico si tiene por lo menos 2 años y 8 meses y menos de 5 años y recibió un diagnóstico de autismo. Aproximadamente la mitad de los niños que participen en este estudio recibirán la hormona. El estudio comprende riesgos, algunos de los cuales no se pueden prever en este momento. Si su niño participara en este estudio, es posible que no tenga mejoría y su estado podría empeorar.

Para obtener más información, por favor llame a la Dra. Spence al (310) 825-4753 o a Jo Anne Nakagawa al (310) 206-4037.

NUEVOS MATERIALES DE INFORMACIÓN PARA LAS FAMILIAS

El Centro Regional Harbor piensa que las familias deben recibir la información necesaria para tomar decisiones informadas. Con este fin, CRH actualiza o prepara nueva información continuamente para que la utilicen nuestros clientes, sus familias y las personas interesadas de la comunidad. Algunos de los materiales que fueron preparados recientemente están a su disposición en el Centro de Recursos del Centro Regional Harbor.



Guía para padres sobre el autismo

Este folleto ofrece información a los padres sobre lo que significa para su hijo y la familia el diagnóstico de autismo y los ayuda a comprender la información que reciben sobre los tratamientos rela-

cionados. Fue publicado a principios del 2002 y su contenido refleja las investigaciones más recientes y la mejor opinión profesional disponible hasta el momento. En el folleto, se analizan los tratamientos de mayor promesa hasta el momento según estudios científicos. También se describen otros tratamientos que, aunque son muy conocidos, no tienen establecido apoyo científico.

El diagnóstico de su niño

Cuando el niño recibe el diagnóstico inicial de discapacidad del desarrollo, posiblemente los padres deseen discutirlo con un profesional apropiado. Este folleto le ofrece a los padres algunos datos sobre tres

piezas claves del rompecabezas que harán que toda la información que recibe la familia resulte más útil. Estas tres piezas claves son: cómo identificar los valores de la familia, cómo desarrollar la capacidad de observar de forma objetiva y comunicar el desarrollo del niño, y cómo desarrollar su capacidad para evaluar información y sus fuentes. Al final del folleto, se publica un ejercicio que ayuda a los padres a identificar los valores familiares que pueden influir para tomar mejores decisiones.



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BOARD MEETINGS

No Meeting in August
 September 17, 2002 – 6:30 p.m.
 October 15, 2002 – 8:00 a.m.
 November 19, 2002 – 6:30 p.m.
 No Meeting in December

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

Board meetings alternate between morning and evening times to provide opportunity to people in the community to participate. Morning meetings are from 8:00 a.m. to 10:00 a.m. and evening meetings are from 6:30 to 8:30 p.m.

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 B at Harbor Regional Center.

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

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