



Developing Your Child's Special Education Services from Birth through Adolescence

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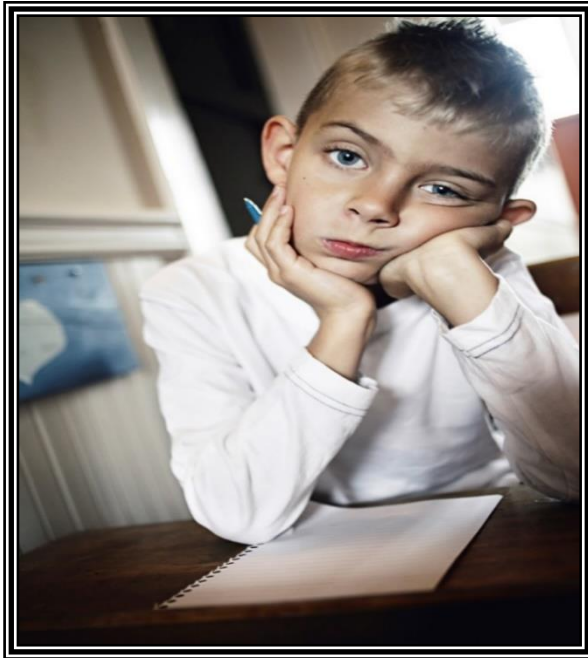
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Learning Objectives

Participants will learn about...

- ▶ What is Special Education
- ▶ Eligibility for Special Education
- ▶ Red flags to pay attention to and how to promote healthy social emotional development for your child
- ▶ How to Access Services
- ▶ Overview of the IFSP and IEP Process
- ▶ Brief Overview of Section 504
- ▶ Service delivery model for Early Intervention
- ▶ Resources

Special Education



Special Education
and how to access
it.

A brief synopsis of
Special Education
and how to access
it.

What is Special Education?

Special Education is a national law: Individuals with Disabilities Education Act (IDEA) an array of services tailored to the individual needs of children and youth to help them succeed in school. An Individualized Educational Program (IEP) is a common part of the services

▶ <https://sites.ed.gov/idea/>

Historical Overview

- ▶ Historical overview of the Individualized Family Services Plan
- ▶ Historical overview of the Individualized Education Plan

Eligibility for Early Intervention

- ▶ Regulations of IDEA - Part C guidelines for eligibility
- ▶ Children may qualify based on
 - ▶ **1. A Developmental Delay**
 - ▶ a developmental delay is determined by a significant difference between the expected level of development for their age and their current level of functioning

Birth up to 24 months = 33% delay

24 months = 50% delay in one developmental area or a 33% delay in two or more developmental areas.

Eligibility for Early Intervention

- ▶ 2. The existence of a condition with a high probability of delay
 - ▶ Prematurity
 - ▶ Down syndrome; other syndromes
 - ▶ Solely Low Incidence
 - ▶ Deaf or Hard of Hearing -
 - ▶ unilateral or bilateral; mild to profound
 - ▶ Orthopedically Impaired
 - ▶ Spina bifida; Cerebral palsy (CP); Muscular dystrophy; Clubfoot
 - ▶ Visual Impairment
 - ▶ Strabismus; Cortical visual impairment; Congenital cataracts



Defining Criteria for Special Education

- Autism Spectrum
- Deafness
- Emotional Disturbance
- Hearing Impairment
- Developmental Disabilities
- Multiple Disabilities

Defining Criteria for Special Education cont.

- Orthopedic Impairment
- Other Health impairment; - includes ADHD, ADD and AD
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment (including blindness)

Special Education Eligibility Criteria

- ▶ Specific Learning Disability: (297,468)
- ▶ Speech or Language Impairment: (161,485)
- ▶ Autism: (112,318)
- ▶ Other Health Impairment: (97,426)
- ▶ Intellectual Disabilities: (43,855)
- ▶ Emotional Disturbance: (24,936)
- ▶ Hard of Hearing: (10,633)
- ▶ Orthopedic Impairment: (10,453)
- ▶ Multiple Disabilities: (7,161)
- ▶ Visual Impairment: (3,487)
- ▶ Deafness: (3,242)
- ▶ Traumatic Brain Injury: (1,618)
- ▶ Deaf-Blindness: (115)

California Department of Education
(www.cde.ca.gov/sp/se/sr/cefspeced.asp)

California State Special Education Law

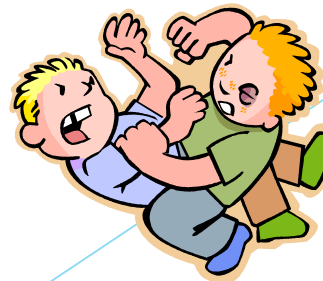
State Law

Eligibility criteria under
state law cannot be narrower than eligibility
criteria under federal guidelines.

- ▶ <https://caser.specialedreference.com/>
- ▶ <http://www.cde.ca.gov/sp/se/>

Things to look for if your child:

- ▶ If your child/youth is having trouble with certain or all subjects in school
- ▶ Has trouble paying attention
- ▶ Is having negative behavior problems in school inhibiting learning



Effects of Language Delays on Social-Emotional Development

- ▶ Social-emotional and behavioral challenges can have a significant impact when a child has limited verbal skills
- ▶ Possibly lead to difficulty coping and regulating ones emotions - emotional dysregulation
- ▶ Poor verbal skills can lead to the following behaviors:
 - ▶ Aggression - biting, pinching, hitting/kicking
 - ▶ Tantrums - throwing self on floor
 - ▶ Screaming/crying excessively



18 Month old Toddlers

Typical Development

- ▶ Vocabulary of 50-100 words (labels)
- ▶ Stringing 2-word together
- ▶ Says and shakes head 'no'
- ▶ Points to familiar objects and people in pictures

Atypical Development

- ▶ Vocabulary of 3-4 words (Mama, Dada, ba/ball)
- ▶ Vocalizes -produces open vowel sounds (whines)
- ▶ Babbling of early developing sounds /p, b, m, n, w, d/
- ▶ Does not point to request or show

Ways to Promote Social-Emotional Development

- ▶ Cuddling, talking and playing with your child
- ▶ Establish routines and transitions - knowing what to expect helps babies and toddlers feel safe, confident and in control of their world
- ▶ Play turn-taking games; pretend play
- ▶ Provide opportunities for toddlers to participate in play groups -
- ▶ Help the child learn emotion words to identify feelings
- ▶ Reinforce and praise attempts to try new thing or difficult tasks

Things to look for if your child:

- ▶ If your child/youth is having trouble with certain or all subjects in school
- ▶ Has trouble paying attention
- ▶ Is having negative behavior problems in school inhibiting learning

Things to look for if your child:

- ▶ Has an apparent physical or medical or mental health impairment
- ▶ Is failing classes for no apparent reason
- ▶ Is not able to complete or understand class work/homework



Future Outcomes

Will Early Intervention Services result in ongoing special education services as the child enters pre-school and school age?

Initiating the Early Intervention Process

How families access Infant Programs

- ▶ Parents
- ▶ Medical Providers
 - ▶ Pediatricians
 - ▶ Audiologists
 - ▶ Vision Specialists
 - ▶ Registered Nurses
- ▶ Regional Centers
- ▶ Children Protective Services (CPS) Department
- ▶ Behavioral and Public Health agencies

How to Access Special Education Step One:

To save time in delaying the determination meeting take your child for a physical with your primary care physician to determine if there are any obscure medical problems.



How to Access Special Education Step Two:

Write a letter to the school principal and the Director of Special Education at your district requesting an assessment for Special Education under the I.D.E.A. You usually can find names and addresses on your district's web site or you can call your school or district office.

Contact School

- ▶ Talk about first steps to help your child.
- ▶ 1. SST: Student Study Team
- ▶ This team will assess what your concerns are and the teachers concerns.
- ▶ They will evaluate to see if there can be a plan put in place to help change behaviors, study behaviors etc
- ▶ If this process is not working then the parent can go to the next step. Which would be possible a 504 plan.

How to Access Special Education

➔ Make a file for your child

➔ Always keep a copy of the letter and all correspondence

Some parents/caregivers send the letter 'Return Receipt Requested' so they know when and if the letter was received.

Sample letter

- ▶ Parents names
- ▶ Address
- ▶ Phone number(s)
- ▶ Best time to contact by phone
- ▶ (Date)
- ▶ Principal's name
- ▶ School name
- ▶ School address

Sample Letter

- ▶ Dear Principal (name)
- ▶ I am the parent of (child's full name) who is enrolled at (school's name) in the __ grade.
- ▶ List concerns
- ▶ List concerns
- ▶ List concerns
- ▶ I am requesting an assessment at this time for (child's name) to find out if (he/she) needs more support to be successful in school. I also want the assessment to identify any learning disabilities (he/she) might have to determine eligibility for special education or related services (including the IDEA ("other health impaired") category. This letter serves as my consent for an evaluation to determine why my child has not been successful (academically/behaviorally).
- ▶ Please send me a plan for the assessment within 15 days.
- ▶ Sincerely
- ▶ Copies to the following:
- ▶ C/C Special Education Director (of your local school district)

Assessment of Infants and Toddlers

- ▶ Child-centered
- ▶ Family-centered
- ▶ Provided in their natural environment
- ▶ Multi-disciplinary team
 - ▶ SLP, CDS, OT, PT, D/HH, Nurse
 - ▶ Highly trained professionals from several disciplines
- ▶ Culturally and linguistically responsive
- ▶ Helps to determine the need for monitoring, consultation, direct intervention or other services a child and family may need
- ▶ Used to develop IFSP

Components of the Developmental Assessment

- ▶ Parent/caregiver observations
- ▶ Team observations
- ▶ Play-based interactions
- ▶ Formal/informal assessments
 - ▶ HELP - Hawaii Early Learning Profile
 - ▶ Bayley - Scales of Infant and Toddler Development
 - ▶ Rossetti Infant-Toddler Language Scale
 - ▶ SKI-HI Language Development Scale
 - ▶ Dayc2 - Development Assessment of Young Children

Assessment of the 5 Developmental Areas

- ▶ Motor: gross and fine
- ▶ Cognitive-Play:
 - ▶ problem solving; how they learn
- ▶ Communication: receptive and expressive
- ▶ Social-Emotional:
 - ▶ bonding; relationships; behavior

- ▶ Adaptive/Self-Help:

eating; sleeping; dressing; potty training

Health is also a part of the assessment, including hearing and vision

Oral motor skills and sensory processing when appropriate

Outcomes of Assessment

- ▶ Information gathering from a variety of sources
- ▶ Multi-disciplinary Assessment Report
 - ▶ Identification of parent/caregiver concerns or priorities
 - ▶ Assessment of child's strengths, developmental milestones, needs, daily routines and natural environments
- ▶ Seeking information for additional assessments, resources or services related to the child's development or other needs of the family
- ▶ Formulation and implementation of services (IFSP) or development of follow-up plans



Assessments

Your child/youth will be assessed by a school district psychologist as well as teacher and parent observations.

Assessments

There are many types of assessments the school psychologist use to assess your child/youth.

These assessments are age appropriate which is also an additional measure to see if your child/youth is within his age range in learning. A combination of tests will be given to your child/youth.

Assessments

- ▶ Some assess for spatial reasoning
- ▶ Some assess for auditory memory
- ▶ Some assess for visual understanding
- ▶ Some assess for speech and language understanding
- ▶ Learning disabilities

Assessments Report

- ▶ The school psychologist will go over the assessment scores with the team.
- ▶ You are entitled to a copy, Just ask

Assessments Report

Do not be hesitant to:

- ▶ Ask questions
- ▶ Ask for clarification
- ▶ Confer with your support person if the tenor of the meeting is uncomfortable

Procedural Safeguards

Infant and Toddler

- ▶ Notice, Consent, Surrogate Parent Appointment, Confidentiality and Access to Records
- ▶ Assessment
- ▶ Individualized Family Service Plan (IFSP)
- ▶ Mediation Conferences, Due Process hearing and State Complaints
- ▶ Consent to bill California Medi-Cal & to Release or Exchange Information for Health Related Special Education and Related Services

School Aged Students

- ▶ Notice, Consent, Surrogate Parent Appointment, Confidentiality and Access to Records
- ▶ Assessment
- ▶ Individual Education Plan (IEP)
- ▶ School Discipline and Placement Procedures for Students with Disabilities
- ▶ Children Attending Private School
- ▶ Mediation Conferences, Due Process hearing and State Complaints
- ▶ Consent to bill California Medi-Cal & to Release or Exchange Information for Health Related Special Education and Related Services

Individual Family Service Plan (IFSP)

1. WELCOME

2. PURPOSE OF MEETING

3. AGENDA OVERVIEW

4. IFSP MEETING OUTCOMES – *By the end of the meeting we will have:*

- a. A shared understanding of child's and family present levels
- b. A shared understanding and agreement on outcomes (child and family) and needs
- c. An agreement of how to address the identified needs through services

5. PARENT RIGHTS AND PROCEDURAL SAFEGUARDS

6. PRESENT LEVELS OF PERFORMANCE

What is it that Francisco knows, understands and is able to do?

- Review child health and developmental history
- Strengths
- Parent Concerns
- Challenges and Concerns
- Assessment Summary

7. ESTABLISH OUTCOMES

What is it that we want the child and family to learn, understand, and be able to do in a year?

- Development of new outcomes to address identified challenges and concerns

8. DETERMINATION OF SERVICES

In what least restrictive environment can the outcomes be implemented?

- Consideration of family's needs and routines when determining service options
- Recommended Supports and Services needed to implement outcomes

9. ENDING

- Eligibility and Offer of FAPE
- Confirm agreements and sign paperwork
- Copies of IFSP to parent and staff

The Determination Meeting

This meeting should always start with the child's strengths

- ▶ Be Specific
- ▶ What is he good at: Communicates feelings and wants, is outgoing, respects others space as evidenced by..... is respectful to teachers, is excellent at sharing with others, likes a certain subject in school and why, excels in Math (because he likes numbers)

Present levels of success

- ▶ Identifies any special factors
- ▶ Measurable progress
- ▶ Objective observations
- ▶ Current functional abilities
- ▶ Current challenges

Present Level of Educational Performance

- ▶ **Definition:** The present level of performance specifies:
 - ▶ the strengths of the child
 - ▶ the unique needs of the child
 - ▶ parental concerns
 - ▶ how the child's disability affects their involvement and progress in the general curriculum



Present Level of Educational Performance

Describes both academic and non-academic areas

- ▶ includes the results of most recent evaluation or re-evaluation (e.g. formal and informal educational performance data, state and/or district assessments)
- ▶ establishes a baseline of information used in writing goals, short term objectives and benchmarks

Setting SMART Goals

- ▶ A word about Goals
- ▶ Your child's goals should follow this rule
- ▶ SMART.
- ▶ Specific
- ▶ Measurable
- ▶ Appropriate
- ▶ Realistic
- ▶ Time Limited

SMART Goals Specific

- ▶ SMART IEPs have specific goals and objectives. Specific goals target areas of academic achievement and functional performance. They include clear descriptions of the knowledge and skills that will be taught and how the child's progress will be measured.



SMART Goals Specific

- ▶ 1. James will read 2 pages a day in his history book and write a short paragraph on the subjects in the book and turn it into his history teacher or parent
- ▶ 2. James will read in his history book every day
- ▶ Which is the better goal?



SMART Goals

Measurable

- ▶ Measurable means you can count and/or observe it..
- ▶ With measurable goals you know when your child/youth reaches the goal

SMART Goals Measurable

- ▶ Which one do you think is better?
- ▶ 1. James will improve his reading skills.
- ▶ 2. James will read his reader for 10 minutes out loud once a day to teacher or parent or child care worker with no more than 3 errors

SMART Goals Appropriate

- ▶ The academic material should be appropriate for your child's age and ability.
- ▶ If he is in the 4th grade and his math skills are at a 2nd or upper 3rd grade level then until your child masters his or her current level they should not be forced into the next level. This is also where measurable goals can apply.

SMART Goals Realistic

- ▶ SMART IEPs have realistic, relevant goals and objectives that address the child's unique needs that result from the disability.
- ▶ SMART IEP goals are not always based on district curricula, state or district tests, or other external standards.

SMART Goals Realistic

- ▶ 1. Kelsey will demonstrate improved writing skills.
- ▶ 2. Kelsey will improve her writing and spelling skills so she can write a clear, cohesive, and readable paragraph consisting of at least 3 sentences, including compound and complex sentences that are clearly related.
- ▶ Which goal would you choose?

Time Limited

- ▶ SMART IEP goals and objectives are time-limited. What does the child need to know and be able to do after one year of special education?
- ▶ What is the starting point for each of the child's needs/present levels of academic achievement and functional performance

Signing the IEP



- ▶ You do not have to sign the IEP if you disagree with it.
- ▶ You have the right to take a copy home and sleep on it.
- ▶ You have the right to disagree with parts of it and specify which part you disagree with.
- ▶ You have the right to change the goals.
- ▶ You have the right to an attorney.

504 Accommodations

- ▶ A 504 Plan is also legally binding it is accommodations that will help your child succeed in certain areas of need.
- ▶ IT IS NOT AN IEP

EXAMPLE of 504 Accommodations



- ▶ Preferential seating - front of class, back of class
- ▶ Timing/Scheduling (e.g., extended time, frequent breaks, etc.)
- ▶ Setting (e.g., study space, special lighting)



Collaborative Parent Coaching - A Service Model

- ▶ Why coach parents/caregivers?
 - ▶ They are with the child the majority of the day
 - ▶ Professionals provide services 1 to 2 hours/ weekly/bi-weekly
 - ▶ Through daily routines parents can provide intervention 20 (or more) hours per week

Impact of Caregiver Coaching

- ▶ Leads to more positive interactions between child-parent
- ▶ Builds **confidence** and **competence** to **empower** the parent to be the 'expert' / 'the teacher'

Collaborative Parent Coaching

- ▶ Barriers
 - ▶ Coming to grips about their child's disability
 - ▶ Going through the grieving process
 - ▶ Parental depression/ postpartum depression (15-20%)
 - ▶ Feeling overwhelmed
- ▶ Strategies to support parent
 - ▶ Active listening
 - ▶ Lend support for moving forward
 - ▶ Guiding them to recognize what is already going well
 - ▶ Acknowledge and praise parent for their successes

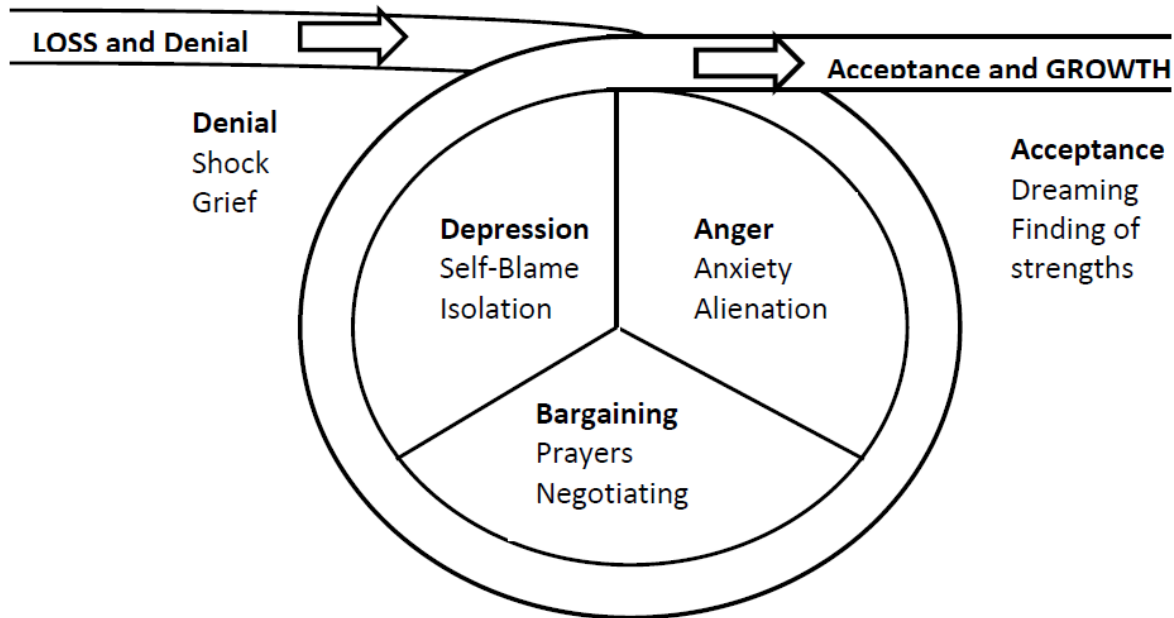
Active Teaching Strategies of Coaching

- ▶ **Show and Share** - describe what are you doing with your child presently or the challenge
- ▶ **Model** - demonstrates a strategy within an activity
- ▶ **Guided Practice** - with repetition and explicit feedback
- ▶ **Plan** - weekly targets
- ▶ **Reflect and Review** - check-in with parent; what part of the session was most helpful; what did you learn today that you can share with family members

Outcomes of Coaching

- ▶ Strategies can be integrated into the family's **daily routines/activity-based routines**
- ▶ Focuses on the families specific needs and priorities: make it relevant and immediately useful
- ▶ Capacity building of the parent/family through strengthening the skills of the parent/caregiver
- ▶ Shared decision making of the parent/caregiver and clinician - working together as partners
- ▶ Builds and develops trusting relationships
 - ▶ Responsive to the family
 - ▶ Respecting their beliefs, experiences, expectations

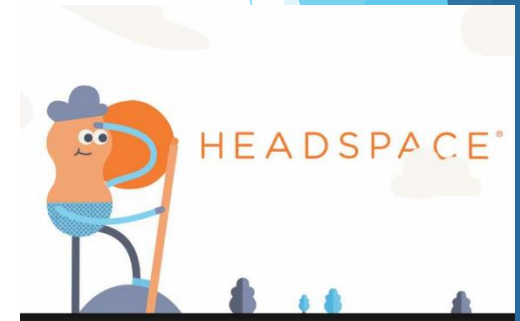
Learning your Child has Special Needs



Connection in Light of Receiving Difficult Information- Prior to the meeting



- ▶ Calming Strategies
- ▶ Development of Relationship
- ▶ Considerations and appropriate things to request:
 - ▶ Agenda is provided during the meeting
 - ▶ Name tags A had copy of the IEP be provided



Connection in Light of Receiving Difficult Information- During Meeting

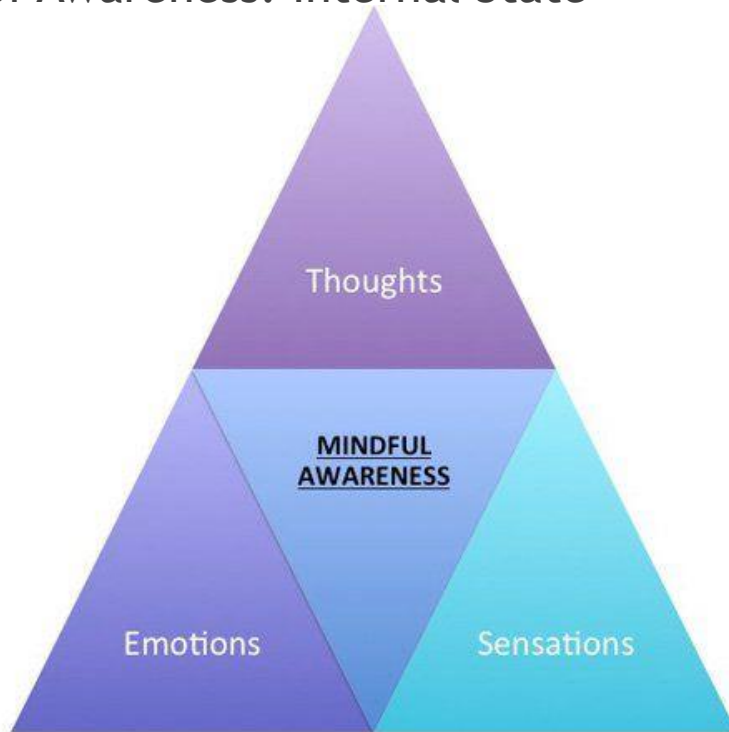
- ▶ Deep Breathing
- ▶ Request to take a break
- ▶ Request for the speaker to slow down when sharing information
- ▶ Recognizing Fatigue
- ▶ Progressive Muscle Relaxation
- ▶ Ask clarifying question

Connection in Light of Receiving Difficult Information- After Meeting

- ▶ Build Relationship
- ▶ Communication and inquiry post meeting
- ▶ Expression of appreciation
- ▶ Do not assume, ask clarifying questions
- ▶ Maintain an Open Mindset

Regain connection and calmness when stressed- Practical Tools

- ▶ Triangle of Awareness: Internal State
 - ▶ BETs:



Triangle of Awareness: Developed by Stress Reduction Clinic at the
University of Massachusetts Medical Center

Regain connection and calmness when stressed- Practical Tools

- ▶ **S**top - stop doing whatever you are doing
- ▶ **T**ake a breath
- ▶ **O**bserve Body Sensations, Emotions and Thoughts (BETs)
- ▶ **P**roceed - continue with what you are doing or do something else

L.L. Riskin & R.Wohl. *Mindfulness in the Heat of Conflict Taking STOCK* (2015).

FAMILY BINDER

- ▶ Organizational tool
- ▶ Compact; portable
- ▶ Easy to use

- ▶ Content of the Family Binders
 - ▶ Introductory letter
 - ▶ Calendars
 - ▶ Medical
 - ▶ IFSP
 - ▶ Community resources; developmental charts/milestones

Resources for Parents and Professionals

- ▶ American Speech-Language-Hearing Association
[https://www.asha.org/eWeb/OLSDynamicPage.aspx?webcode=olsdetails&title=How+Does+Your+Child+Hear+and+Talk%3f+\(Spanish\)](https://www.asha.org/eWeb/OLSDynamicPage.aspx?webcode=olsdetails&title=How+Does+Your+Child+Hear+and+Talk%3f+(Spanish))
- ▶ Zero To Three - Resources for parents and caregivers about all aspects of child development during the first three years, including free parent brochures and guides in English and Spanish www.zerotothree.com
- ▶ Center for Disease Control and Prevention (CDC)
www.cdc.gov/Milestones;
- ▶ Parents Helping Parents - Support groups, activities, classes and advocacy for families of children with special needs. www.php.com

Resources

Disability Rights of California

<https://www.disabilityrightsca.org/publications/special-education>

If you have a legal question call
800-776-5746

Resources

- ▶ National Center for Learning Disabilities <http://www.nclld.org>
- ▶ Center for Parent Information and Resources
- ▶ <http://www.parentcenterhub.org>
- ▶ Wrightslaw www.wrightslaw.com



Educational Advocacy Resources in California



Parent Training and Information Centers (PTI)

- ▶ Parent-directed, non-profit 501(c)(3) organization funded by the U.S. Department of Education, authorized under the Individual with Disabilities Education Act (IDEA).
 - ▶ Ages birth through 26 with disabilities
 - ▶ Workshops/Information for parents/caregivers:
 - ▶ Disability Awareness programs
 - ▶ Individualized Educational Program (IEP)
 - ▶ Parent and student rights and responsibilities under IDEA
 - ▶ Parent mentor training
 - ▶ Transition to public school
 - ▶ Transition from school to adult life
 - ▶ Surrogate Parent Appointment and Responsibilities
 - ▶ Parent-to-Parent Support
 - ▶ Assistance and Advocacy for educational issues and other services (e.g., SSI, Respite)
 - ▶ Support Groups
 - ▶ Information and Referral



PTI Contacts

WarmLine Family Resource Center

- ▶ Sacramento/Sacramento County

Matrix

- ▶ Novato/Sonoma County

Support for Families of Children with Disabilities

- ▶ San Francisco/SF County

Team of Advocates for Special Kids (TASK)

- ▶ Anaheim/Orange County

Disability Rights Education & Defense Fund (DREDF)

- ▶ Berkeley/Alameda County

Exceptional Parents Unlimited (EPU)

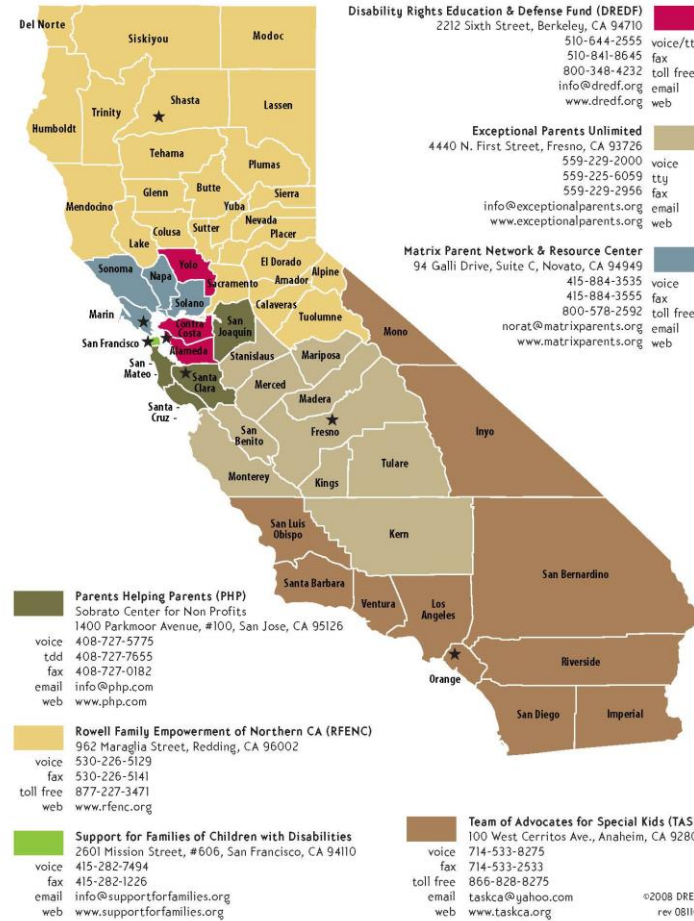
- ▶ Fresno/Fresno County

Parents Helping Parents of Santa Clara

- ▶ San Jose/Santa Clara County



CA Parent Training and Information (PTI) Centers: ADMINISTRATIVE OFFICES AND COUNTIES SERVED





California Community Parent Resource Centers (CPRC)

- ▶ Ensure that underserved parents, low income parents, parents of limited English proficient children, and parents with disabilities, have the training and information needed to help their children with disabilities.
- ▶ Designed to meet the specific needs of families who experience significant isolation from available sources of information and support.
- ▶ Birth through 26 with disabilities



CPRC Contacts

Loving Your Disabled Child

- ▶ Los Angeles- Serving most of Los Angeles County

Parents of Watts

- ▶ Los Angeles- Serving most of Los Angeles County

Chinese Parents Association for the Disabled

- ▶ San Gabriel/LA County
- ▶ Anaheim/Orange County

Fiesta Educativa

- ▶ Los Angeles/LA County

Vietnamese Parents of Disabled Children Assoc., Inc.

- ▶ Stanton/Orange County- Serving Los Angeles and Orange Counties



SB 511 Family Empowerment Centers (FEC)

- ▶ Ages of 3 to 22 with disabilities
- ▶ Parents, guardians, and families of children and young adults with disabilities have access to accurate information, specialized training, and peer-to-peer support.
- ▶ Provide training, support and information that meets the needs of the parents and guardians of children and young adults with disabilities.
- ▶ Work with community based organizations
- ▶ Participate in decision-making processes and the development of individualized education programs.
- ▶ Promote positive parent and professional collaboration with local education agencies, special education local plan areas, and other community agencies.
- ▶ participate and support surrogate parent training.
- ▶ <https://www.cde.ca.gov/sp/se/qa/caprntorg.asp#fec>



FEC Contacts

Exceptional Parents Unlimited

- ▶ Fresno, Kings Counties

H.E.A.R.T.S. Connection FRC

- ▶ Kern County

Westside Family Resource Center

- ▶ Los Angeles

Family Focus Empowerment Center

- ▶ Los Angeles

Parents' Place

- ▶ Los Angeles

Team of Advocates for Special Kids, Inc.

- ▶ Orange County

Exceptional Family Resource Center

- ▶ Imperial San Diego Counties

Rowell Family Empowerment Center

- ▶ Butte, Glenn, Shasta, Siskiyou, Tehama, Trinity Counties

Family Soup

- ▶ Sutter, Yuba, Colusa Counties

Plumas Rural Services, Inc.

- ▶ Lassen, Modoc, Plumas, Sierra Counties

Matrix Parent Network & Resource Center

- ▶ Napa, Solano, Sonoma Counties

Support for Families of Children with Disabilities

- ▶ San Francisco

Parents Helping Parents, Inc.

- ▶ Santa Clara County

Special Parents Information Network

- ▶ San Benito, Santa Cruz Counties



Thank you for your time!

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