

# OPTIMIZING SCHOOL & COMMUNITY INCLUSION

## FOR STUDENTS WITH AUTISM SPECTRUM DISORDERS

See inside for resources in English, Korean and Spanish!

English Conference: March 25, 2022

Korean Conference: April 1, 2022

자폐 학생들과 함께 어우러지는 학교와 지역 사회를 향해

Spanish Conference: April 8, 2022

Mejorando la Inclusión de Estudiantes con el Trastorno del Espectro Autista en las Escuelas y la Comunidad

*Autism Research Update | Autism Services & Support  
Autism Resources in School & Community*



Autism Intervention Research Network On Behavioral Health



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Watch the English conference recording: <https://youtu.be/binQ06wqyGo>

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Watch the Spanish conference recording: <https://youtu.be/F5gYpxcagmc>

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# Autism Intervention Research Network On Behavioral Health

We are a team of researchers collaborating with communities to improve the lives of individuals with autism throughout their lifespan, emphasizing inclusion for those traditionally marginalized and minoritized

## RESEARCH SITES



## COMMUNITY PARTNERS



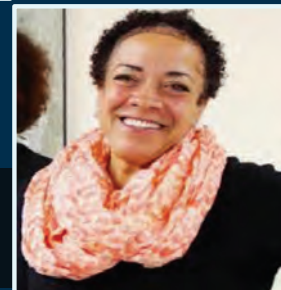
# CPPR Methods

## Important in Advancing the Field

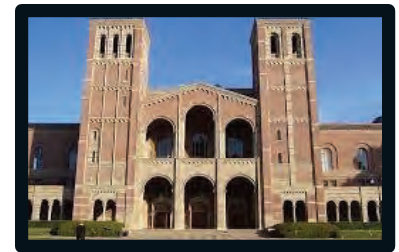
- CPPR emphasizes academic-community partnerships
  - Developed by Loretta Jones of Healthy African American Families; carried on by daughter Felica Jones
- Academic members become part of the community and community members become part of the research team
- Strength based, celebrating community capacities
- Balance of academic goals and community goals for a “win win”



**Loretta Jones**



**Felica Jones**





# CURRENT RESEARCH

**UCLA**

## AIR - B 4

**BUILDING ON PAST RESEARCH**

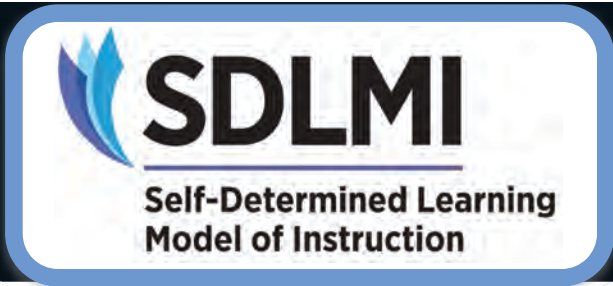
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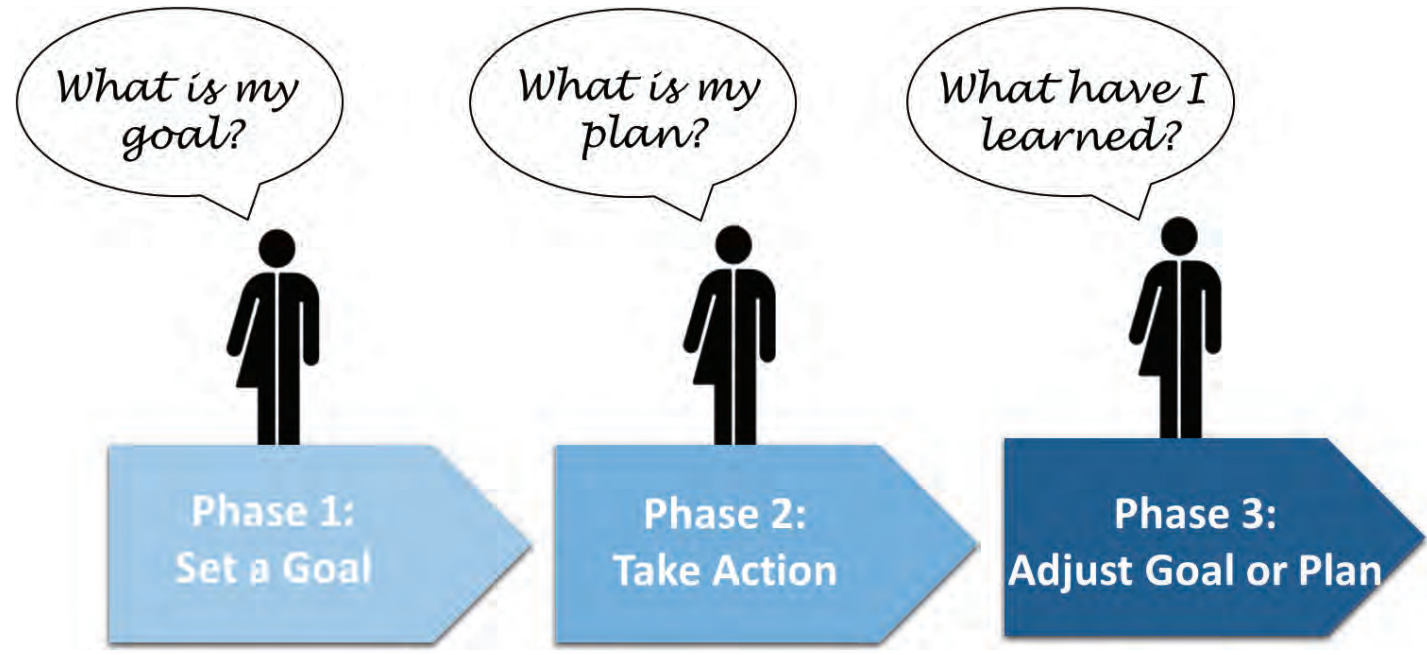




# CURRENT RESEARCH




- Self-determination: being in the driver's seat of one's own life
- A process for setting goals and planning for those goals
- Involves 22 lesson plans with all resources included





# CURRENT RESEARCH



## SDLMI

Self-Determined Learning Model of Instruction



# UCLA

# RECRUITMENT UPDATES



# 6

schools



# 7

staff




# 13

implementers



# 53

students



## IMPROVING SERVICES FOR ADOLESCENTS AND ADULTS WITH AUTISM

The Autism Intervention Research Network on Behavioral Health (AIR-B) is seeking community partners to implement the Self-Determined Learning Model of Instruction (SDLMI).

**WHAT IS SELF-DETERMINATION?**  
Self-determination is about acting or causing things to happen to you.

**SELF-DETERMINATION IS LINKED TO:**

- Greater academic achievement
- Increased outcomes after high school
- Enhanced community participation

## INTERESTED IN SDLMI?

**EMAIL:**  
[cgarcia@mednet.ucla.edu](mailto:cgarcia@mednet.ucla.edu)

**CALL:**  
(310) 825-4775



Autism Intervention Research  
Network On Behavioral Health

**P R E S E N T I N G**

**The 2022 AIR-B Conference**

**OPTIMIZING** SCHOOL & **INCLUSION**  
COMMUNITY  
FOR STUDENTS WITH AUTISM SPECTRUM DISORDERS

A FREE CONFERENCE ON AUTISM FOR PARENTS, ADVOCATES, AND COMMUNITY

# OPTIMIZING SCHOOL & COMMUNITY INCLUSION

## FOR STUDENTS WITH AUTISM SPECTRUM DISORDERS

Friday, March 25, 2022 | 10 AM - 12:30 PM

VIRTUALLY ON ZOOM

### SAVE THE DATE!

MARCH		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

REGISTER via link:

[tinyurl.com/yckzecru](https://tinyurl.com/yckzecru)

OR use your camera app to scan the QR code →



*Autism Research Update | Autism Services & Support  
Autism Resources in School & Community*

IF YOU HAVE QUESTIONS, PLEASE CONTACT CONSUELO GARCIA, [COGARCIA@MEDNET.UCLA.EDU](mailto:COGARCIA@MEDNET.UCLA.EDU)



Autism Intervention Research Network On Behavioral Health



## Conference Program (English) – Friday, March 25, 2022 10am-12:30pm

### Optimizing School & Community Inclusion for Students with Autism Spectrum Disorders

Start Time	Topic	Speaker / Facilitator
10:00am	Welcome!	Connie Kasari, Felica Jones & Soo Lee
10:10am	Keynote: School Diversity and Bullying	Sandra Graham
10:35am	Inclusion in ASD	Suzannah Iadarola
10:55am	School Inclusion Panel	Lela Rondeau, Caity McCracken, Mrs. Peters, Ms. Laux & Mr. Kyle
11:15am	<u>Breakout Session: Discussion on Inclusion</u> <b>Group 1:</b> Early Years & Elementary School  <b>Group 2:</b> Middle/High School & Transition into Adulthood	Fernanda Castellon, Amanda Gulsrud & School Inclusion Panel  Karolyn Maurer, James Koontz, Amy DiChristina & School Inclusion Panel
11:35am	Self-Advocates Panel: Navigating College and Employment	Aziza Lucas-Wright, Sonia Dickson, Robin Shipley, Morgan Link, Katharine Figueroa, Collin William Harris
12:05pm	<u>Breakout Session: Community Resource Fair</u> - Feel free to jump from room to room!  <b>Group 1: Regional Centers</b> Eastern LA Regional Center, Westside Regional Center, South Central LA Regional Center & Frank D. Lanterman Regional Center  <b>Group 2: Support Groups, Training &amp; Resources</b> Bugle Horn Support Group, Neurodiversity Support Circle, Learning Rights Law Center & Children’s Institute	Liz Rodgers, Ana Da Silva, Pamela Colvin-Lee & Evie Jung  Florence Bracy, Joey Juarez, Marisol Chianello & Jessica Locke
12:25pm	Raffle	
<b>END OF CONFERENCE</b>		

## Speaker Bio – English Conference (3/25/2022)

### Connie Kasari



Connie Kasari, Ph.D. is a Distinguished Professor of Human Development and Psychology in Education at the University of California, Los Angeles (UCLA). She received her Ph.D. from the University of North Carolina at Chapel Hill and was a NIMH postdoctoral fellow at the Neuropsychiatric Institute at UCLA. Since 1990, she has been on the faculty at UCLA where she teaches both graduate and undergraduate courses, and has been the primary advisor to more than 60 Ph.D. students. She is a founding member of the Center for Autism Research and Treatment at UCLA. Her research aims to develop novel, evidence-tested interventions implemented in community settings. Recent projects include targeted treatments for early social communication development in at risk infants, toddlers and preschoolers with autism, and peer relationships for school-aged children with autism. She is the principal investigator of the Autism Intervention Research Network for Behavioral Health (AIR-B) which aims to decrease disparities in health and education in the community. She is on the science advisory board of the Autism Speaks Foundation, and regularly presents to both academic and practitioner audiences locally, nationally and internationally. Dr. Kasari is the president of the International Society for Autism Research (INSAR), which hosts the world's largest gathering of autism researchers and specialists every year.

### Felicia Jones



Felicia Jones has worked within the non-profit sector for over 16 years, serving families and children in South Los Angeles, CA. Her current role of Director of Programs for Healthy African American Families II, where she provides administrative oversight on all projects within the agency, addresses health disparities such as: Preterm Delivery, Men's project, Breathe Free Asthma & Lead Program, Community Child Health Network Study (CCHN), Restoration Center, and Community Partners In Care (CPIC). Her research experience includes conducting focus groups, ethnographic interviews, transcribing interviews, coding and data analysis. Ms. Jones has worked as a consultant to facilitate work groups on topics such as anger management for first-time offender youth, Social Support and Empowerment workshops for pregnant African American women, Health & Sex education and life skills education for pregnant and parenting teen mothers. Ms. Jones has an unyielding commitment to decreasing gaps in health disparities among minorities with an emphasis on the African American family.

### Hyon "Soo" Lee



Soo Lee, Ph.D. is an Associate Project Scientist at the UCLA Center for Autism Research and Treatment (CART). She received her Ph.D. in Human Development and Psychology in Education at UCLA and her B.S. in Psychology at UC San Diego. Dr. Lee collaborates with leaders from Black, Korean and Latino communities and leads local community engagement for the AIR-B Network (PI: Kasari), a partnership between universities and community partners across the nation that aims to increase equity in access to autism interventions. She was the first to include Korean-speaking families in AIR-B by offering language and cultural accommodations and has mentored many students and staff from underrepresented backgrounds. She has experience conducting behavioral interventions, evaluating intervention quality of service providers, developing parent education programs on autism and coaching families of individuals with special needs. She is passionate about disseminating research through various outlets, such as community lectures, newspapers, radio, and websites. As the founder of SERAC (Special Education Research, Advocacy and Consulting), Dr. Lee provides special education consultation and advocacy services, and serves as an independent facilitator for families in the Self-Determination Program in California.

## **Sandra Graham**



Sandra Graham, Ph.D. is a Distinguished Professor in the Human Development and Psychology division in the Department of Education at UCLA and the University of California Presidential Chair in Education and Diversity. Her major research interests include the study of academic motivation and social development in children of color, particularly in school contexts that vary in racial/ethnic diversity. She is Principal Investigator on grants from the National Science Foundation and the National Institute of Child Health and Human Development (NICHD). Professor Graham has published widely in developmental, social, and educational psychology journals and received many awards. Among her awards, she is a 2011 recipient of the Distinguished Scientific Contributions to Child Development Award from the Society for Research on Child Development and the 2014 E. L. Thorndike Career Award for

Distinguished Contributions to Educational Psychology, Division 15 of the American Psychological Association. Most recently, in 2015 she was elected to the National Academy of Education.

## **Suzannah Iadarola**



Suzannah Iadarola, Ph.D. is an Associate Professor in the Developmental & Behavioral Pediatrics division in the Department of Pediatrics at the University of Rochester and a pediatric psychologist who specializes in diagnostic evaluations for children for whom there is a suspected autism spectrum disorder (ASD). Dr. Iadarola conducts initial diagnostic evaluations for children of all ages, with a focus on ASD and other differential developmental and mental health diagnoses. In addition, she is a Board Certified Behavior Analyst and has experience providing and coordinating behavioral treatment for individuals with ASD. As part of this treatment, Dr. Iadarola incorporates a focus on working with families (e.g., parent training and education, sibling support). In addition to her work in the Neurodevelopmental and Behavioral Pediatrics division, Dr. Iadarola is a co-investigator on a government-funded, multi-site research project designed to increase socialization skills and school-based transitions for students with ASD. This study includes a partnership with the Rochester City School District and other community members. Dr. Iadarola has helped develop a program for working with

teachers to facilitate more successful transitions for students with ASD in their daily routines. She also serves as an interventionist on this project.

## **School Inclusion Panel & Moderators**

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### **Lela Rondeau**



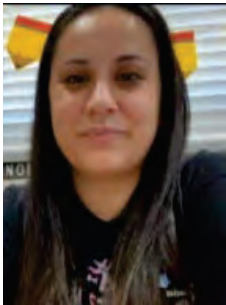
Lela Rondeau is the Administrative Coordinator of TK-12 Instruction for the Division of Special Education in Los Angeles Unified School District (LAUSD). Prior to this role, she was the Coordinator of Transition Services for the Division of Special Education and facilitating successful transitions to adulthood remains the heart of her work. Lela enjoys building partnerships with Institutes of Higher Education as well as with community organizations serving students with disabilities. She holds a Master's Degree in Special Education and in School Administration and is a Board Certified Behavior Analyst. She has worked for Los Angeles Unified for her entire career and loves her job and her co-workers.

### **Caity McCracken**



Caity McCracken has been working with young children for 10 years. She is passionate about inclusion for all children, to help optimize their potential! Caity worked at the UCLA Kasari Research Lab for 5 years and then 2 years at the CAN Clinic (Children and Adult Neurodevelopmental Clinic) delivering assessments and interventions to young children. With the Kasari Lab, Caity had the privilege of working with schools and teachers to help support neurodiverse learners as a part of many research studies. She has been working as a Resource Specialist program/inclusion teacher for the last 2 years at a full inclusion charter elementary school. Her experiences working with schools, motivated her to pursue her master's in education, with an emphasis on special education. She is also completing an additional certificate to obtain her BCBA (Board Certified Behavior Analyst) license. Caity has also been able to travel the world to lead JASPER trainings, a developmental/behavioral play-based intervention to increase social communication and social engagement. She has trained preschool teachers and professionals in New York, Argentina, Belgium, Canada, Japan, Macedonia, Russia and Spain. In her spare time, Caity loves to spend time with her husband, family and friends.

### **Hadas Peters**



Mrs. Peters has been a teacher for 14 years. During her career, Mrs. Peters has taught many grades but enjoys teaching kindergarten the most. Mrs. Peters has 3 energetic kids, Sammy, Ellie, and Jacob. Mrs. Peters enjoys singing songs, making art, reading, acting silly with her students and loves coffee.

### **Kari Laux**



Ms. Laux teaches second grade and is currently in her 10th year as a classroom teacher. Ms. Laux lives with her husband Adam, and her newborn baby, Theo, born in February. Ms. Laux loves reading, talking about math, cooking, playing board games, hiking, traveling, sports, dogs and coffee.

### **Kyle Newsome**

Mr. Kyle is a second grade teacher. He has been teaching for 8 years and loves it even more with every new year. Mr. Kyle was born and raised in Minnesota and has recently moved to California. Mr. Kyle loves listening to music, singing, and practicing his ukulele. Mr. Kyle spends most of his time writing and reading. Mr. Kyle also enjoys playing video games online with his friends in Minnesota.



### **Fernanda Castellon**



Fernanda Castellon is a current graduate student at the University of California, Los Angeles and is pursuing a Ph.D. in Education. She completed her B. A. at the University of California, Santa Barbara in Psychology and Chicana/o Studies. Fernanda is interested in researching how culture and autism intersect and consequently impact family dynamics, schooling, and access to care. Fernanda's passion stems from her own experience as a sibling of an autistic adult. She has been actively involved in the current research for the Autism Intervention Network for Behavioral Health (AIR-B) studies. As a native Spanish speaker, Fernanda advocates and promotes the implementation of cultural adaptations to recruitment and intervention protocols in order to promote the recruitment and retention of ethnic and racially minority population.

### **Amanda Gulsrud**



Amanda Gulsrud, Ph.D. is HS Associate Professor in the Division of Child and Adolescent Psychiatry at the David Geffen School of Medicine at UCLA and a licensed clinical psychologist who specializes in autism and the development of early interventions. She is the clinical director of the multidisciplinary UCLA Child and Adult Neurodevelopmental Clinic, which focuses on the evaluation and treatment of individuals with autism spectrum disorder (ASD) across the lifespan. Dr. Gulsrud's primary research and clinical efforts focus on the early identification and treatment of infants and toddlers with ASD and related neurodevelopmental disorders utilizing the JASPER intervention, a naturalistic developmental behavioral approach developed at UCLA. In the UCLA Autism Center of Excellence, she is a co-investigator examining developmental trajectories and early treatment response of children ages 12-21 months at risk for ASD. Dr. Gulsrud co-leads an

Autism Speaks Early Access to Care initiative, developing and delivering treatments in the low-resourced community of South Los Angeles. She also leads UCLA's participation in the SPARK study, a Simons Foundation Autism Research Initiative to build the largest autism genetic research cohort in the United States. Dr. Gulsrud was awarded the Autism Speaks 10 most significant research achievements in 2010 and again in 2012 for her work, in collaboration with Dr. Connie Kasari, on parent-mediated early intervention and peer-mediated intervention in schools.

### **Karolyn Maurer**



Karolyn Maurer is currently a doctoral student in Special Education, working with Dr. Connie Kasari at UCLA. Prior to graduate school, Karolyn was a special education teacher, instructional coach, and school administrator in New York City district and charter high schools. She then served as the Director of Special Education for a charter school network of elementary and middle schools in the Pico Union neighborhood in Los Angeles. She is particularly interested in school inclusion practices for students who are often educated in segregated settings.

## **James Koontz**



James Koontz, Ed.D. is the Coordinator of Moderate Severe Instruction in the Division of Special Education for the Los Angeles Unified School District. Working with teams that support students across LAUSD, rigorous instruction and inclusive learning are at the center of their efforts. Previous job roles include in-home play facilitation for students with autism, teaching an autism program in middle school, and guiding other teachers as an autism support teacher. Most recently, James was the Coordinator of Transition Services, and he brings that lens to his work with students and staff in high schools and Career and Transition Centers. By focusing on inclusivity and student-centered planning, James is working to make schools a more welcoming place for all types of learners and to help students achieve at their highest potential. In addition to a focus on students with disabilities, James loves technology-- these two passions came together with the development a technology program in over 800 classrooms to bring curriculum and access to students.

## **Amy DiChristina**

Originally from Buffalo, NY, Amy holds a B.S. in Social Studies Secondary Education from SUNY Fredonia and an M.A. in Urban Education with a focus on Social Studies from Long Island University, Brooklyn. For 10 years Amy was a high school Social Studies teacher in Brooklyn, working in the Williamsburg and Bushwick neighborhoods, and specializing in 11th grade U.S. History. In 2016, the opportunity arose to work in the nonprofit field for The Gilder Lehrman Institute of American History as the Project Manager for the Hamilton Education Program. For 4 years Amy was able to travel across the country working with teachers and school districts from over 20+ cities bringing the musical Hamilton to life for students in Title I high schools. Unfortunately, the COVID-19 pandemic brought the program to an end in 2020. Amy is now back in Buffalo, NY and back in the classroom teaching 8th grade US History and 12th grade Government and Economics.

## **Self-Advocates Panel & Moderators**

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### **Anna (Aziza) Lucas-Wright**



Anna (Aziza) Lucas-Wright, MEd, Assistant Professor, is the Vice Chair of the Department of Preventive and Social Medicine, Co-Chair of the Division of Community Engagement, and Co-Chair of Academic Senate's Clinical and Community Programs within the College of Medicine at Charles R. Drew University of Medicine and Science (CDU). Ms. Lucas Wright additionally functions as an Academic/ Community Partner for the UCLA Clinical and Translational Science Institute (CTSI) at both UCLA and CDU. Aziza is the lead for the Corona Virus Prevention Network's Community Outreach Team at CDU, a member of the STOP COVID-19 AND CEAL at UCLA, the Lead for the Faith, Community-Based Organizations and Academic Partnership sponsoring the Sabbath Town Halls and Community Reviewer for the COVID-19 Equity Evidence Academy Initiative at Chapel Hill, North Carolina. Aziza has functioned as Principal Investigator and currently as an Investigator of numerous pilot studies conducted in the faith community within the Division of Cancer Research and Training-Center to Eliminate Cancer Health Disparities. Her efforts are grounded in Community-Partnered Participatory Research frameworks aimed to advance Translational Science. Professor Lucas Wright is the Executive Director of South Central Prevention Coalition and is Consultant to Healthy African American on numerous projects within the Service Planning areas.

## **Sonia Dickson & Robin Shipley**



Sonia Dickson and Robin Shipley are the co-founders of TranZitions Consulting, offering innovative, valuable, and goal-oriented services for neurodiverse for youth, teens and young adults. They have worked in the field of special education for over 20 years supporting kids, teens, young adults, families, school districts and foundations. They work extensively designing, developing and implementing proactive programming, training and courses to ensure all individuals reach their self-determined potential. TranZitions offers an Employment and Career Soft Skills Training Program called EVOLVE Into The Workplace for young adults with neurodiversities who have completed high school and or college and are ready and motivated to seek competitive

employment. Evolve supports young adults with neurodiversities in developing the necessary skills to access and sustain employment in a career of their choice. TranZitions consults and works collaboratively with organizations, small businesses and corporations to identify areas of need and solutions within hiring and supervising of employees with a neurodivergent profile. TranZitions also offers private individual sessions for young adults who are interested in developing a goal oriented life plan and developing skills needed for a successful transition into adulthood and employment.

## **Morgan Link**

Morgan Link is a staff research associate with Kasari Lab at UCLA. He has a two-year associate's degree and he is working on returning to school. Morgan's hobbies and interests are: games of all kinds, board games, cards games, video games – all of them. At the moment, his goal is to return to school and get a 4-year degree. A quirky fact about him is that he knows a lot of random stuff about random things.

## **Katharine Figueroa**

Katharine Figueroa is a staff research associate at Kasari Lab at UCLA. Katharine's hobbies and interests include reading and writing.

## **Collin William Harris**



Born in St. Louis Missouri and migrated to Los Angeles in 2009, Collin William Harris is a 17-year-old high school senior that attends Susan Miller Dorsey High School, where he is the captain of Dorsey's Track & Field team. At age four, Collin was diagnosed with Developmental Delay & Speech and Language Disorder. At age 6, he was diagnosed with Asperger's syndrome, Attention-Deficit/Hyperactivity Disorder (ADHD), and Sensory Integration Dysfunction (SID). Collin is the youngest of 5 siblings, of which 2 older siblings are also on the Autism Spectrum. As an African American autistic teen, Collin wants to leave a legacy that demonstrates that anybody like himself can do anything as long as they have the same motivation and faith. As an advocate for equal opportunities, his goal is to drive positive change in the world. Collin took specially designed classes to help enhance his communication and cognitive thinking skills and participated in many UCLA CART/AIR-B Studies. Collin's need to prosper in all areas, especially language and coping methods has

resulted in multifaceted interests in music, science, math, and dance. Living with autism has fed and cultivated right-brain functions, allowing him to flourish as an individual and leader with both analytic and creative skills. Collin has learned to code video games, websites, and has co-built a company, that was presented to C-Level executives and won a competition in Teens Exploring Technology (TXT), that will fix a major issue impacting his community. Collin has become involved in the Autism community, leading various projects including creating vocabulary videos for children with Autism. Today, Collin has a weighted 4.3 GPA, while being the Vice-President of the Sports Medicine Club and being a member of the Senior Class Cabinet. Collin has been accepted to 23 Colleges and Universities and plans to major in Engineering.

## Community Resource Fair – Participating Organizations

Eastern LA Regional Center

Westside Regional Center

South Central LA Regional Center

Frank D. Lanterman Regional Center

Bugle Horn Support Group

Self-Advocates Support Group

Learning Rights Law Center

Children’s Institute



# Bullying and School Racial/Ethnic Diversity

Sandra Graham, PhD.  
Department of Education, UCLA

Conference on Autism for Parents, Advocates,  
and Communities  
Los Angeles, CA  
March 25, 2022

# What Is Bullying?

- Intentional harm
- Imbalance of power



# School Bullying: How widespread?

*According to national surveys...*

- 70% of students have experienced bullying at some point
- 5-10% of youth in a classroom are chronic victims or chronic bullies
- Peaks during middle school

# School Bullying: How serious?

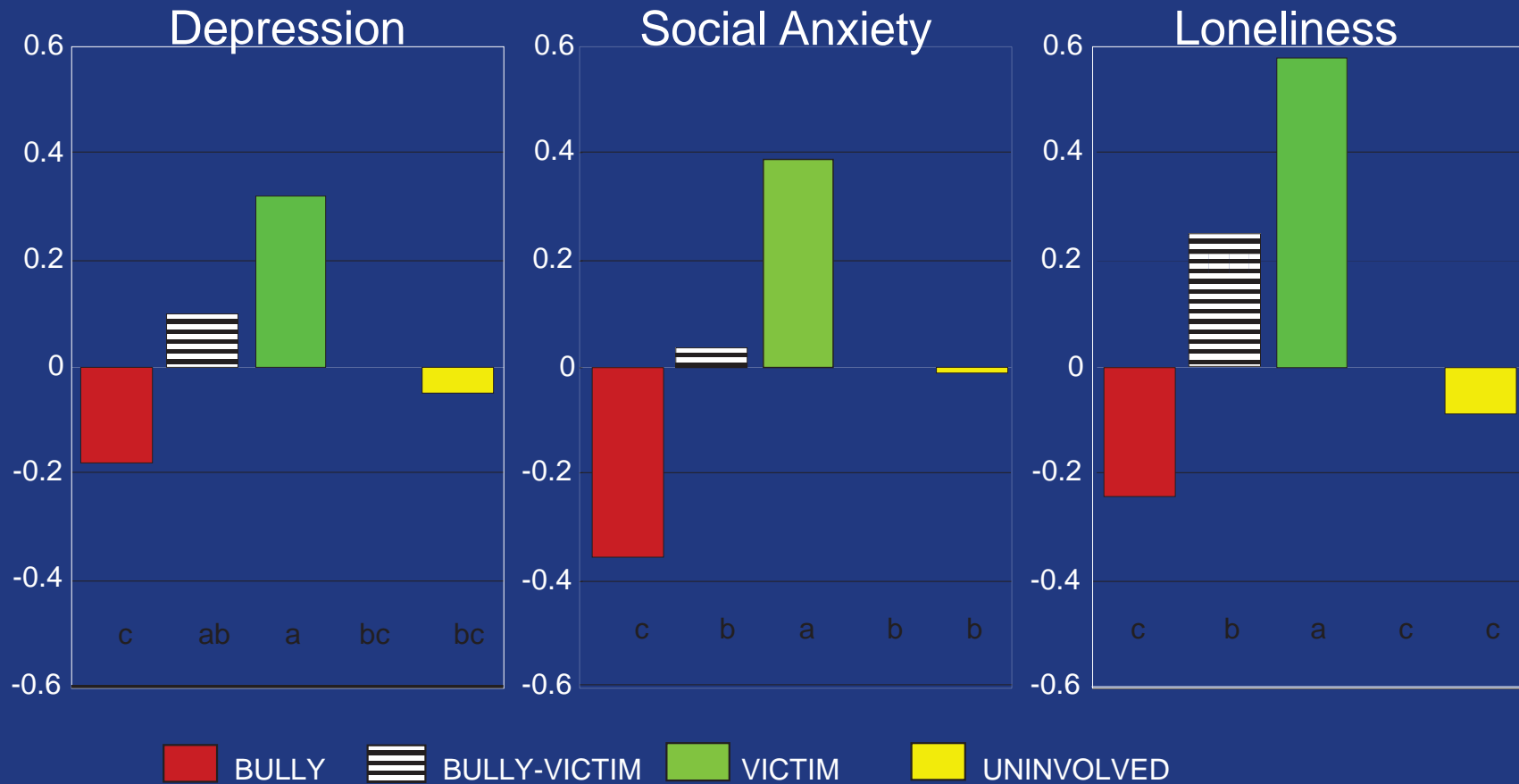
- At Department of Education first summit on school bullying:
- ***“A school where children don’t feel safe is a school where children struggle to learn. It is a school where children drop out, tune out, and get depressed...bullying is very much an educational priority that goes to the heart of school performance and school culture”***



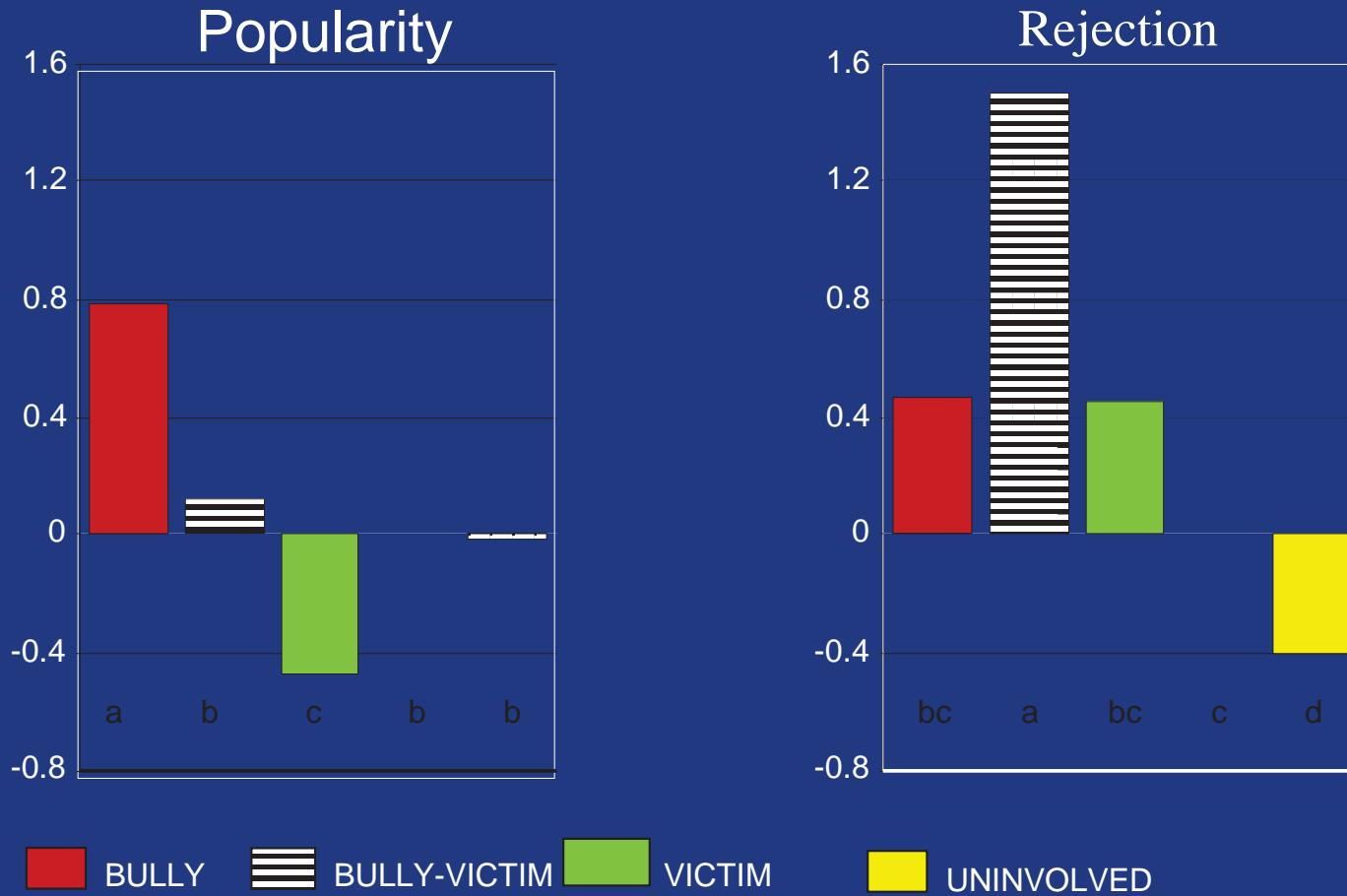
# 4 Myths About Bullying

- **Myth #1:** Bullies have low self-esteem and are rejected by their peers.

# Self-Reported Distress



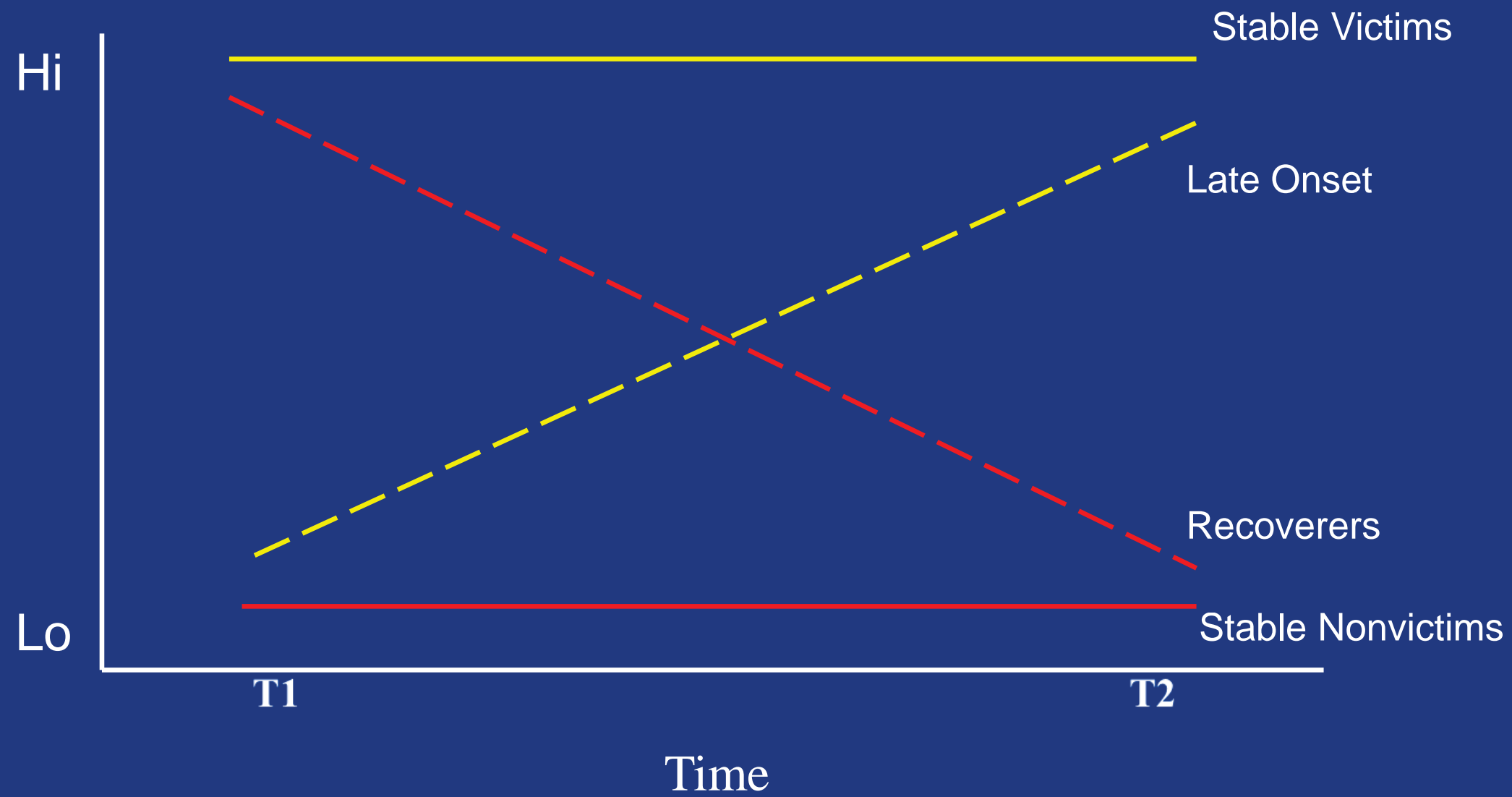
# Social Status



# 4 Myths About Bullying

- **Myth #1:** Bullies have low self-esteem and are rejected by their peers.
- **Myth #2:** Once a victim, always a victim.

# Continuity and Discontinuity in Victim Status



# 4 Myths About Bullying

- **Myth #1:** Bullies have low self-esteem and are rejected by their peers.
- **Myth #2:** Once a victim, always a victim.
- **Myth #3:** Kids get bullied because they are different (deviant). It doesn't really matter how they are different.

# Identity Matters!

- Race, weight gender, sexual orientation, SES, immigrant status
- What about disability? We don't know where it fits with these other "devalued" identities
- Need to be intersectional

# 4 Myths About Bullying

- **Myth #1:** Bullies have low self-esteem and are rejected by their peers.
- **Myth #2:** Once a victim, always a victim.
- **Myth #3:** Kids get bullied because they are different (deviant). It doesn't really matter how they are different.
- **Myth #4:** Bullying involves only perpetrators and victims.



# The Bullying Circle (Olweus)

## A. Students Who Bully.

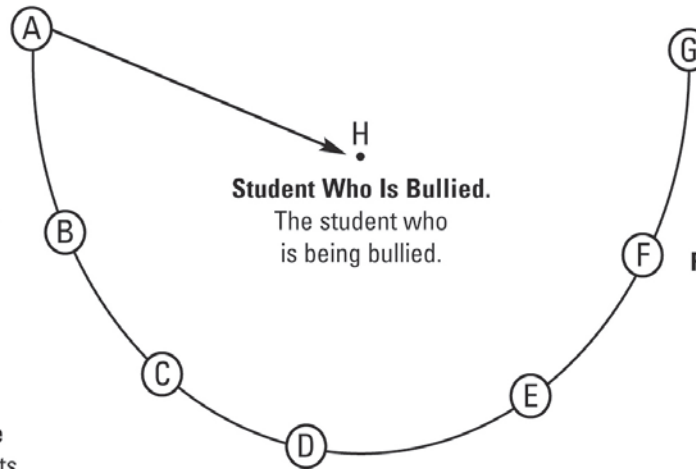
These students want to bully, start the bullying, and play a leader role.

## B. Followers or Henchmen.

These students are positive toward the bullying and take an active part, but don't usually initiate it and do not play a lead role.

## C. Supporters or Passive Bullies.

These students actively and openly support the bullying, for example, through laughter or calling attention to the situation, but they don't join in.



## G. Defenders.

They dislike the bullying and help or try to help the student who is being bullied.

## F. Possible Defenders.

These students dislike the bullying and think they should help the student who is being bullied but do nothing.

## D. Passive Supporters or Possible Bullies.

These students like the bullying but do not show outward signs of support.

## E. Disengaged Onlookers.

These students do not get involved and do not take a stand, nor do they participate actively in either direction. (They might think or say: "It's none of my business," or "Let's watch and see what happens.")

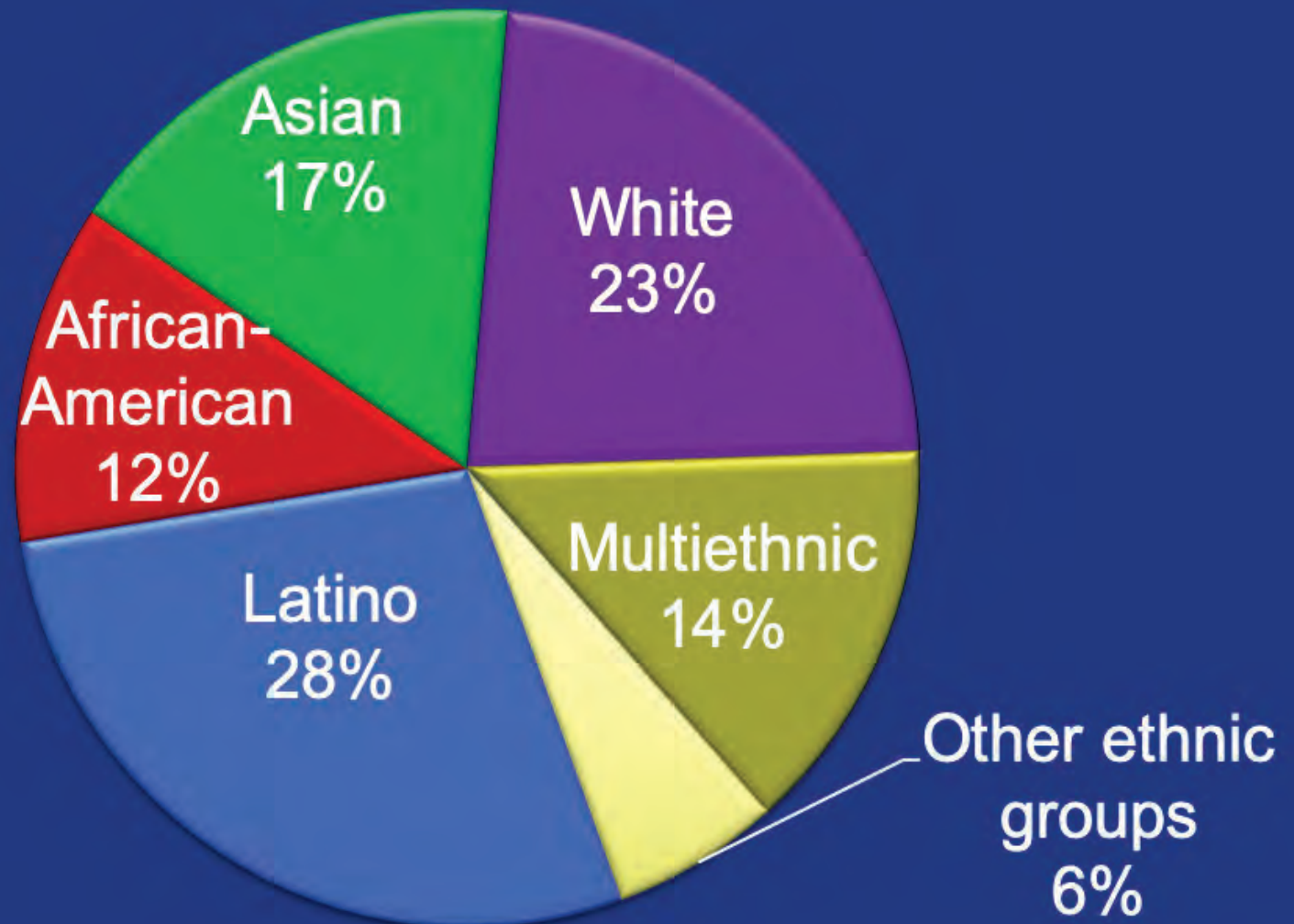
# WHAT CAN BE DONE?



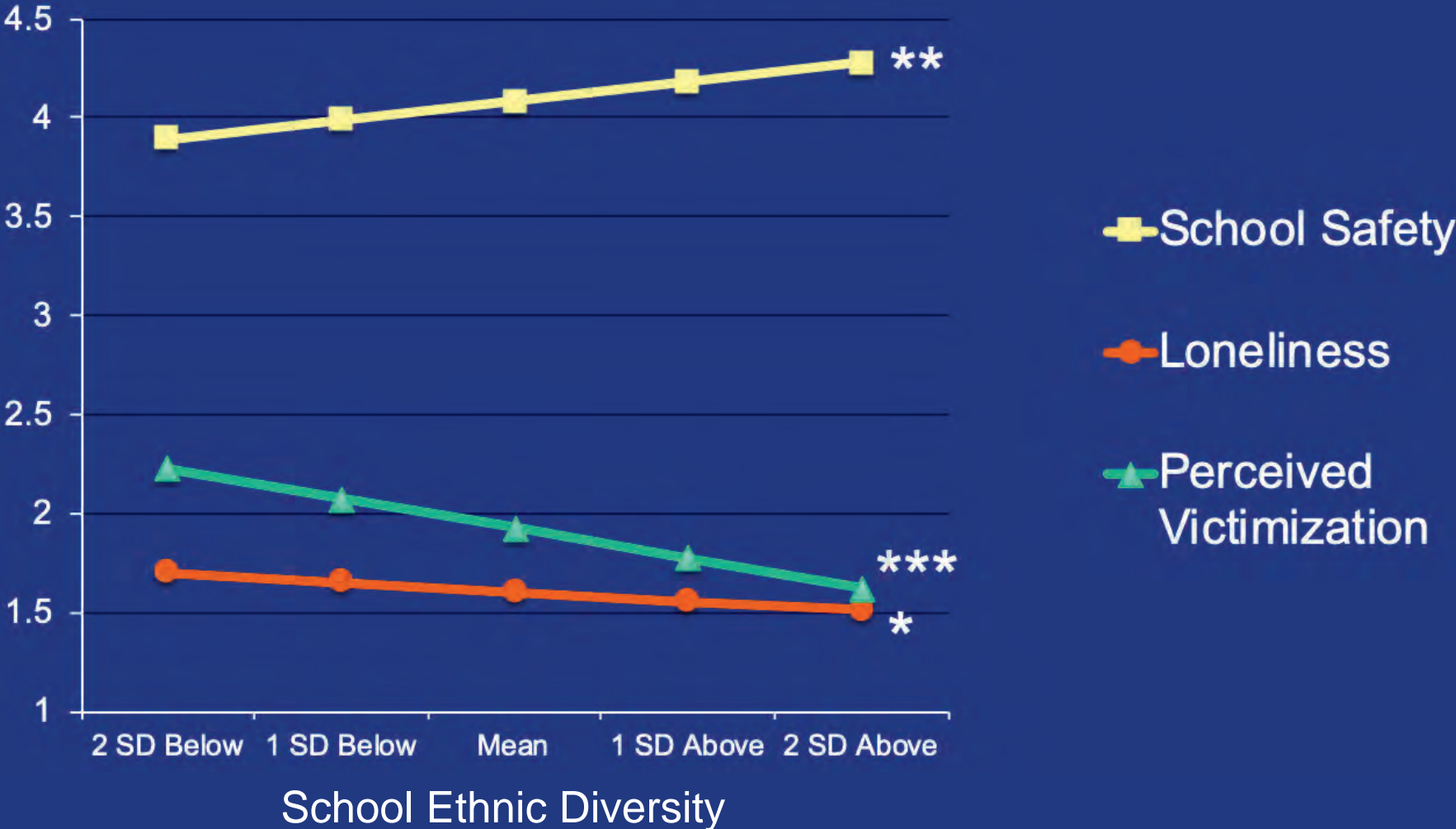
# WHAT CAN BE DONE?

- Universal or whole school approaches – it's everyone's responsibility
- Targeted – focus on the victim
- **Promote racially and ethnically diverse schools**

# WHAT IS A DIVERSE SCHOOL?



# School Ethnic Diversity and Its Effects on Vulnerability in Spring of 6<sup>th</sup> Grade



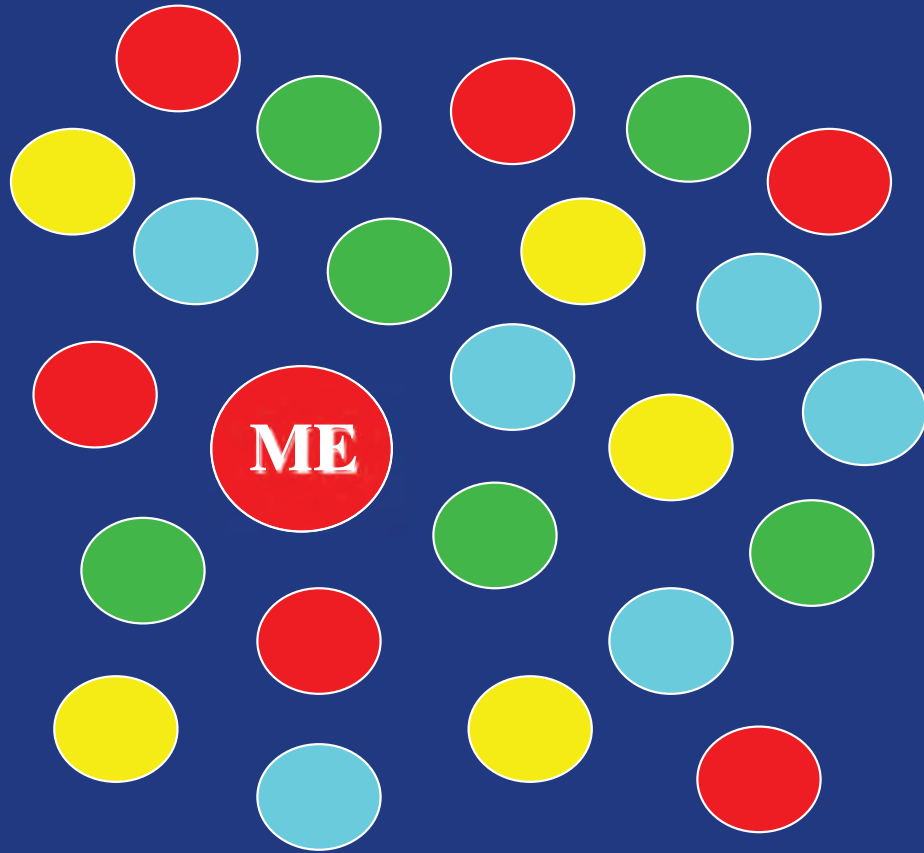
# School Diversity Protects Against Bullying Because...

- Greater numerical balance of power between different racial/ethnic groups

# WHY ME?



# More Diversity



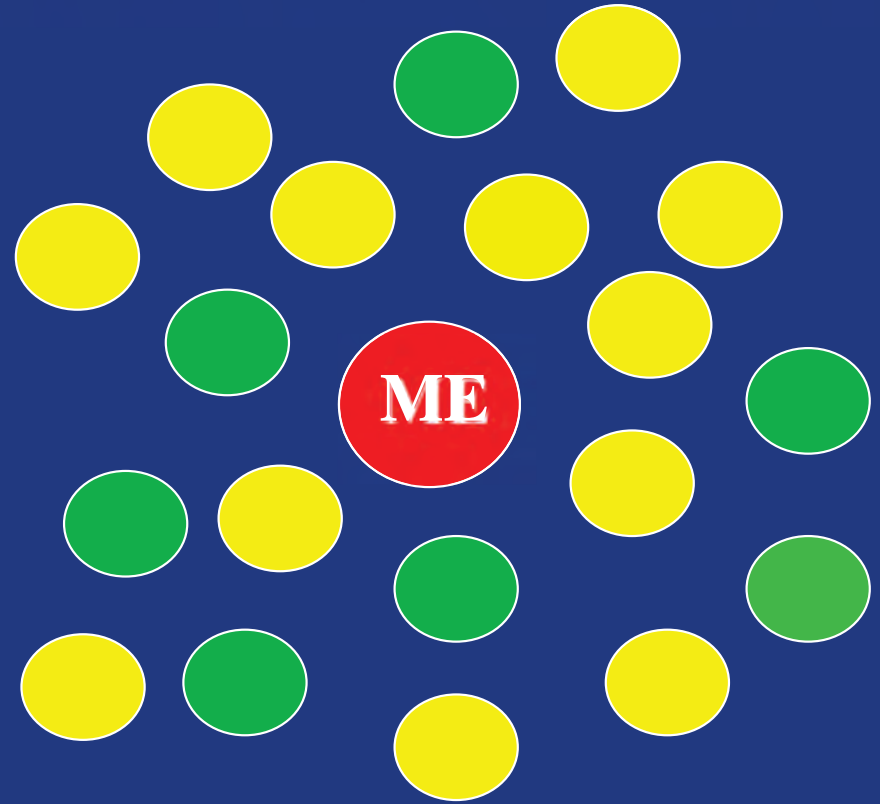
It's me...

It's them...

These are bad kids....

This school has no rules..

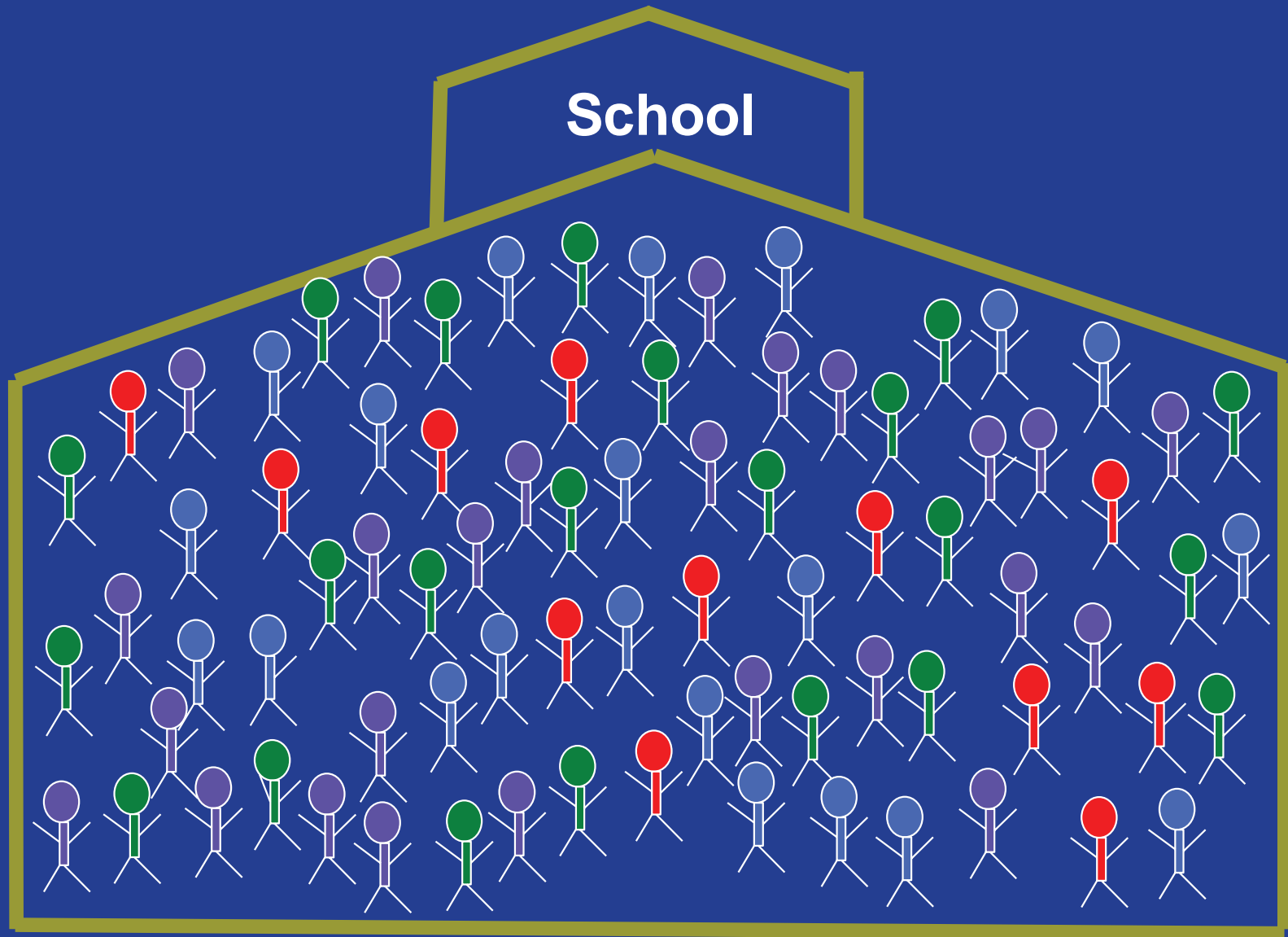
# LESS DIVERSITY




It's ME!



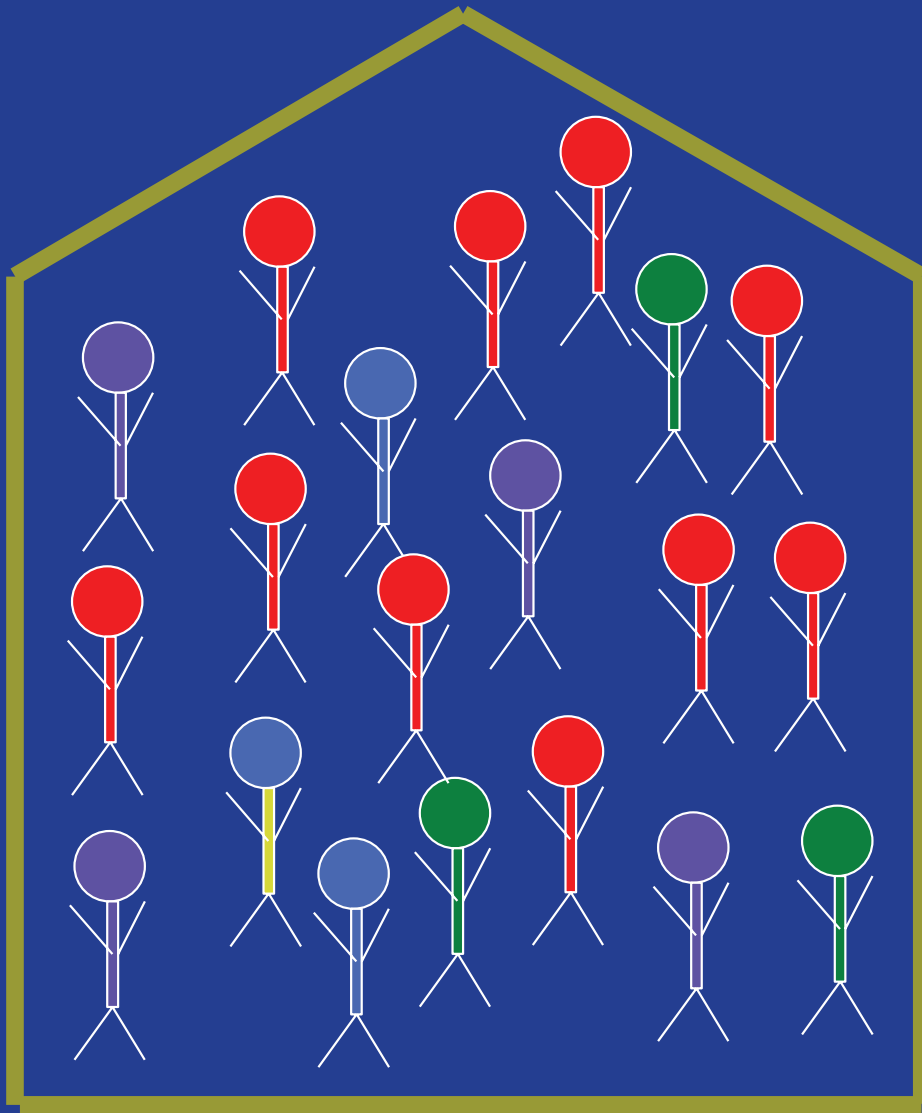
# A Diverse School



 = 15%

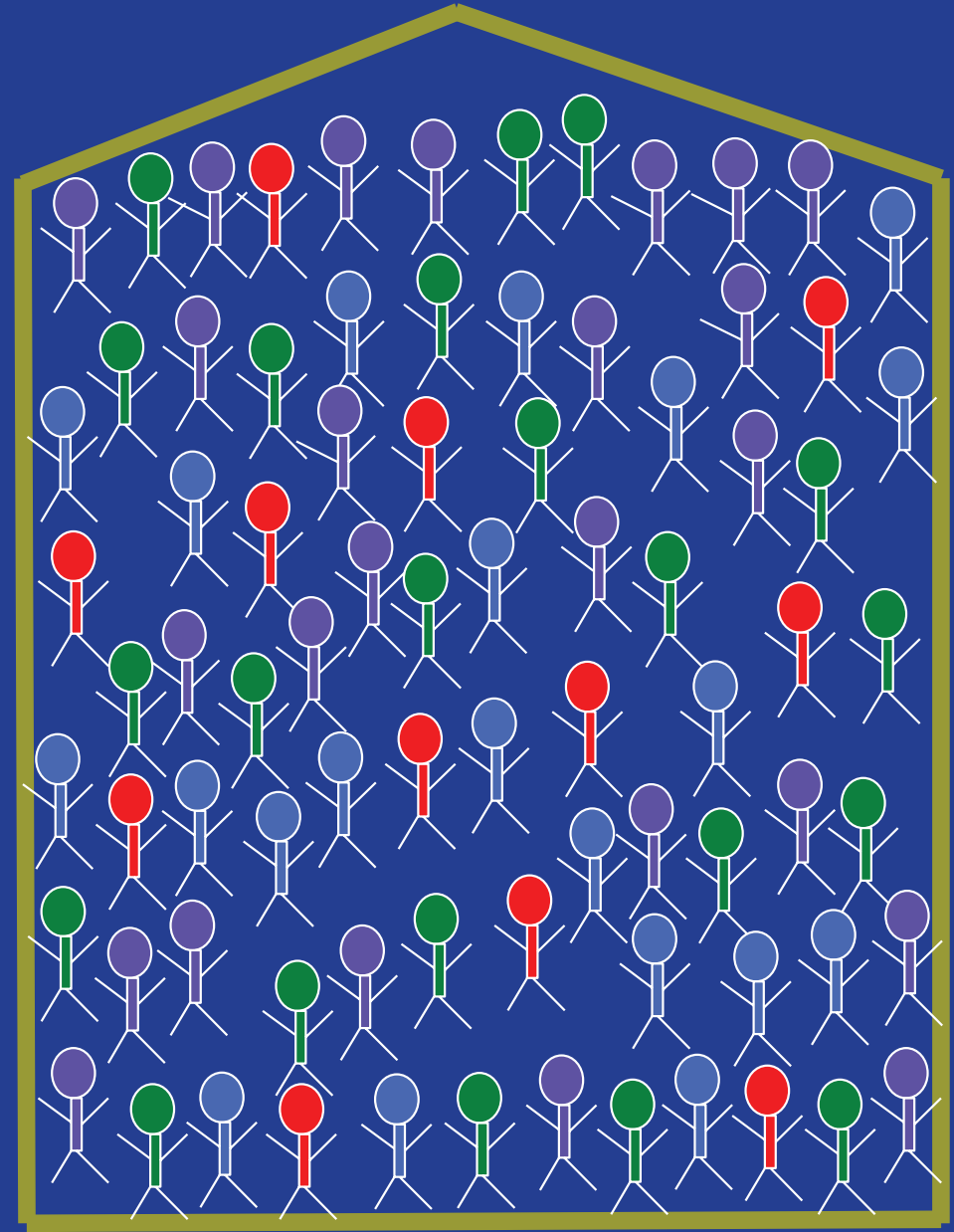
# Segregation (Exclusion)

Classroom A



50%

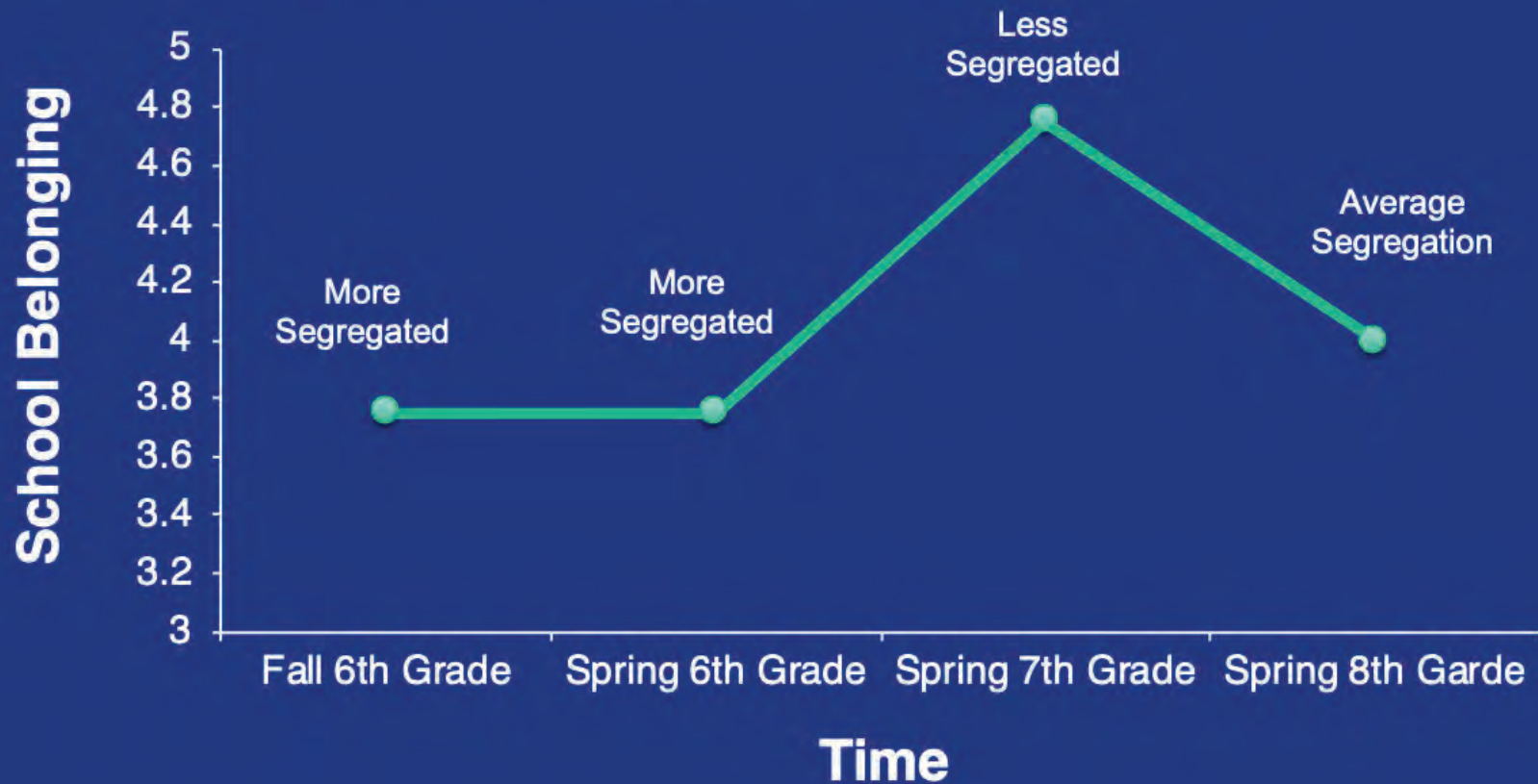
School



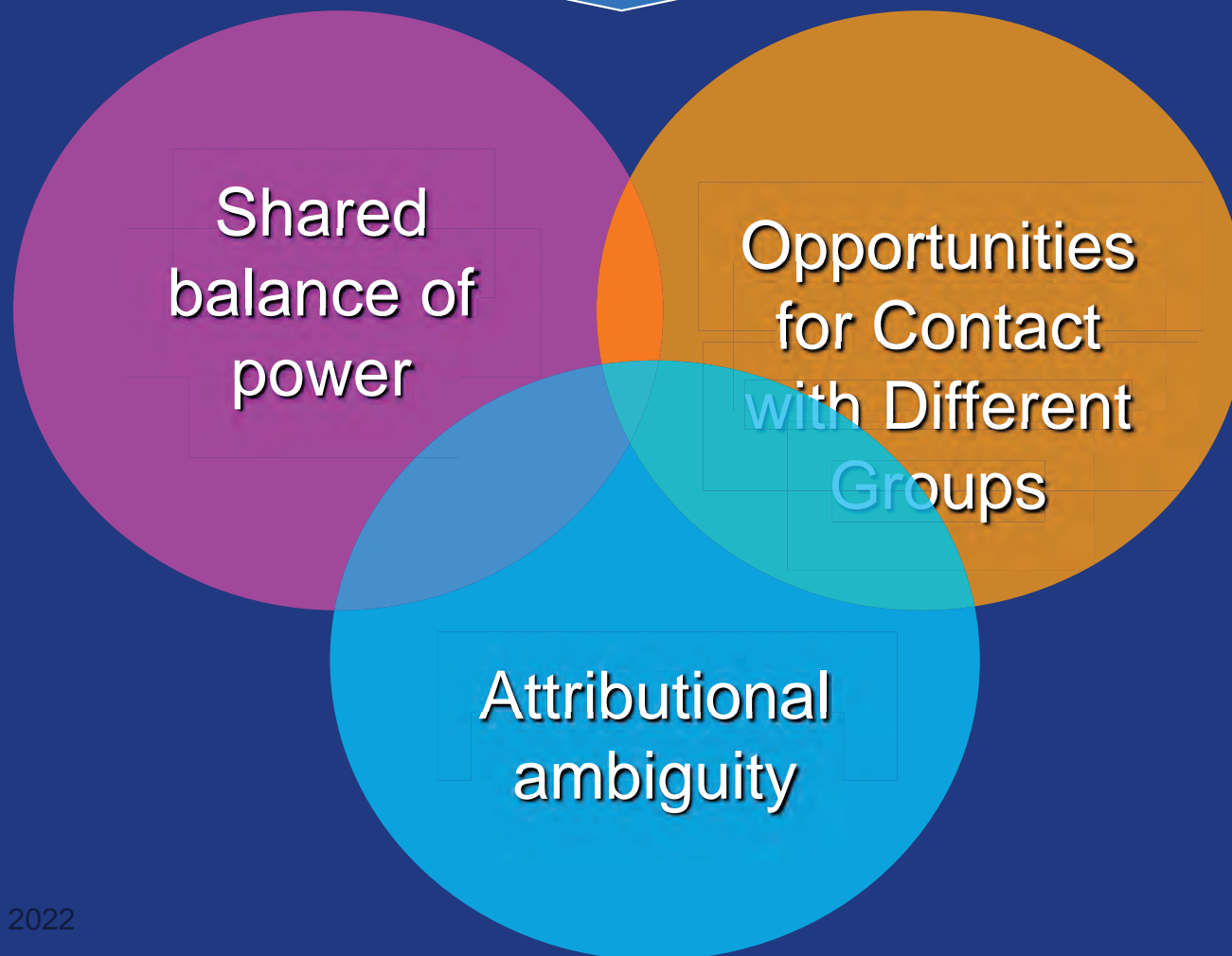
15%

# How Segregation Affects School Belonging for a Student in the Numerical Minority

## Student in the Numerical Minority



# Ethnic diversity promotes...



# Even diversity can be challenging when





# UCLA Middle School and High School Diversity Project



Sandra Graham (PI)  
Jaana Juvonen (Co-PI)  
April Taylor, Ph.D.  
Leslie Echols, Ph.D.  
Xiaochen Chen, Ph.D.  
Hannah Schacter, Ph.D.  
Feliz Quinones, Ph.D.  
Leah Lessard, Ph.D.  
Lupita Espinoza, Ph.D.  
Jessica Morales, Ph.D.  
Casey Knifsend, Ph.D.

Samantha Simmons  
Daisy Comancho  
Amirah Saafir  
Vanessa Villarreal  
Kara Kogachi  
Ritika Ratagosi  
Dani Smith  
Manpreet Dhillon-Brar  
Carlisa Simon  
Jenna Felkey  
...many talented UCLA  
undergrads

Photo Cred: stevanovicigor



# Inclusion in ASD

Suzannah Iadarola, Ph.D.

University of Rochester Medical Center

Autism Intervention Research Network on Behavioral Health

(AIR-B)

MEDICINE *of* THE HIGHEST ORDER





Photo by cyano66 via Canva

MEDICINE *of* THE HIGHEST ORDER





# Is the problem the wheelchair or the stairs?



MEDICINE *of* THE HIGHEST ORDER





Photo by Pixabay via Pexels

MEDICINE *of* THE HIGHEST ORDER



**Is the problem that the child can't talk? Or that she hasn't been given a way to communicate?**



MEDICINE *of* THE HIGHEST ORDER



Is the issue the person....

....or an inaccessible world?



MEDICINE *of* THE HIGHEST ORDER

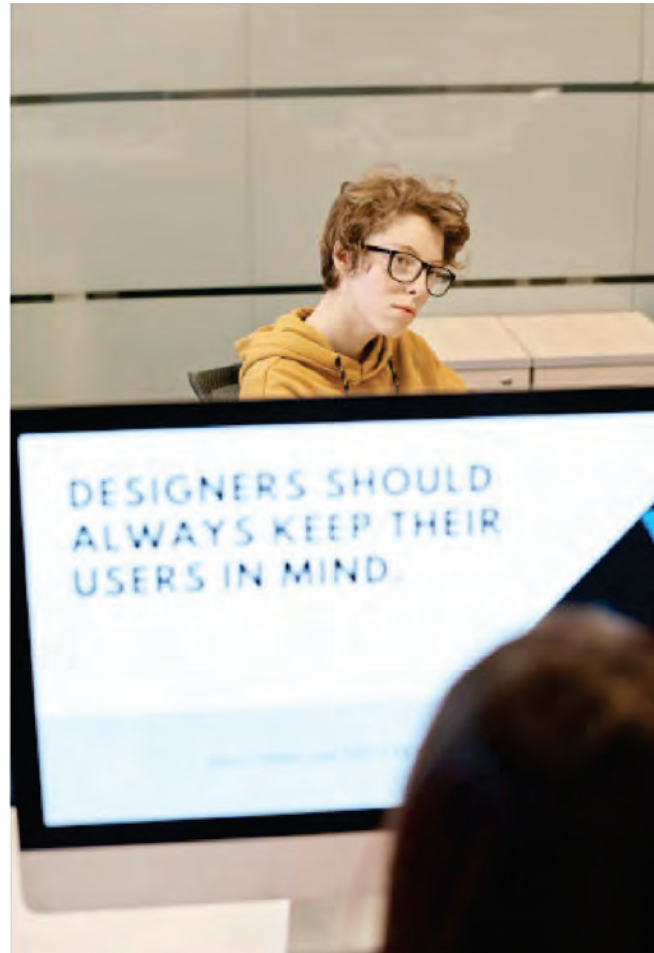




MEDICINE *of* THE HIGHEST ORDER



“DESIGNERS  
SHOULD ALWAYS  
KEEP THEIR  
USERS IN MIND”



# Educational Inclusion

Children with disabilities are included with typically-developing peers

Placement

Social and unstructured time

AND

Supports are provided to help students be successful in those settings



# Legislation

Individuals with Disabilities Education Act (IDEA)

Least Restrictive Environment (LRE)

Free and Appropriate Public Education (FAPE)

State inclusion mandates

# Least Restrictive Environment can be...

General education classroom (with/without support)

Inclusion/ Co-Taught classroom

Special education classroom

# Promoting Educational Inclusion



Photo cred: yacobchuk via Canva

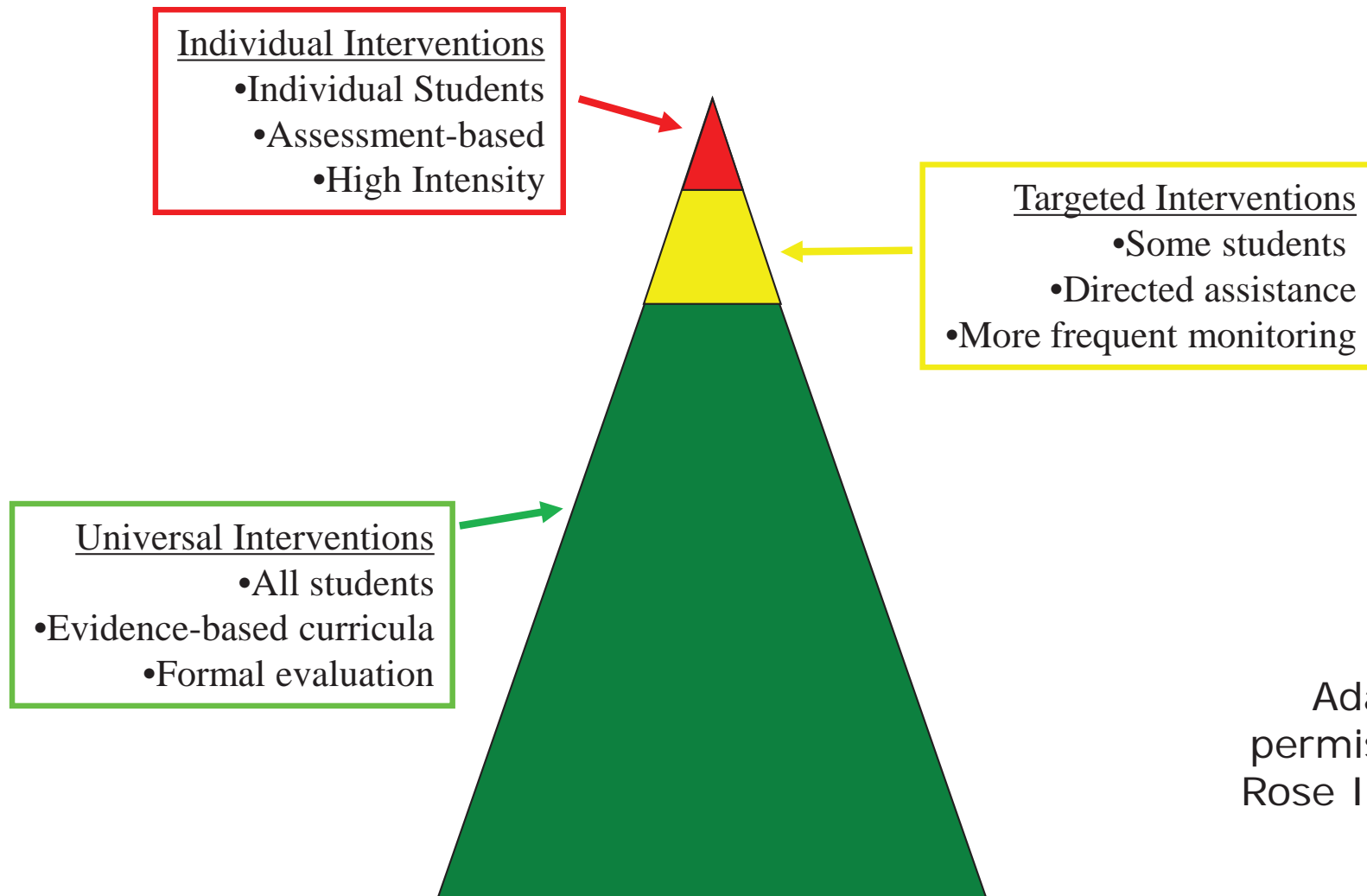


Photo by Gerd Altmann

# UNIVERSAL SUPPORTS

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Adapted with permission from Rose Iovannone, USF

# Universal Supports

- Clear expectations and rules
- Environment set up for success
- Feedback for good behavior
- Clear and appropriate consequence strategies

# Visual Organization

(materials, student's work space)

- find and replace correct materials for each activity during the day
- clarify what is expected during each activity
- highlight where student should be



# Quiet Area

Calm-down space

Improve emotion regulation





# Modify Materials

Keyboard

Adaptive pencil

Adaptive seating



# Self-Regulation

**HOW DO I FEEL?**

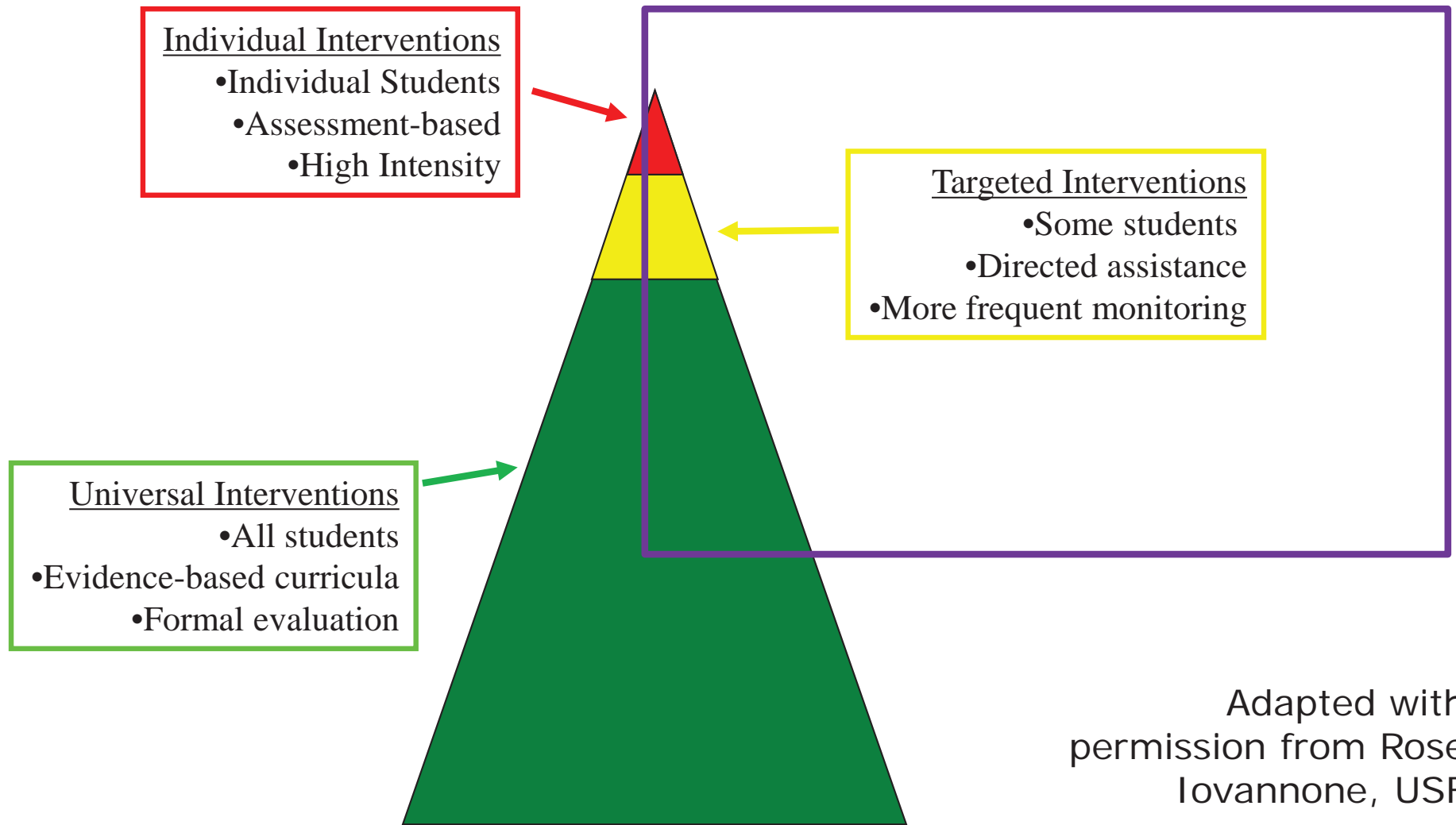
<b>5</b>	Really mad!	
<b>4</b>	Upset	
<b>3</b>	Frustrated	
<b>2</b>	Okay	
<b>1</b>	Happy/calm	

# I'm feeling...

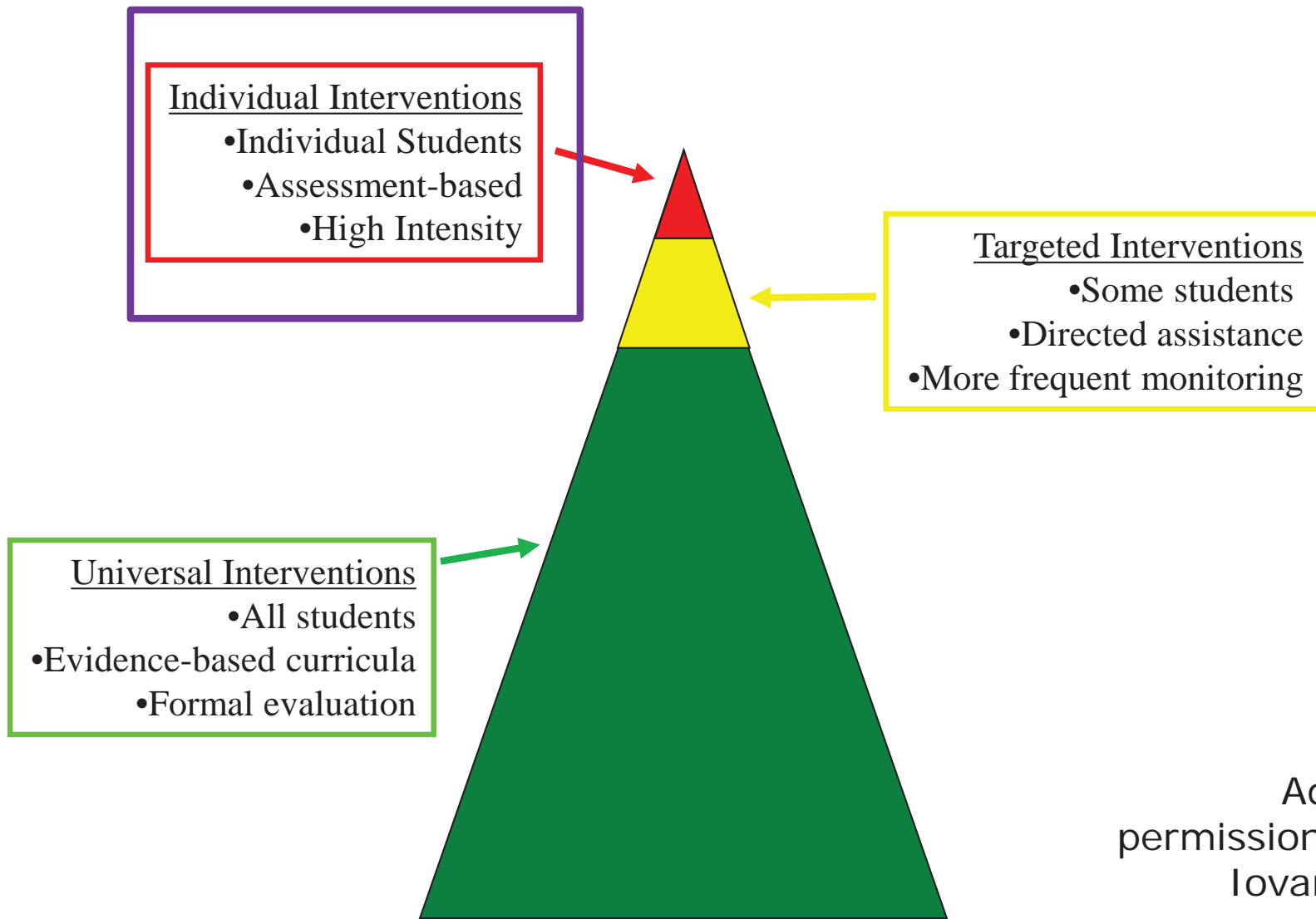
 Calm	 Happy	 Silly	 Relaxed
 Nervous	 Annoyed	 Sad	 Shy
 Surprised	 Hungry	 Angry	 Confused
 Sleepy	 Sick	 Hurt	 Hot

MEDICINE OF THE HIGHEST ORDER





Adapted with  
permission from Rose  
Iovannone, USF



Adapted with  
permission from Rose  
Iovannone, USF

# Social Inclusion



Photo Cred: Cathy Yeulet

# Today's Activities!

Simon Says



Four square



Heads up 7-Up



Connect 4



Our Conversation Rules	
<p>Good listening</p>	<p>Look at the person talking</p>
<p>Take turns talking</p>	<p>Stay on topic Talk about the same things</p>
<p>Talk about good topics</p>	<p>No rude or mean talking</p>
<p>Don't talk about weight or personal things</p>	<p>Ask good questions</p>

"BESTS"  
What is the best...

Pet



Superhero



Sport



Ice cream



From AIR-B's Remaking Recess study

# Inclusive Recreation

Sports

Arts

Camp

Faith Experiences



Photo Cred: NewSaetiew

# You can expect inclusive practices!

Advocate for what your child needs

Be specific

Share what has worked



# Play Together: Changing Lives through Inclusive Recreation



<https://www.youtube.com/watch?v=gXbygpQs93A>

MEDICINE *of* THE HIGHEST ORDER



# Inclusion is good business



<https://www.youtube.com/watch?v=mVM4900z89Q>

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Thank you!

MEDICINE *of* THE HIGHEST ORDER





MEDICINE *of* THE HIGHEST ORDER

...

# UCLA AIR-B Conference

Lela Rondeau, Administrative Coordinator, TK-12  
Instruction, LAUSD Division of Special Education



# Where do students with Autism belong in school?

In general education?

In a special day class?

In an “AUT-Core” Special Day class?

In an “AUT-Alt” Special Day class?

# 2020-2025 State Targets



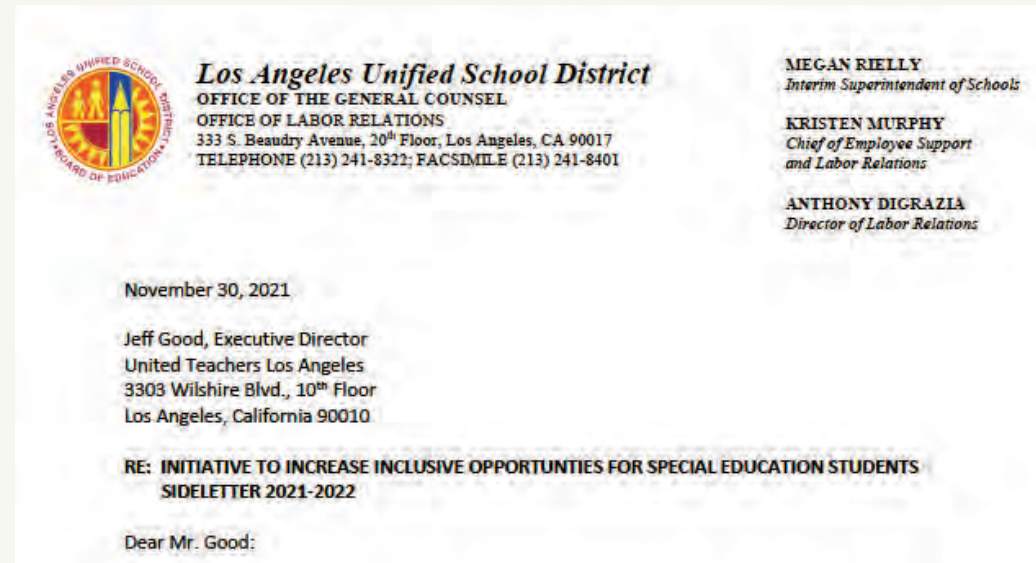
Indicator	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
5a LRE 80%+ in Regular Classroom	58%	60%	62%	64%	67%	70%
5b LRE 40% or less in Regular Classroom	19.5%	18%	16.5%	15%	13.5%	12%
5c LRE Separate School	3.4%	3.2%	3%	2.8%	2.6%	2.4%





# UTLA Side letter


- Lead teacher and stakeholder committee
- Plan must be submitted annually
- Over 100 plans received this month








LOS ANGELES UNIFIED SCHOOL DISTRICT  
**DIVISION OF SPECIAL EDUCATION**

A photograph of four diverse students sitting around a white table, focused on a project. One student in the foreground is using a wheelchair. They are in a classroom setting with a world map on the wall.

**POSITION PAPER**  
**Equity and Access for**  
**Students with Disabilities**

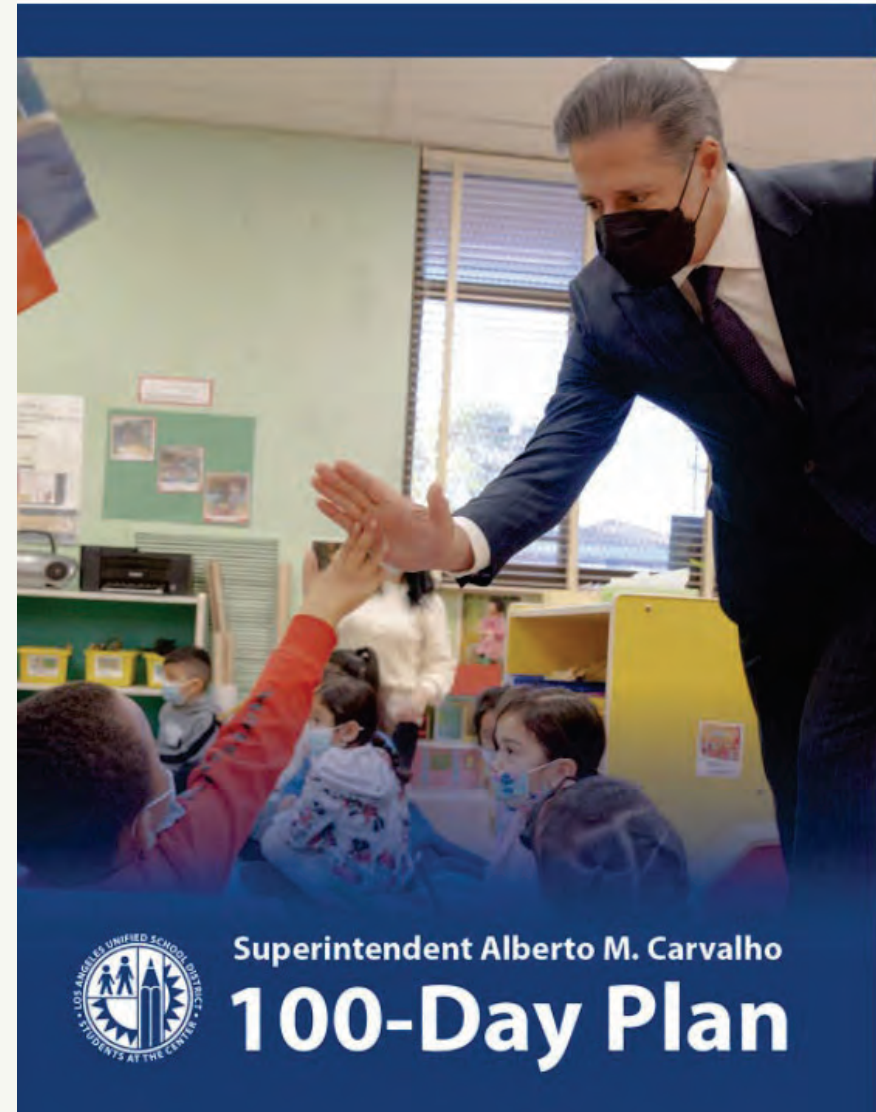
The logo of the Los Angeles Unified School District, featuring a stylized figure and a pencil inside a circular border with the text "LOS ANGELES UNIFIED SCHOOL DISTRICT" and "STUDENTS AT THE CENTER".

**JANUARY 2022**

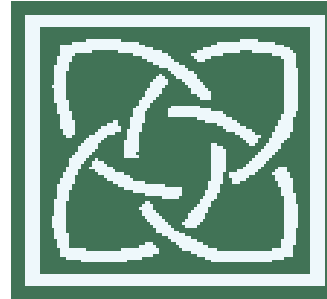
## Increased Inclusion Opportunities for Students with Disabilities

Identify additional schools to participate in inclusive practices for all students with disabilities and increase the number of students with disabilities educated in the general education setting.

- Support schools in developing an inclusion plan to implement inclusive practices.
- Connect schools with community partners that support inclusive practices.
- Create opportunities for observing schools that have implemented successful inclusion programs.
- Provide professional development to school administrators regarding positive effects of inclusion and strategies for initiating.
- Celebrate schools engaged in inclusive practices with recognition and a banner.
- Facilitate relationships between Institutes of higher education and Local Districts to mentor and support in the implementation of inclusion.
- Train Local District general education and special education staff to support inclusion practices.



# Eastern Los Angeles Regional Center



- Private, non-profit organizations under contract with the State of California Department of Developmental Services
- 21 Regional Centers throughout California
- Provide a local resource to help find and access the many services available to individuals with developmental disabilities

# Lanterman Act Eligibility (for 3+ years old)

People whose disability occurs before age 18 which will continue indefinitely, AND with a **substantial disability** from:

1. Cerebral Palsy (CP)
2. Epilepsy
3. Autism
4. Intellectual Disability (ID)  
(was Mental Retardation (MR))
5. Condition **Similar** to ID or that **Requires Treatment Similar to ID**

# RC Services Throughout Lifespan

## Early Start Services

- Family Training and Counseling
- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Behavior Intervention Services
- Medical Services for Diagnostic Purposes
- Early Identification, Screening and Assessment
- Vision services
- Assistive Technology Services and Devices

## Children's Services

- Crisis intervention services
- Durable/non-durable medical equipment
- Social Skills
- Adaptive Skills
- Educational Supports
- Licensed residential options
- Respite/Specialized Supervision Hours

## Adult Services

- Adult day program
- Behavior intervention services
- Crisis intervention services
- Durable/non-durable medical equipment
- Independent/Supported living
- Licensed residential options
- Respite/Personal Assistant Hours
- Supported Employment
- Transportation services

# ELARC's Catchment Area

ELARC serves the following communities:

- Alhambra
- Boyle Heights
- City Terrace
- Commerce
- East Los Angeles
- El Sereno
- Highland Park
- La Habra Heights
- La Mirada
- Lincoln Heights
- Montebello
- Monterey Park
- Pico Rivera
- Rosemead
- San Gabriel
- San Marino
- South Pasadena
- Santa Fe Springs
- Temple City
- Whittier



# How to Get Started

Contact the Eastern Los Angeles Regional Center  
to schedule an intake assessment

**Alhambra Office**  
(626) 299-4700  
1000 S. Fremont Avenue  
Alhambra, CA 91802

**Whittier Office**  
(562) 698-0146  
13215 Penn St. Suite 410  
Whittier, CA 90602

**[info@elarc.org](mailto:info@elarc.org)**

**[www.elarc.org](http://www.elarc.org)**



# Website: [www.elarc.org](http://www.elarc.org)



E-NOTIFICATION | CALENDAR | NOTICES | FAQ | CONTACT US | TRANSLATE |  
FONT SIZE:



Search...



home



about us



consumers  
& families



service  
providers



governance



budget &  
legislation



resources &  
publications



- Apply for Services
- Consumer Handbook
- Consumers Involved in a Crime
- ELARC U
- Early Start
- Intake Ages 3 and Above
- Medicare Part D
- Notices for Consumers & Families
- Purchase of Service Guidelines
- Risk Management
- Self Determination
- Your Rights: Appeals, Complaints, & Whistleblower
- Take the Unmet Needs Survey



Transparency & Access  
to Public Info

Purchase of Service (POS) Data

Purchase of Service (POS) Guidelines

Electronic Visit Verification (EVV)

Possible Data Security Breach

NEED TO KNOW

APPLY FOR SERVICES

Languages spoken and translated: English, Spanish, Cantonese, Mandarin, Korean, Vietnamese



# Ongoing Trainings for Families and Service Providers

**EASTERN LOS ANGELES REGIONAL CENTER**

E-NOTIFICATION | CALENDAR | NOTICES | FAQ | CONTACT US | TRANSLATE |  
FONT SIZE: [+] [-]

Search...

home about us consumers & families service providers governance budget & legislation resources & publications

- Calendar
- Career Opportunities
- Commitment to Safe and Productive Meetings
- Contact Us
- FAQ
- Map of Service Area
- Mission Statement
- National Core Indicators
- Notices
- Organizational Chart
- Our Community Report
- Our History
- Performance Contract
- Person Centered Practices

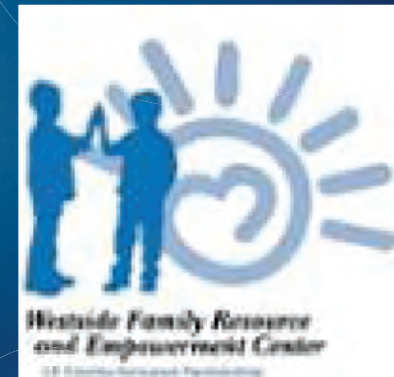
**NEED TO KNOW**

- Transparency & Access to Public Info
- Purchase of Service (POS) Data
- Purchase of Service (POS) Guidelines
- Electronic Visit Verification (EVV)
- Possible Data Security Breach

**APPLY FOR SERVICES**

# Westside Family Resource and Empowerment Center

ANA DA SILVA  
FEC GRANT COORDINATOR  
Coordinadora de Concesión  
[Anad@westsiderc.org](mailto:Anad@westsiderc.org)  
310-258-4278





## Who We Are

- ▶ Established in 1993, the Westside Family Resource and Empowerment Center (WFREC) is open to the entire Los Angeles community and staffed by experienced parents and family members of individuals with special health care and/or developmental needs. We provide support and guidance from birth through the life cycle.

## Quienes Somos:

- ▶ Establecido en 1993, el Centro de Recursos y Fortaleza de Westside (WFREC) está abierto a toda la comunidad de Los Ángeles y cuenta con padres experimentados y familiares de personas con necesidades especiales de atención médica y / o desarrollo. Brindamos apoyo y orientación desde el nacimiento hasta el ciclo de vida.



## Family Resource Center

- ▶ As a part of the California Early Start program, we provide parent-to-parent support and information for families of infants and toddlers who have been recently diagnosed and considered eligible for Early Start services.

## Centro de Recursos Familiares

- ▶ Como parte del programa California Early Start (Ayuda Temprana), brindamos apoyo e información de padre a padre para familias de bebés y niños pequeños que han sido diagnosticados recientemente y considerados elegibles para los servicios de Early Start.



## Early Start Plus

- ▶ Early Start Plus is designed as a “Safety Net” program for infants and toddlers at a greater risk for developmental delay who do not, currently, qualify for services through the Early Start Program.

## Inicio Temprano adicional

- ▶ Early Start Plus está diseñado como un programa de "Red de Seguridad" para bebés y niños pequeños con un mayor riesgo de retraso en el desarrollo que, actualmente, no califican para los servicios a través del Programa Early Start.

# Family Empowerment Center

## Centro de Fortaleza Familiar

### FEC

- ▶ Funded by the Department of Education, this grant allows us to provide specialized training and peer -to-peer support to parents of children (age 3 to 22) who have an Individual Education Plan (IEP), a 504 plan, receive mental health services or who may be eligible for any of these program. The student does not have to qualify for Regional Center services to receive FEC supports and services.

### FEC

- ▶ Financiada por el Departamento de Educación, esta subvención nos permite proporcionar capacitación especializada y apoyo entre pares a los padres de niños (de 3 a 22 años) que tienen un Plan de Educación Individual (IEP), un plan 504, reciben servicios de salud mental o que pueden ser elegibles para cualquiera de estos programas. El estudiante no tiene que calificar para los servicios del Centro Regional para recibir apoyos y servicios de FEC.



## Who We Support:

- ▶ We support families, individual and professionals working with, and for, infants, children and adults who have different abilities and challenges.

## A Quien Apoyamos:

- ▶ Apoyamos a familias, individuos y profesionales que trabajan con y para bebés, niños y adultos que tienen diferentes habilidades y desafíos.



## What We Offer:

- ▶ Bilingual Parent -to-Parent Support
- ▶ Community Outreach and Child Find
- ▶ Systems of Care Navigation Support
- ▶ Multimedia Lending Library
- ▶ Parent Education
- ▶ Resources and Referral
- ▶ Support Groups
- ▶ Training and Conference Opportunities
- ▶ Transition Assistance
- ▶ Warmline

## Qué ofrecemos:

- ▶ Apoyo bilingüe de padre a padre
- ▶ Alcance comunitario y búsqueda de niños
- ▶ Soporte de navegación de sistemas de atención
- ▶ Biblioteca de préstamo multimedia
- ▶ Educación de los padres
- ▶ Recursos y referencias
- ▶ Grupos de apoyo
- ▶ Oportunidades de capacitación y conferencias
- ▶ Asistencia para la transición
- ▶ Línea cálida



# Ongoing Support

## Support Groups

- ▶ Siempre Amigas Support Group in Spanish
- ▶ CHADD Support Group
- ▶ African American Black Family Support Group
- ▶ Asperger Support Groups
- ▶ IEP Support Group in English and Spanish
- ▶ Ethiopian Families Support Group

## Ongoing Classes

- ▶ IHSS Orientation Presentation English/Spanish
- ▶ Different Thinkers Different Learners/Diferente Maneras de Pensar Diferente Maneras de aprender

To register and for more resources please open the link below

Para registrarse y para ver más recursos por favor dirijase al link de abajo

<https://linktr.ee/westsidefrec>

# WFREC STAFF

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310-258-4061

[www.linktr.ee/westsidefrec](http://www.linktr.ee/westsidefrec)

General Number 310-258-4063



**THANK YOU!!**  
**¡GRACIAS!**

# South Central Los Angeles Regional Center



# What is the Regional Center?

- Regional Centers are private, non-profit agencies funded by the State Department of Developmental Services (DDS)
- Regional Centers support infants, children and adults with intellectual and/or developmental disabilities regardless of income or legal status.
- 21 Regional Centers serve all of California
- 7 Regional Centers cover Los Angeles County:
  - Eastern Los Angeles Regional Center
  - Frank D. Lanterman Regional Center
  - Harbor Regional Center
  - North Los Angeles County Regional Center
  - San Gabriel / Pomona Regional Center
  - South Central Los Angeles Regional Center
  - Westside Regional Center



# What Areas in Los Angeles County does SCLARC Serve?

Each Regional Center serves a specific geographic area. SCLARC serves the areas indicated on the map.

## Zip Codes covered by SCLARC:

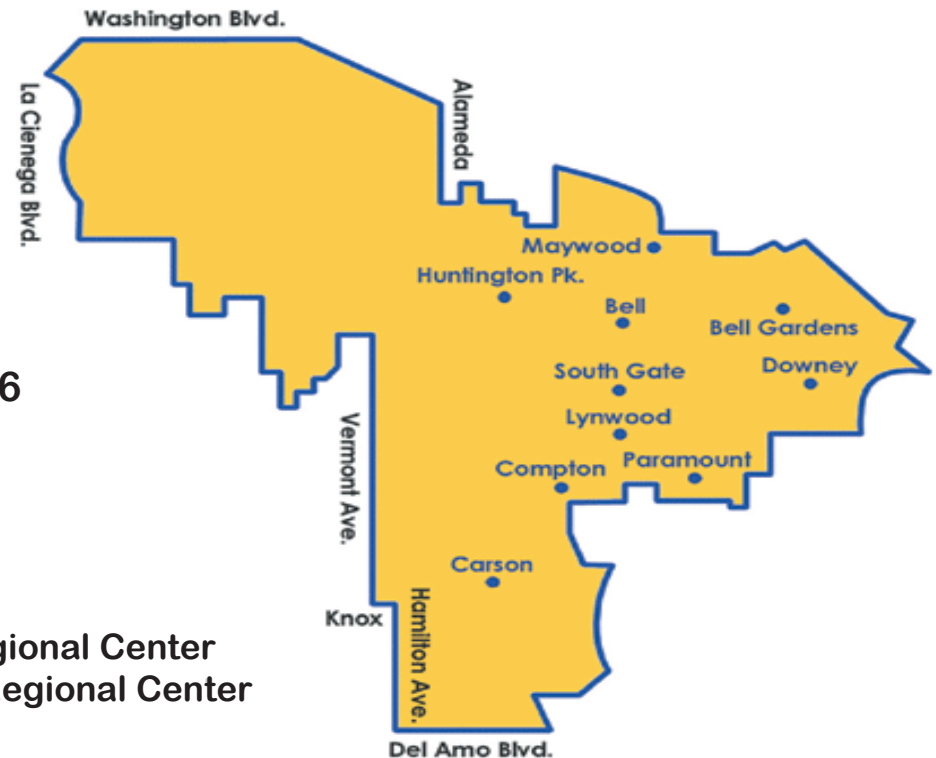
90001, 90002, 90003, 90007\*\*\*, 90008,  
90011\*\*\*, 90016\*\*\*, 90018, 90037, 90043,  
90044\*, 90047\*, 90056\*, 90058\*\*\*, 90059,  
90061, 90062, 90201, 90220, 90221, 90222,  
90240, 90241, 90242, 90248\*\*\*\*, 90255,  
90262, 90270, 90280, 90723, 90810\*\*, 90746

\*Shared with Westside Regional Center

\*\* Shared with Harbor Regional Center

\*\*\* Shared with Frank D. Lanterman Regional Center

\*\*\*\* Shared with Westside and Harbor Regional Center



# SCLARC Programs

Early Start	3 and Above
<ul style="list-style-type: none"> <li>• Birth to Three</li> <li>• Has substantial delay in one or more areas of problem solving/cognitive, physical/motor, communication, social/emotional, or adaptive/self-help development.</li> </ul>	<ul style="list-style-type: none"> <li>• Children and adults over the age of 3 diagnosed with a developmental disability such as:               <ul style="list-style-type: none"> <li>• Autism</li> <li>• Cerebral Palsy, Epilepsy</li> <li>• Intellectual Disability</li> <li>• 5th Category</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Provided with case management and Early Intervention services.</li> </ul>	<ul style="list-style-type: none"> <li>• Services are provided for the entire lifespan of the client</li> </ul>
<ul style="list-style-type: none"> <li>• Infants and toddlers who are at high risk of having a substantial disability due to a combination of biomedical risk factors do qualify for Early Start program services.</li> </ul>	<ul style="list-style-type: none"> <li>• Services include case management and supportive programs such as day, work, living or transportation programs.</li> </ul>

# Intake Process

- If you think a person may be eligible for services, call SCLARC at (213) 744-7000 and ask for “Intake”.
- Indicate the age of the person being referred.
  - Birth to 3 - Early Start Intake
    - Email - [earlystartintake@sclarc.org](mailto:earlystartintake@sclarc.org)
    - Phone: 213-744-8807 or 213-744-8809
    - Fax : 213-947-4115
    - Online form can be found at: [sclarc.org](http://sclarc.org)
  - 3 and above - Lanterman Intake
    - Email – [lantermanintake@sclarc.org](mailto:lantermanintake@sclarc.org)
    - Phone: 213-744-8880 or 213-744-8872
    - Fax : 213 -559-0612
    - Online form can be found at: [sclarc.org](http://sclarc.org)
- Intake Worker completes an initial telephone screening and schedules an appointment for an office visit if needed.  
Early Start may schedule an in-home visit if needed.
- Helpful to bring any documentation that indicates why the person may meet eligibility criteria, i.e. medical records, psychological/ psychiatric evaluations, school records (IEP’s, report cards, etc.)



# Services Provided (0-3)

Vendor services may include:

- In-home and center-based specialized instruction programs
- Behavior management programs
- Respite services, for those who qualify
- Transportation services
- Licensed Therapists
- Other services, as identified.



**\*Services provided for children are recommended based on child's needs.**

# Services Provided (3 & Over)

Vendored services may include:

- Adult day programs
- Residential placement
- Independent living services
- Behavior management programs
- Respite services
- Transportation services
- Employment Training
- Menu of services can be found at:
  - 3 - 17: <https://sclarc.org/lanterman-act-services.php>
  - 18 & over: <https://sclarc.org/adult-services.php>



# Information, Trainings, Upcoming Events and Parent Support Groups

- Information, trainings and upcoming events:
  - <https://sclarc.org/calendar.php>
- Parent Support Groups:
  - Under Advocacy
    - <https://sclarc.org/generic-resources.php>

**Kiara Lopez**  
**Advancement Officer**  
**KiaraL@sclarc.org**  
**213-744-8420**

**Offices:**

**Headquarters**  
**2500 S Western Ave**  
**Los Angeles CA 90018**  
**213-744-7000**

**Satellite Office**  
**12226 Garfield Ave**  
**South Gate CA 90280**  
**213-744-7000**



[www.sclarc.org](http://www.sclarc.org)



[@SCLARC](https://www.facebook.com/SCLARC)



[@south\\_central\\_la\\_rc](https://www.instagram.com/south_central_la_rc)



<https://sclarc.org/news-and-media.php>



# FRANK D. LANTERMAN

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## REGIONAL CENTER

**EVIE JUNG**

Family Support Specialist  
ejung@Lanterman.org  
213-252-8350

UPDATED FEB 2022

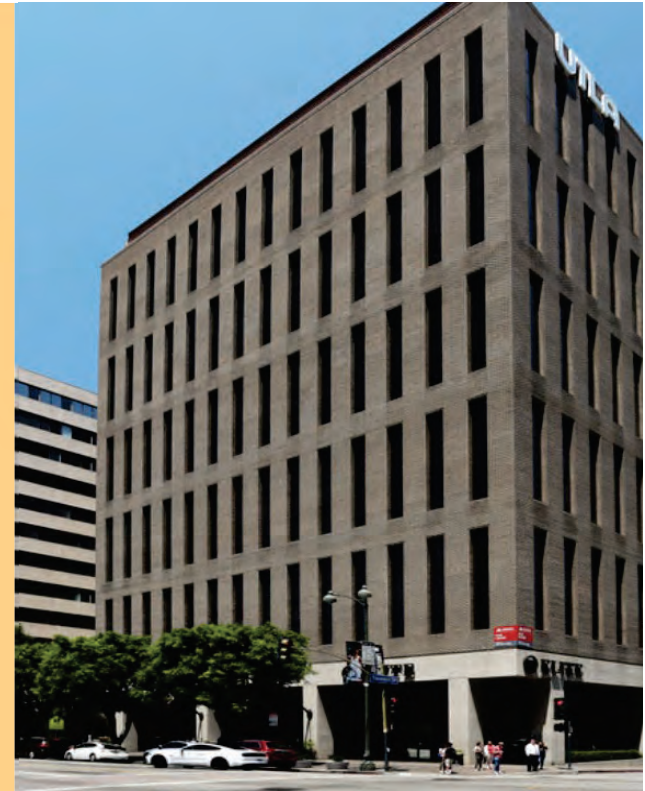




# FDLRC Frank D. Lanterman Regional Center



 **FRANK D. LANTERMAN**  
REGIONAL CENTER  
Partners in Lifelong Support





# FDLRC Service Areas

## SERVICE AREAS

Hollywood/Wilshire

Central Los Angeles

Pasadena

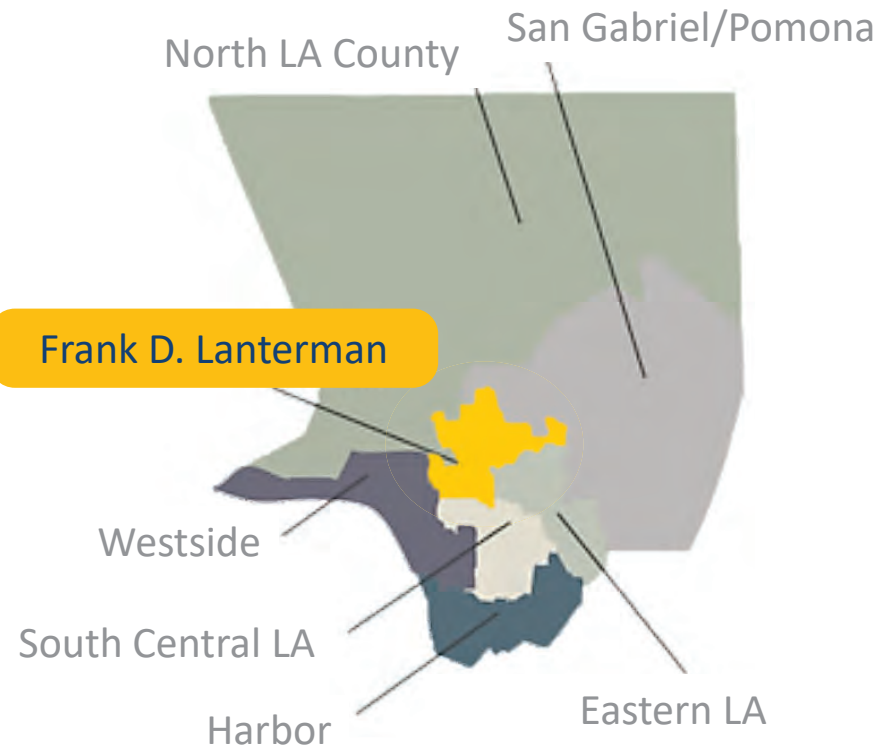
Burbank/Eagle Rock

Glendale

La Canada-Flintridge

La Crescenta

Frank D. Lanterman





# KYRC Koch-Young Resource Center

## RESOURCES & INFORMATION

- Help Desk
  - 213-252-5600
  - [kyrc@Lanternman.org](mailto:kyrc@Lanternman.org)
- Open from 8:30 AM to 5 PM
  - Currently operating remotely
- Library & toy loans
  - By appointment only
- Information and referral







# KYRC Koch-Young Resource Center

- Support Groups
  - For English, Spanish, Korean, Armenian, Chinese speakers
  - For parents, fathers, siblings, and LGBT clients
- Trainings & Workshops
- Peer Support Partners
  - English, Spanish, Armenian, and Korean speaking
  - For FDLRC families only
- Play Groups & Story Time
  - In English
- Outreach





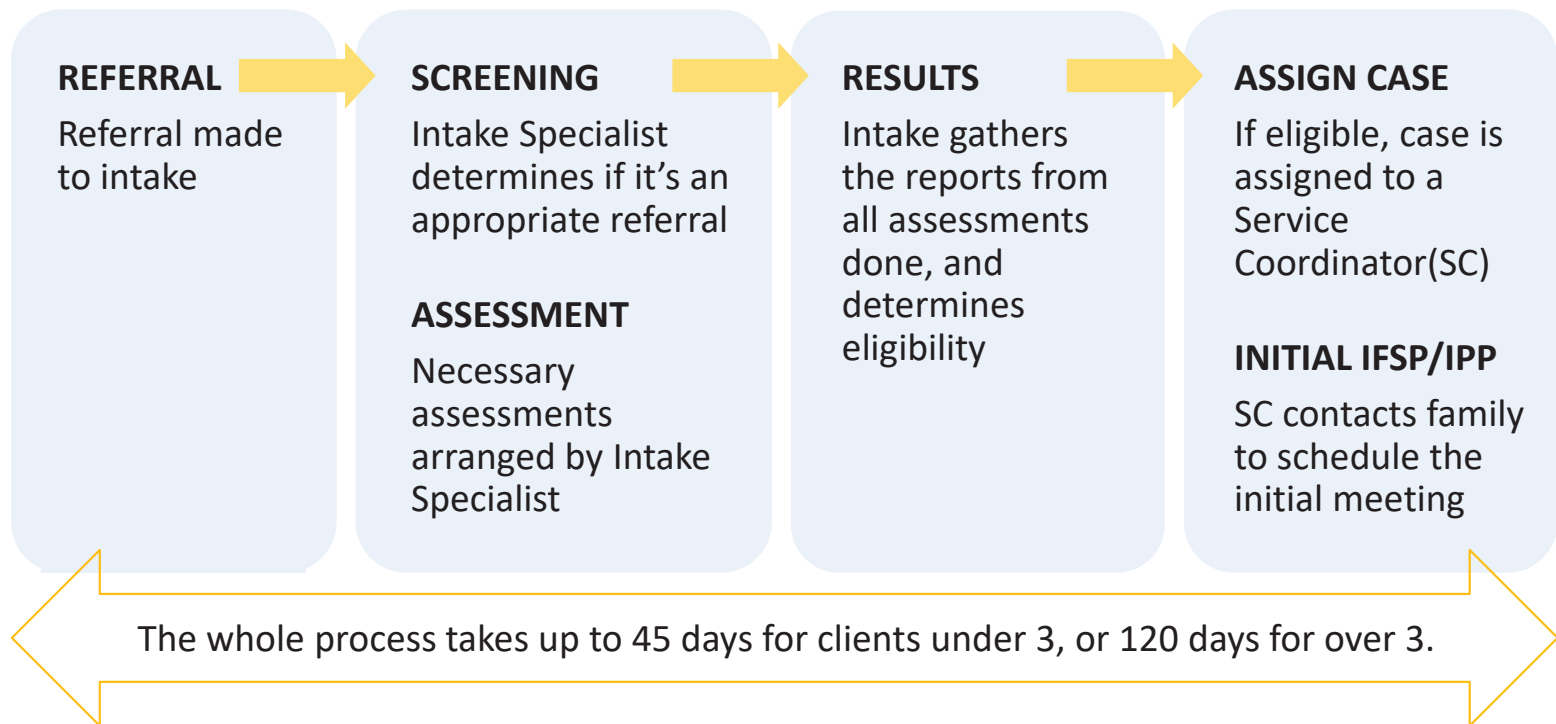
# Referral to Regional Center

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- For families who wants to enter Regional Center system
- Which Regional Center?
  - [www.dds.ca.gov/rc/lookup-rcts-by-county](http://www.dds.ca.gov/rc/lookup-rcts-by-county)
- For **Lanterman Regional Center**, refer to:
  - 213-252-8610 / [referrals@lanterman.org](mailto:referrals@lanterman.org)
- Provide following information:
  - the name and date of birth of the person you are referring
  - the person's address
  - parent's name and telephone number/email (+language preference)
  - a short explanation of the concerns, or the reason for referral
- More information:
  - [www.lanterman.org/applying-for-regional-center-services](http://www.lanterman.org/applying-for-regional-center-services)



# Intake Process





# Regional Center Eligibility

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## BIRTH TO AGE 3

- Under **Early Start Act**
- High Risk Factors including: premature birth (less than 32 weeks) and low birth weight, associated medical complications: injury, accident or illness which may seriously or permanently affect a child's development, prenatal substance exposure, or significant failure to thrive
- A diagnosis of a developmental disability such as autism, cerebral palsy, epilepsy, intellectual disability or conditions closely related to intellectual disability
- Significant developmental delay in language, learning, physical or social development, or emotional development

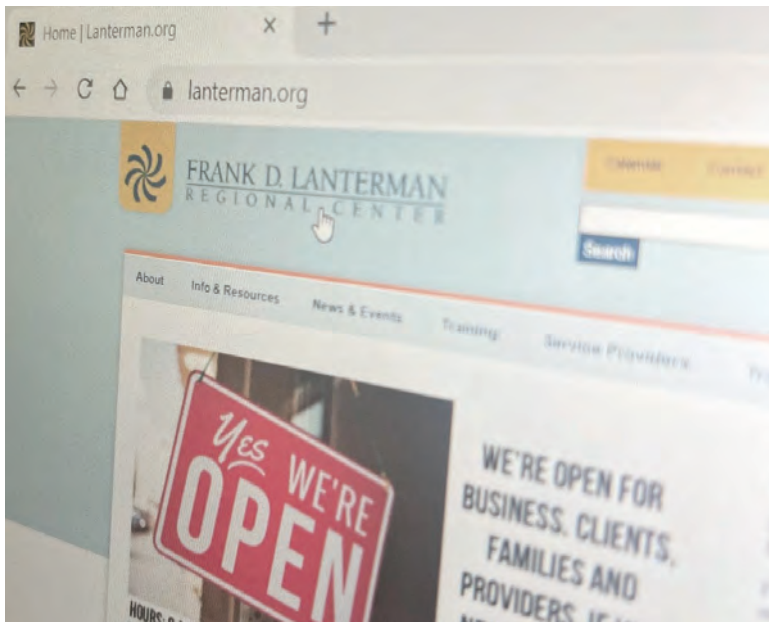
## AGE 3 AND OVER

- Under **Lanterman Act**
- Eligibility must begin before 18th birthday, expected to continue indefinitely, and present a significant disability in 3 or more functional areas of life
- Must be due to one of the following conditions:
  - Autism
  - Cerebral Palsy
  - Epilepsy
  - Intellectual Disability
  - Disabling condition closely related to intellectual disability



# Contact Information

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3303 Wilshire Blvd. #700  
Los Angeles CA 90010



FDLRC Main: 213-383-1300  
KYRC: 213-252-5600



[kyrc@lanterman.org](mailto:kyrc@lanterman.org)



[www.Lanterman.org](http://www.Lanterman.org)

# Bugle Horn



*autism*

*support* GROUP



*The group provides opportunities for parents to benefit from the experiences and support of professionals as well as other parents and learn valuable coping and intervention strategies.*

**NEW 2022 DATES:**

January 10, February 14, March 14, April 11, May 9, June 13

Communicate with those who are living in the world of autism.

Access to highly recommended doctors, therapists, legal professionals and schools.

Shared recreational ideas, outings and activities for our children and adult children.

Connections with world renowned research institutes.

Access to cutting edge resources, therapies and providers.

Get support, encouragement and helpful tips from others.

Learn strategies for self care as caregivers.

**WHEN**

2nd Monday of each month, 5:00pm - 6:45pm

**WHERE**

Zoom.com

**WHY**

To connect to the autism community; parents, educators, and providers

If interested please email:  
**[bracyflorence2013@gmail.com](mailto:bracyflorence2013@gmail.com)**  
or text (323) 574-0862

**[www.florencebracy.com](http://www.florencebracy.com)**

*A production of Bugle Horn Special Needs Educational Services*



*Help Me Understand My Child* is a book by a mother who advocated for her son who was diagnosed with autism. This is an inspiring and empowering. In it, Florence Bracy shares her secrets of how she supported her son and what it took to support her son and strategies for navigating a world that is not always understanding.

In addition to offering a fascinating look into the life of a mother living with autism, this book is especially valuable to those with an interest in those families, and individuals with this diagnosis.

Ms. Bracy's work has captured the hearts of parents, and family members on the autism spectrum. With this book, she has written an instant classic on the subject.

*Captivating! This book masterfully blends real life, year-by-year experiences of living with autism and the unbridled determination of a mother to provide the best life for her son while sharing what she learned along the way.*

**Olga Solomon, Ph.D**  
Assistant Professor, USC  
Division of Occupational Science and Therapy

*Compelling! A MUST READ for professionals, caretakers, family and friends of persons with special needs.*

**Debra Moody, MA**  
Language and Speech Pathologist

*Honest and heartfelt. My son was recently diagnosed with autism. Her story has helped me learn what to expect on this unpredictable and overwhelming road ahead.*

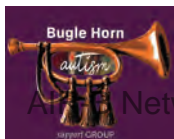
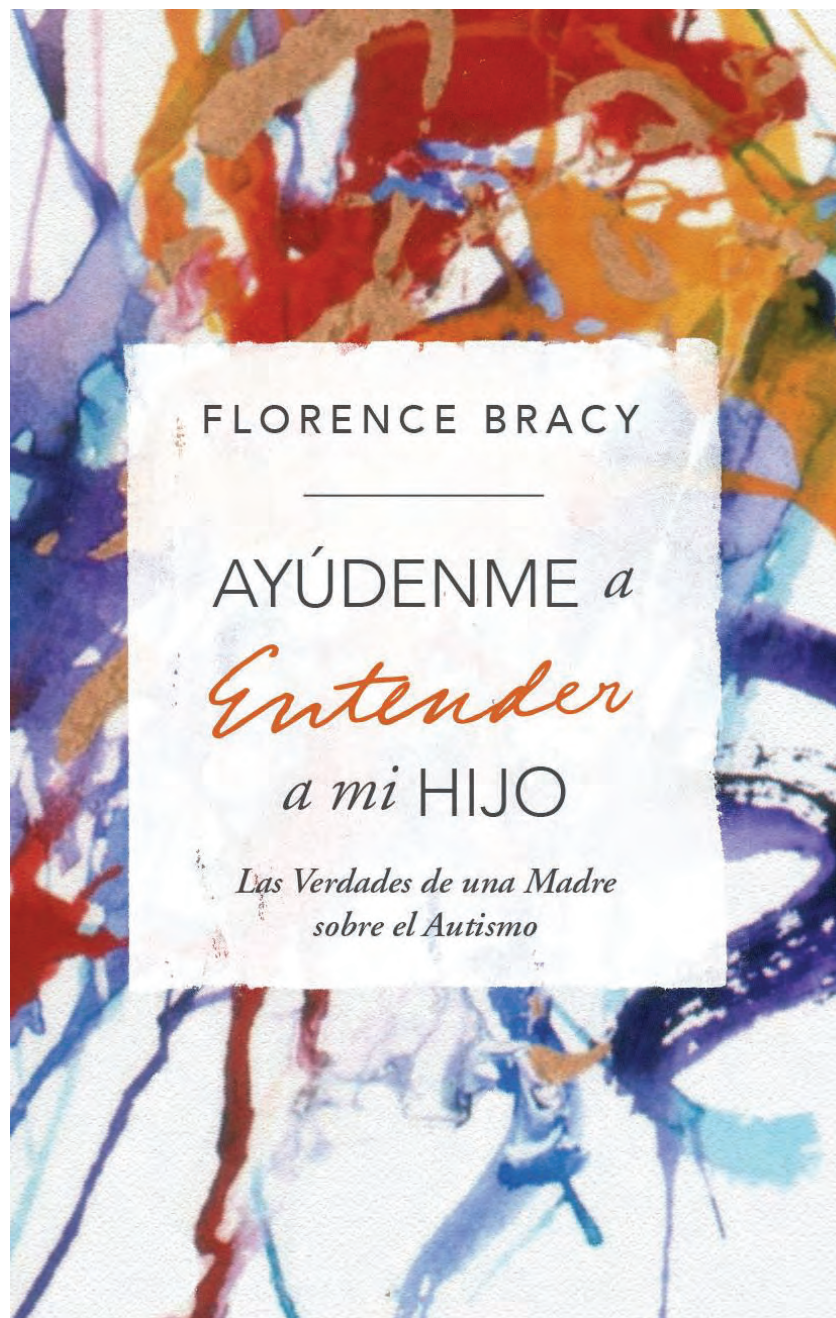
**Susan East**  
Parent of a three year old with autism

*Cover Artwork by Masha Krasavina  
Cover Design by Jeff Fontelera*

Bugle Horn Press









# Bugle Horn Autism Support Group

More Information

[www.florencebracy.com](http://www.florencebracy.com)

[323 574-0862](tel:3235740862)

[bracyflorence2013@gmail.com](mailto:bracyflorence2013@gmail.com)



**Joey Juarez**  
Founder/ Disabilities Advocate

*This group is run BY and FOR people with Disabilities*

# NEURODIVERSITY SUPPORT GROUP

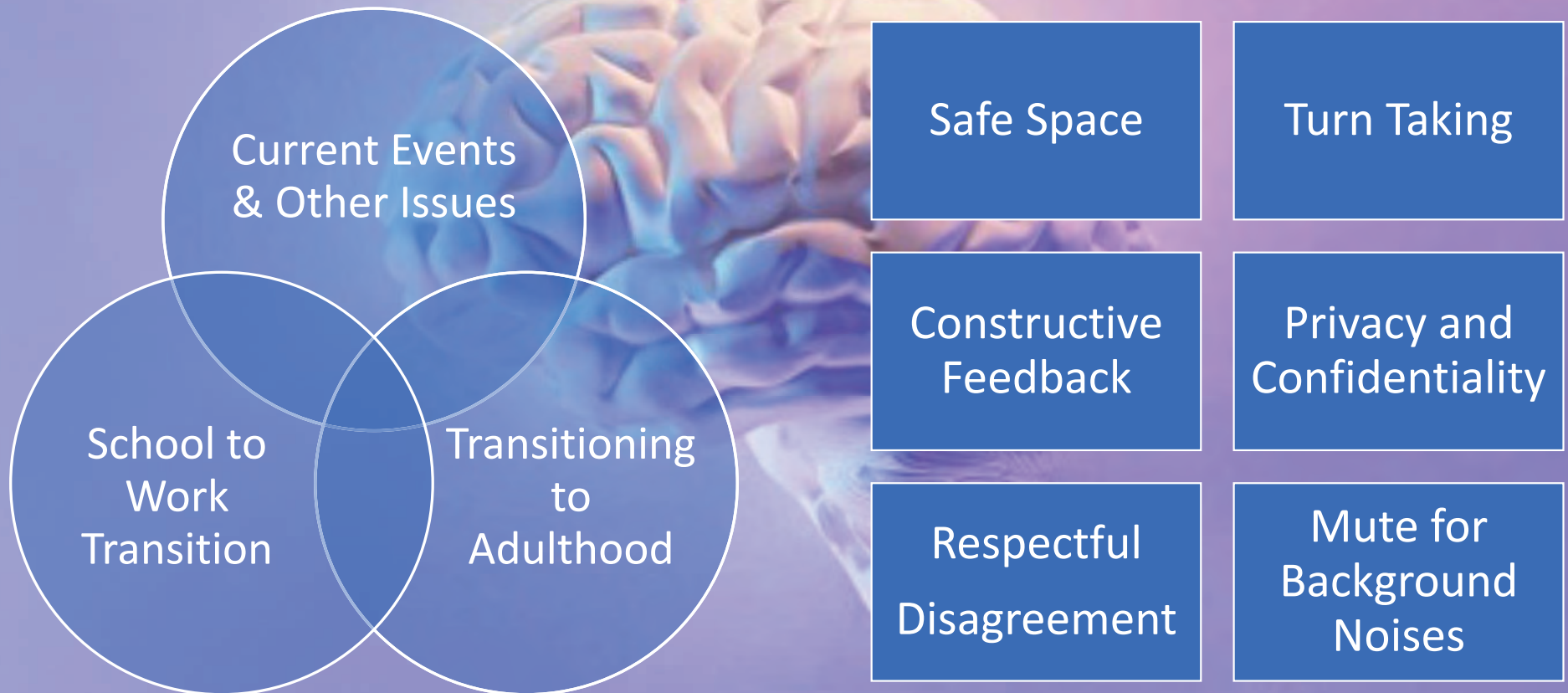
## JOIN US

on Zoom every 1st and  
3rd Thursdays of each month  
Zoom Meeting ID **277 007 6745**  
Passcode: **012600**

### MEETING

FOR 18+ WHO ARE NEURODIVERSE AND WANT TO CONNECT WITH LIKE MINDED INDIVIDUALS AND BE SUPPORTED IN ACHIEVING THEIR LIFE GOALS.

# Session Structure & Ground Rules



# JOIN **zoom** MEETING

Meeting ID: 277 007 6745

Passcode: 012600

Every First and Third Thursday  
of every month  
3:00 - 4:00 pm.  
(Pacific Standard Time)

“Thank you”

Office 562- 274- 6169 / 323-326-2125

[joeyjuarez@ucla.edu](mailto:joeyjuarez@ucla.edu)

SCAN ME



SCAN ME





HARBOR REGIONAL CENTER

# Learning Rights

Law Center

- Learning Rights Law Center is a nonprofit legal services organization
- We work exclusively on Education Law issues, including special education
- Our mission is to ensure equal education access for all public school students
- We represent low income families in due process proceedings, provide advocacy training and provide legal advice and consultation regarding educational access issues

**TIGER**  
CORE TIGER  
ENRICHMENT TIGER



## Education Rights Clinic

Free Legal Consultation and Plan of Action



## Litigation and Advocacy



HARBOR REGIONAL CENTER





**children's  
institute**

### **Otis Booth Campus**

2121 W. Temple Street  
Los Angeles, CA 90026  
213-260-7600

[www.childrensinstitute.org](http://www.childrensinstitute.org)

### **Building A More Equitable Future**

At Children's Institute, we believe that everyone deserves to lead a fulfilling life and realize their abundant potential. We are partners in healing and growth for children and families in Los Angeles communities affected by underinvestment and racist policies that have led to trauma and diminished opportunities.

### **OUR APPROACH TO PERSONAL & COMMUNITY WELLNESS**

CII's two generation approach strengthens individual, family, and community capacity for healing, wellness, and success. We offer high-quality early education and youth programs, counseling services, parenting supports, workforce and community leadership development, and advocacy for community investment where it is needed most.





# Programs for children, youth and families

## **Behavioral Health and Wellness Programs include:**

- Family Preservation
- Child Abuse & Neglect, Prevention, Intervention & Treatment (CAPIT)
- Birth to Five
- School Age Youth
- Intensive Programs
  - Full Service Partnership (FSP), Wraparound and Intensive Field Clinical Capable Services (IFCCS)
- Evidenced Base Practices
  - Child Parent Psychotherapy (CPP)
  - Parent-Child Interaction Therapy (PCIT)
  - Managing and Adapting Practices (MAP)
  - Trauma Focused Cognitive Behavioral Therapy (TF-CBT)
  - Youth with Sexual Behavior Problems (YSBP)

## **Parent Support Includes:**

- Project Fatherhood
- Two Generation Approach
  - Parents of clients can receive individual therapy services
- Prenatal Support

## **Education Programs Include:**

- Early Head Start
- Head Start





## Referrals for Mental Health Services:

213)385-5100

English: Press 1

Para Espanol: presione 2

For referrals: press 3

Para referencias presione la opcion 3

For additional program and agency information:

[childrensinstitute.org](http://childrensinstitute.org)

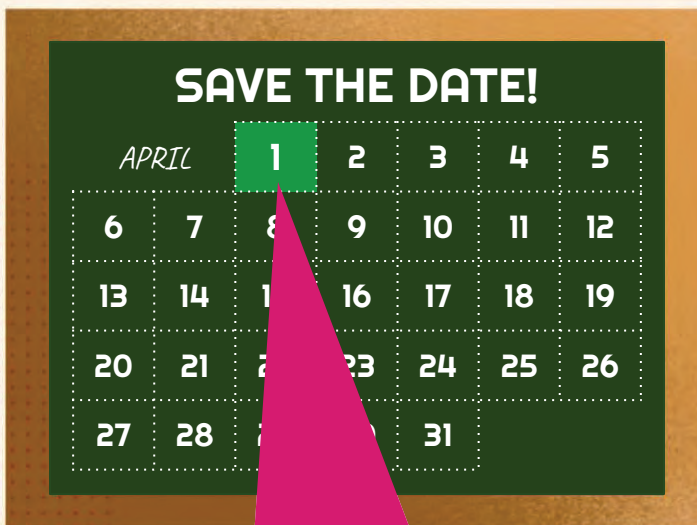


부모님, 교육자, 커뮤니티를 위한 무료 자폐증 컨퍼런스

# 자폐 학생들과 함께 어우러지는 학교와 지역 사회를 향해

2022년 4월 1일 금요일 | 10 AM-12:30 PM

VIRTUALLY ON ZOOM



한국어 컨퍼런스 등록 링크:  
[tinyurl.com/fuddazp8](https://tinyurl.com/fuddazp8)

또는 오른쪽 QR코드를  
스마트폰 카메라로 스캔! →



최신 자폐증 연구 정보 | 자폐증 서비스 & 서포트  
학교와 지역 사회 내 자폐 관련 자원들

문의 사항 연락처:

이현수 박사  
UCLA CART 연구원 | SERAC 특수교육 컨설턴트  
[hyonsoolee@g.ucla.edu](mailto:hyonsoolee@g.ucla.edu)



Autism Intervention Research Network On Behavioral Health



## Conference Program (Korean) – Friday, April 1, 2022 10am-12:30pm

한국어 컨퍼런스 프로그램: 자폐 학생들과 함께 어우러지는 학교와 지역 사회를 향해

Optimizing School & Community Inclusion for Students with Autism Spectrum Disorders

시작 시간	주제	발표 / 진행
10:00am	환영 인사 (Welcome)	Connie Kasari, Felica Jones & Soo Lee
10:10am	<b>Keynote: 집단역학의 관점으로 불링 (왕따, 학교폭력) 이해하기 (Bullying as a Group Process)</b>	Young Yun
10:35am	<b>영어 컨퍼런스 요약 (English Conference Recap)</b> I. Inclusion in ASD (자폐증과 사회적 포함) – Suzannah Iadarola II. LAUSD Inclusion (LA 통합교육구 Inclusion) – Lela Rondeau	HyeYoung Kim & Soo Lee
10:45am	<b>지역 사회 통합 패널 (Community Inclusion Panel)</b> 재미대한장애인체육회 (Korea Para Sports Association of USA) & 시소 커뮤니티 (Seesaw Communities)	Seungku Kang & Sam Yoon
11:10am	<b>자폐증이 있는 개인들 패널 (Self-Advocates Panel)</b>	Jinho Kim, Jeffrey Baek & Sean Kim
11:35am	<b>지역 사회 자원 박람회 (Community Resource Fair)</b> Eastern Los Angeles Regional Center (ELARC) Frank D. Lanterman Regional Center (FDLRC) Spectrum of Hope Foundation (스펙트럼오브 호프 재단) Special Education Research, Advocacy & Consulting (SERAC; 세락) Korean American Special Education Center (KASEC; 한미특수교육센터) Asian Pacific Counseling and Treatment Center (APCTC; 아시안 태평양 상담소) Koreatown Youth and Community Center (KYCC; 한인타운 청소년 회관) Asian Americans Advancing Justice – LA (LA 정의진흥협회) Life Enrichment Project Propel I Forward Alliance (PIFA; 파이파) Being Built Together (BBT)	Patrick Cho Evie Jung Cecilia Chang Soo Lee James Yeokwang Yun Suran Ko Eric Ji Jimmy Kim Jamie Cha-McGrath Tom Chun Jinsook Baek
12:25pm	추첨 (Raffle)	
<b>컨퍼런스 종료 (END OF CONFERENCE)</b>		

## 발표자 프로필 – 한국어 컨퍼런스 (4/1/2022; Speaker Bio – Korean Conference)

### Connie Kasari



**(KOR)** Connie Kasari 박사는 University of California, Los Angeles 의 교육학과 내 Human Development and Psychology (발달과 심리) 프로그램의 교수입니다. Kasari 교수는 University of North Carolina at Chapel Hill 에서 박사학위를 취득한 후, Neuropsychiatric Institute at UCLA 에서 NIMH postdoctoral fellow 로서 일한 경력이 있습니다. 1990 년도부터 UCLA 교직원으로 재직하며 학부생들과 대학원생들을 가르쳤고, 60 명이 넘는 박사생들을 지도했습니다. UCLA Center for Autism Research and Treatment (CART; 자폐증 연구 치료 센터)의 창립멤버인 Kasari 교수는 연구에 기반한 새로운 치료법을 지역 사회 내에서 시행하는 데 주력하고 있습니다. 최근 프로젝트들은 자폐증 고위험군의 영유아들 또는 자폐증이 있는 학령기 아이들의 사회적 의사소통과 교우관계 발달에 대한 연구 등이 있습니다. Kasari 교수는 지역 사회 내의 건강/교육의 불평등함을 줄이고자 하는 Autism Intervention Research Network for Behavioral Health (AIR-B) 의 연구 책임자입니다. 또한, Autism Speaks Foundation 의 과학 자문 위원으로, 학계 청중들과 서비스 제공자들을 위해 정기적으로 지역적, 전국적, 국제적 강연을 합니다. Kasari 교수는 현재 매년 자폐증 연구자들과 전문가들이 모이는 세계 최대 자폐증 연구 학회 (International Society for Autism Research; INSAR)의 회장입니다.

**(EN)** Connie Kasari, Ph.D. is a Distinguished Professor of Human Development and Psychology in Education at the University of California, Los Angeles (UCLA). She received her Ph.D. from the University of North Carolina at Chapel Hill and was a NIMH postdoctoral fellow at the Neuropsychiatric Institute at UCLA. Since 1990, she has been on the faculty at UCLA where she teaches both graduate and undergraduate courses, and has been the primary advisor to more than 60 Ph.D. students. She is a founding member of the Center for Autism Research and Treatment at UCLA. Her research aims to develop novel, evidence-tested interventions implemented in community settings. Recent projects include targeted treatments for early social communication development in at risk infants, toddlers and preschoolers with autism, and peer relationships for school-aged children with autism. She is the principal investigator of the Autism Intervention Research Network for Behavioral Health (AIR-B) which aims to decrease disparities in health and education in the community. She is on the science advisory board of the Autism Speaks Foundation, and regularly presents to both academic and practitioner audiences locally, nationally and internationally. Dr. Kasari is the president of the International Society for Autism Research (INSAR), which hosts the world's largest gathering of autism researchers and specialists every year.

### Felica Jones



**(KOR)** Felica Jones 씨는 캘리포니아 South Los Angeles 지역에 있는 가족과 어린이들을 대상으로 16 년 넘게 비영리 부문에서 일하고 있습니다. 그녀가 Director 로 일하는 Programs for Healthy African American Families II 에서 그녀는 기관 내의 모든 프로젝트에 대한 관리 감독을 제공하고, 다음과 같은 일들을 담당하고 있습니다: 조산, Men's Project, Breathe Free Asthma & Lead Program, Community Child Health Network Study (CCHN), Restoration Center, Community Partners In Care(CPIC). 그녀는 포커스 그룹 인터뷰, 민족지학적 인터뷰, 인터뷰 전사(transcribing), 코딩 및 데이터 분석과 같은 연구 경험을 가지고 있습니다. 이 외에도 Felica 씨는 초범 청소년을 위한 분노 관리, 임신한

아프리카계 미국인 여성을 위한 사회적 지원 및 권한 부여 워커숍, 임신 및 육아 중인 십대 어머니를 위한 건강 및 성 교육, 생활 기술 교육과 같은 주제에 대한 work groups 의 컨설턴트로 일하고 있습니다. Felica 씨는 미국의 소수민족들 (특히, African American)의 건강 문제에 대한 격차를 줄이고자 노력 합니다.

**(EN)** Felica Jones has worked within the non-profit sector for over 16 years, serving families and children in South Los Angeles, CA. Her current role of Director of Programs for Healthy African American Families II, where she provides administrative oversight on all projects within the agency, addresses health disparities such as: Preterm Delivery, Men’s project, Breathe Free Asthma & Lead Program, Community Child Health Network Study (CCHN), Restoration Center, and Community Partners In Care (CPIC). Her research experience includes conducting focus groups, ethnographic interviews, transcribing interviews, coding and data analysis. Ms. Jones has worked as a consultant to facilitate work groups on topics such as anger management for first-time offender youth, Social Support and Empowerment workshops for pregnant African American women, Health & Sex education and life skills education for pregnant and parenting teen mothers. Ms. Jones has an unyielding commitment to decreasing gaps in health disparities among minorities with an emphasis on the African American family.

### Hyon “Soo” Lee (이현수)



**(KOR)** 이현수 박사는 UCLA Center for Autism Research and Treatment (자폐 연구 치료 센터) 의 Associate Project Scientist 연구원입니다. UCLA 교육학과의 Human Development and Psychology (발달과 심리) 프로그램에서 박사 학위를 받았으며, UC San Diego 에서 심리학을 전공했습니다. 이현수 박사는 한인, 흑인, 라티노 커뮤니티의 지도자들과 협력하며, 소외계층 가족들이 자폐증 치료와 정보를 받을 수 있도록 형성된 자폐증 연구팀들과 지역 사회 연합인 AIR-B Network (연구 책임자: Kasari 교수)팀에서 로컬 지역 사회 참여를 리드하고 있습니다. AIR-B 의 최초 한인으로서, 2015 년부터 미국 정부 기관이 지원하는 대형 자폐증 연구와 각종 행사에 한국어를 제공하여 한인 커뮤니티의 참여를 이끌고 많은 소외계층의 학생들과 연구 스태프들을 양성하고 있습니다. 행동기반 자폐증 치료, 서비스 제공자들의 치료 퀄리티 평가, 부모님 교육 프로그램 개발 및 코칭 경력이 있으며 강의, 신문, 라디오, 칼럼, 웹사이트 등을

통해 자폐증 연구 정보를 널리 알리는 것에 열정을 갖고 있습니다. 또한, 특수교육 컨설팅 회사 SERAC (세락)을 설립하여 미국 전역에 계신 부모님들을 위한 특수교육 상담, 대변 및 캘리포니아의 Self-Determination Program 을 통해 Independent Facilitation 을 제공하고 있습니다.

**(EN)** Soo Lee, Ph.D. is an Associate Project Scientist at the UCLA Center for Autism Research and Treatment (CART). She received her Ph.D. in Human Development and Psychology in Education at UCLA and her B.S. in Psychology at UC San Diego. Dr. Lee collaborates with leaders from Black, Korean and Latino communities and leads local community engagement for the AIR-B Network (PI: Kasari), a partnership between universities and community partners across the nation that aims to increase equity in access to autism interventions. She was the first to include Korean-speaking families in AIR-B by offering language and cultural accommodations and has mentored many undergraduate students and research staff from underrepresented backgrounds. She has experience conducting behavioral interventions, evaluating intervention quality of service providers, developing parent education programs on autism and coaching families of individuals with special needs. She is passionate about disseminating research through various outlets, such as community lectures, newspapers, radio, columns and websites. As the founder of SERAC (Special Education Research, Advocacy and Consulting), Dr. Lee provides special education consultation and advocacy services, and serves as an independent facilitator for families in the Self-Determination Program in California.

## Young Yun (윤혜영)



**(KOR)** 윤혜영 박사는 UCLA 에서 박사 학위를 받았으며 현재는 박사 후 펠로우입니다. 윤혜영 박사는 청소년들이 학교에서 겪는 bullying (왕따, 학교폭력)과 관련된 청소년들의 공격적 그리고 친사회적 행동에 대해서 연구할 뿐만 아니라 기존의 anti-bullying 프로그램을 평가하고 새로운 프로그램을 개발하는데 관심을 가지고 있습니다. 최근 연구에서는 bullying 상황에서 발생할 수 있는 다양한 방관자 역할을 새롭게 제시하고 그 역할들이 또래집단의 규범에 의해서 어떻게 변화할 수 있는지에 대해서

설명했습니다. 윤혜영 박사는 이화여자대학교 생물학과를 졸업하고 UCLA 에서 인간발달과 심리학으로 박사학위를 받았습니다. 이후 핀란드 투르크 대학교에서 KiVa anti-bullying program 을 개발한 연구팀과 박사후 연구원으로 있었습니다.

**(EN)** Hye-Young Yun is a post-doctoral fellow at the University of California, Los Angeles (UCLA). Her overarching research interest is the social, behavioral, and psychological processes of youth (e.g., aggressive behavior, prosocial behavior, victimization) at school and the development and evaluation of anti-bullying intervention programs that employ a multilevel social-ecological approach. Her recent research has identified additional bystander roles in bullying situations and considered the influence of social norms and individual characteristics associated with these roles. Dr. Yun holds a B.S. in Biology from Ewha Womans University in South Korea and received her Ph.D. in Human Development and Psychology from UCLA. Before joining UCLA as a post-doctoral scholar, Dr. Yun was a post-doctoral researcher at the INVEST Research Flagship Center/Psychology (KiVa anti-bullying program) at the University of Turku in Finland.

## HyeYoung Kim (김혜영)



**(KOR)** 김혜영 씨는 한국에서 특수교사 였으며 현재는 UCLA-CSULA Joint Program 을 통해 박사과정에 재학 중 입니다. 그녀는 부산대학교에서 특수교육을 전공했으며, 졸업과 동시에 서울특별시 특수교사로 임용되어 서울정민학교에서 5 년간 재직했습니다. 그 후 김혜영 씨는 서울대학교에 석사학위(특수교육)를 취득했고, 서울대학교 재학 중 그녀는 장애학생 지원센터에서 일하며 대학에 진학 한 장애 학생들에 대한 교수들의 지원과 인식에 대한 조사를 진행하였습니다. 연구 결과는 서울대 장애학생 지원에 대한 설명서에 인용되었습니다. 미국에 온 이후, 그녀는 한국 이민 가정과 발달 장애 아동 (특히 자폐) 에 대한 연구와 지원에 애쓰고 있습니다. 그녀는 2019-2020 에 발달장애 아동의 어머니들을

대상으로 “자녀의 장애 알리기”를 주제로 한 인터뷰를 진행했으며, 연구 paper 는 현재 peer-review journal 에서 검토 중 입니다. 현재 그녀의 연구는 자폐증이 있는 아이들을 가진 한국 이민 가정에 대한 전반적인 이슈 (즉, 자폐증 진단 과정에서의 어려움, 언어와 문화적 장벽, 부모 교사간의 의사소통과 inclusion) 에 대해 다루고 있으며, 그녀의 연구는 미국 사회에 발달장애 아동을 가진 아시아 그룹으로 확장될 예정입니다.



**(EN)** HyeYoung Kim is a former special education teacher who is currently attending a doctoral program in special education through the UCLA-CSULA Joint Program. She received her bachelor's degree in special education from Busan National University, and upon graduation, she served as a public special school teacher in Seoul for five years. Subsequently, Ms. Kim obtained her master's degree from Seoul National University (SNU), where she worked at the SNU Center for Students with Disabilities. Since her arrival in the US, she has been supporting Korean immigrant families who have children with developmental disabilities, especially autism. From 2019–2020, she conducted interviews with the mothers of children with autism on the topic of “disclosing their children’s disabilities,” and the study findings are currently being considered by a peer-review journal. Her research deals with overall issues experienced by Korean immigrant families with autistic children (e.g., difficulties in the diagnosis process, language and cultural barriers to an inclusive environment). Her study is expected to expand to an Asian population with children with developmental disabilities in the U.S.

### **Suzannah Iadarola**



**(KOR)** Suzannah Iadarola 박사는 자폐 스펙트럼 장애로 의심되는 아동에 대한 진단 평가를 전문으로 하는 소아 심리학자입니다. Iadarola 박사는, 특히 자폐나 other developmental and mental health 진단이 필요한, 모든 연령대의 어린이를 대상으로 초기 진단 평가를 수행합니다. 또한 그녀는 Board Certified Behavior Analyst 이며, 자폐증이 있는 개인의 행동 치료를 제공하기도 하는 전문가입니다. 이러한 치료의 일환으로, Iadarola 박사는 가족과의 협력에 중점을 둡니다 (예: 부모 training 및 교육, 형제 자매 지원). Neurodevelopmental and Behavioral Pediatrics 에서 일한 것 외에도, Iadarola 박사는 자폐 학생의 사회화 기술과 학교 기반 전환을 향상시키기 위해 고안된 정부 기금을 받은 multi-site research project 의 co-investigator 입니다. 이 연구는 Rochester City 학군 및 기타 커뮤니티 구성원과의 파트너십을 통해 이루어졌습니다.

Iadarola 박사는 또한 일상 생활에서 자폐가 있는 학생들의 성공적인 전환을 촉진하기 위해 교사와 협력하는 프로그램 개발에 참여했으며, 이 프로젝트의 중재자로도 활동하고 있습니다.

**(EN)** Suzannah Iadarola, Ph.D. is an Associate Professor in the Developmental & Behavioral Pediatrics division in the Department of Pediatrics at the University of Rochester and a pediatric psychologist who specializes in diagnostic evaluations for children for whom there is a suspected autism spectrum disorder (ASD). Dr. Iadarola conducts initial diagnostic evaluations for children of all ages, with a focus on ASD and other differential developmental and mental health diagnoses. In addition, she is a Board Certified Behavior Analyst and has experience providing and coordinating behavioral treatment for individuals with ASD. As part of this treatment, Dr. Iadarola incorporates a focus on working with families (e.g., parent training and education, sibling support). In addition to her work in the Neurodevelopmental and Behavioral Pediatrics division, Dr. Iadarola is a co-investigator on a government-funded, multi-site research project designed to increase socialization skills and school-based transitions for students with ASD. This study includes a partnership with the Rochester City School District and other community members. Dr. Iadarola has helped develop a program for working with teachers to facilitate more successful transitions for students with ASD in their daily routines. She also serves as an interventionist on this project.

## Lela Rondeau



**(KOR)** Lela Rondeau 씨는 Los Angeles 통합교육구 (LAUSD) 특수교육 부서의 TK-12 학년 행정 코디네이터 (Administrative Coordinator)입니다. 이전에는 특수교육 부서 내 Transition Services (전환 서비스) 코디네이터 역할을 수행했으며, 현재도 학생들이 성공적으로 성인기에 접어들 수 있도록 돕고 있습니다. Lela 씨는 장애가 있는 학생들이 활동하는 대학 기관들 및 지역 사회 단체들과 파트너십을 맺어오고 있습니다. Lela 씨는 특수교육과 학교행정 석사학위를 받았으며 Board Certified Behavior Analyst 입니다. 그녀는 커리어 전체를 LAUSD 에서 지냈으며 직업과 동료들에 대한 애정이 높습니다.

**(EN)** Lela Rondeau is the Administrative Coordinator of TK-12 Instruction for the Division of Special Education in Los Angeles Unified School District (LAUSD). Prior to this role, she was the Coordinator of Transition Services for the Division of Special Education and facilitating successful transitions to adulthood remains the heart of her work. Ms. Rondeau enjoys building partnerships with Institutes of Higher Education as well as with community organizations serving students with disabilities. She holds a master's degree in Special Education and in School Administration and is a Board Certified Behavior Analyst. She has worked for Los Angeles Unified for her entire career and loves her job and her co-workers.

## 지역 사회 통합 패널 (Community Inclusion Panel)

### Seungku Kang (강승구)



**(KOR)** 강승구 씨는 3 살때 소아마비 주사 미접종으로 지체장애를 갖게 되었습니다. 1997 년 30 세에 미국으로 유학을 오게 되어 이민생활을 시작했습니다. 그는 2017 년 샌프란시스코 한인회장 (Korean American Community Center of San Francisco) 에 당선되어 지역 사회봉사를 하였으며 현재는 San Francisco Special Choir Lions Club 회장을 맡고 있습니다. 강승구 씨는 2018 년 9 월에 재미대한장애인체육회 (Korea Para Sports Association of USA) 의 출범식에서 부회장으로 임명이 되어 현재까지 봉사하고 있습니다. 현재는 2022 년 6 월 17 일-18 일에 캔사스에서 개최되는 전미주 장애인체전 홍보를 하고 있으며 특별히 남가주 지역의 선수 선발 및 후원을 책임지고 있습니다.

**(EN)** Seungku Kang was diagnosed with a physical disability at the age of three, resulting from polio as he did not receive the vaccine. He immigrated to the U.S. to pursue his education in 1997 at the age of 30. In 2017, he was elected president of the Korean American Community Center of San Francisco, which engages in volunteer work in the local community, and currently serves as the president of the San Francisco Special Choir Lions Club. Mr. Kang was appointed as the vice president at the inauguration ceremony of the Korea Para Sports Association of USA in September, 2018 and is still serving in this position today. He is currently promoting the K-Friends Adaptive Sports Festival to be held in Kansas from June 17-18, 2022 and is recruiting and sponsoring athletes from the Southern California region.

## Sam Yoon (윤삼건)



**(KOR)** Sam Yoon 씨는 한국 연세대학교 교회음악과에서 오르간을 전공하고 California State University-Los Angeles 와 University of Redlands 에서 합창 지휘와 오르간을 전공하였습니다. 이후 그는 월셔연합감리교회, 벤틀교회, 대흥교회에서 오르가니스트와 지휘자로 일했으며 현재는 파사디나에 위치한 사랑의 빛선교교회에서 지휘자로 있습니다. 2000 년부터 그는 모기지 관련 일을 하다가 2015 년 우연한 기회에 한미특수교육센터를 알게 되고 일을 시작하여 약 5 년 동안 Outreach Specialist 로 일했습니다. COVID-19 으로 인해 센터를 그만두고, 2021 년 성인발달장애인의 독립적인 삶 중 하나인 직업교육 및 취업 제공을 위한 Seesaw Communities 를 설립하고 운영하고 있습니다.

**(EN)** Sam Yoon majored in organ at Yonsei University, Korea, as well as choral conducting and organ at California State University-Los Angeles and the University of Redlands. Since then, he has worked as an organist and conductor at Wilshire United Methodist Church, Bethel Church, and Daeheung Church. Currently, he is serving as the conductor at the Light of Love Mission Church in Pasadena, CA. His work experience also includes being a mortgage broker in the early 2000s, and in 2015, he took a position as an Outreach Specialist for five years at the Korean American Special Education Center (KASEC). After leaving KASEC due to COVID-19, he established Seesaw Communities in 2021 and is currently providing vocational training to individuals with disabilities to promote their independence and successful employment.

## 자폐증이 있는 개인들 패널 (Self-Advocates Panel)

### Jinho Kim (김진호)

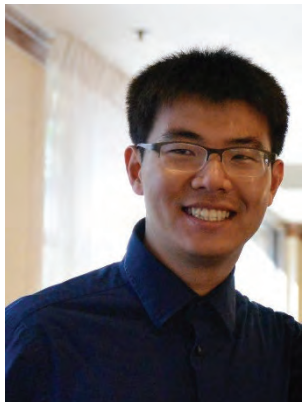


**(KOR)** 김진호 씨는 자폐가 있는 25 세 청년입니다. 그는 중/고등학교 5 년간 Modesto Orchestra 에서 첼로를 연주했습니다. 김진호 씨는 어려서부터 물을 좋아해서 수영을 배워왔고, 2018, 2019 년 한국에서 열리는 장애인체전에 미국대표 선수로 참여한 이력을 가지고 있습니다. 또한, 시애틀 한인체전에 샌프란시스코팀으로 일반 선수들과 같이 수영에 경기에 참여하기도 했습니다. 김진호 씨는 Sacramento City College 에서 한국어 수업을 마쳤고, Folsom City College 에서 Math 와 English 과목을 수강했습니다. 그는 지난 2 월부터 Sacramento 한글학교에서 보조교사로 일을 하고 있습니다. 김진호 님은 스페셜 클래스에서 보조교사로 도움이 필요한 장애 학생들을 위해 봉사하는 것을 목표로 현재 노력 중이고 배우고 있습니다. 김진호 씨는 올해 6 월 Kansas 에서 열리는 미주 장애인체전에 샌프란시스코 수영선수로서도 참여할 계획이 있습니다.

**(EN)** Jinho Kim is a 25-year-old self-advocate with autism. He played cello with the Modesto Orchestra for five years during his middle and high school years. In addition, he learned to swim at a young age since he likes to play in the

water. In 2018 and 2019, he participated in the National Para Games held in South Korea and represented the U.S. with his team. Jinho has also taken part in the swimming competition at the Seattle Korean Sports Festival as a member of the San Francisco team. In June, he plans to participate as a swimmer with the same team at the K-Friends Adaptive Sports Festival in Kansas. Jinho has also taken a Korean class at Sacramento City College and completed math and English courses at Folsom Lake College. Since last February, he has been working as an assistant teacher at the Sacramento Korean Language School. He wishes to serve students with special needs as an assistant teacher in special education classrooms, so he is currently working hard to achieve his goal.

### Jeffrey Baek



**(KOR)** Jeffrey Baek 씨는 크리스마스 이브에 태어났으며 현재 32 살 입니다. 그는 Ralphs 에서 front end courtesy clerk 으로 일하다가, Paid Internship Program 을 통해 현재는 Dejong Film, LLC (Irvine, CA)에서 editor 로 활동하고 있습니다. Jeffrey 씨는 자신을 존중해주는 Dejong Film 팀과 일하는 것을 무척 좋아합니다. Jeffrey 씨는 직접 제작한 영상들을 꾸준히 본인 소셜미디어에 업로드를 해왔으며, 미래에 전문 YouTuber 로 성장하기 위해 private 레슨도 받고 있습니다. 그는 특히 special effects (특수 효과)에 관심이 많습니다. Jeffrey 씨는 “I am pursuing my dreams, not trying to run away from my autism! (나는 나의 자폐증으로 부터 도망가는 것이 아니라 내 꿈을 향해 달려갈 것이다)” 라고 말합니다.

**(EN)** Jeffrey Baek, who is 32 years old, was born on Christmas Eve. He used to work as a front end courtesy clerk at Ralphs and now, through the Paid Internship Program, he works as an editor at Dejong Film, LLC in Irvine, CA. Jeffrey enjoys working at Dejong Film and feels respected by his team members. To become a professional YouTuber, Jeffrey has continuously produced and uploaded videos on his social media and is taking private lessons from a film editor. Jeffrey is especially interested in special effects. He claims, “I am pursuing my dreams, not trying to run away from my autism!”

### Sean H. Kim



**(KOR)** Sean H. Kim 씨는 자폐증이 있는 21 세 대학생이며 California State University, Northridge 에 다니고 있습니다. Sean 씨는 학창시절 일반교실에서 1 대 1 aide 의 서포트를 받았지만, 대통령상을 받고 졸업할 정도로 학교생활을 잘했습니다. 학교에서는 선생님들에게 사랑받는 학생이었고, 또래 학생들과도 잘 지냈습니다. Sean 씨의 가장 큰 장점은 성실함과 친절함 입니다. 학교의 그룹활동도 잘 해내지만 개인적으로 사람을 만나는 것과 특히 대화로 소통하는 것에 어려움이 있기 때문에, 반복과 글을 통한 설명이 Sean 씨에게 도움이 됩니다. 대학생살이 쉽지는 않지만 조금씩 적응해가고 있고, 학업과 병행한 취미생활을 즐기며 졸업 후의 직업에 대해서도 고민 중입니다. 독립적인 생활을 영위하는 것이 Sean 씨의 목표이고, 꿈을 위해서 느리지만 꾸준한 노력을 하고 있습니다.

**(EN)** Sean H. Kim is a 21-year-old college student attending California State University, Northridge. Before college, Sean performed well in general education classrooms with 1:1 aide support and graduated with a presidential award. He had great relationships with his teachers and peers. Sean’s strengths are his diligence and kindness. He

participates in group activities at his school. Since Sean has difficulties with verbal communication and in-person interactions, repeated or written explanations are helpful for him. College life is not easy, but he is adjusting little by little, pursuing his studies and hobbies. He is also thinking about his career after graduation. Sean’s goal is to lead an independent life, and he is making slow but steady efforts to achieve his dream.

## 지역 사회 자원 박람회 – 참여 기관 (Community Resource Fair – Participating Organizations)

---

Eastern Los Angeles Regional Center (ELARC)

Frank D. Lanterman Regional Center (FDLRC)

Spectrum of Hope Foundation (스펙트럼오브 호프 재단)

Special Education Research, Advocacy & Consulting (SERAC; 세락)

Korean American Special Education Center (KASEC; 한미특수교육센터)

Asian Pacific Counseling and Treatment Center (APCTC; 아시안 태평양 상담소)

Koreatown Youth and Community Center (KYCC; 한인타운 청소년 회관)

Asian Americans Advancing Justice – LA (LA 정의진흥협회)

Life Enrichment Project

Propel I Forward Alliance (PIFA; 파이파)

Being Built Together (BBT)

# Bullying as a Group Process:

Between Power and Belonging in the Peer Group

Hye-Young Yun  
Human Development & Psychology  
UCLA



# Bullying (왕따, 학교폭력)

- 수백만 명의 아이들이 불링으로 인하여 학교에서 안전하게 수업을 받을 권리를 침해 받고 있다.
- 최근 전세계 학생들 중 30%, 미국 학생들 중 20% 가 불링경험이 있다고 대답했다.

(National Center for Educational Statistics, 2019; UNESCO, 2020).

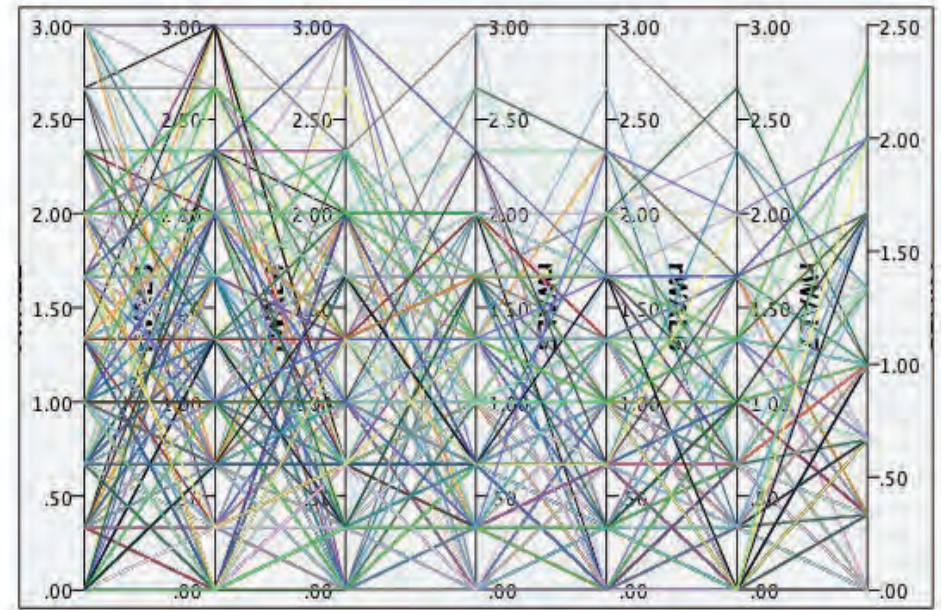
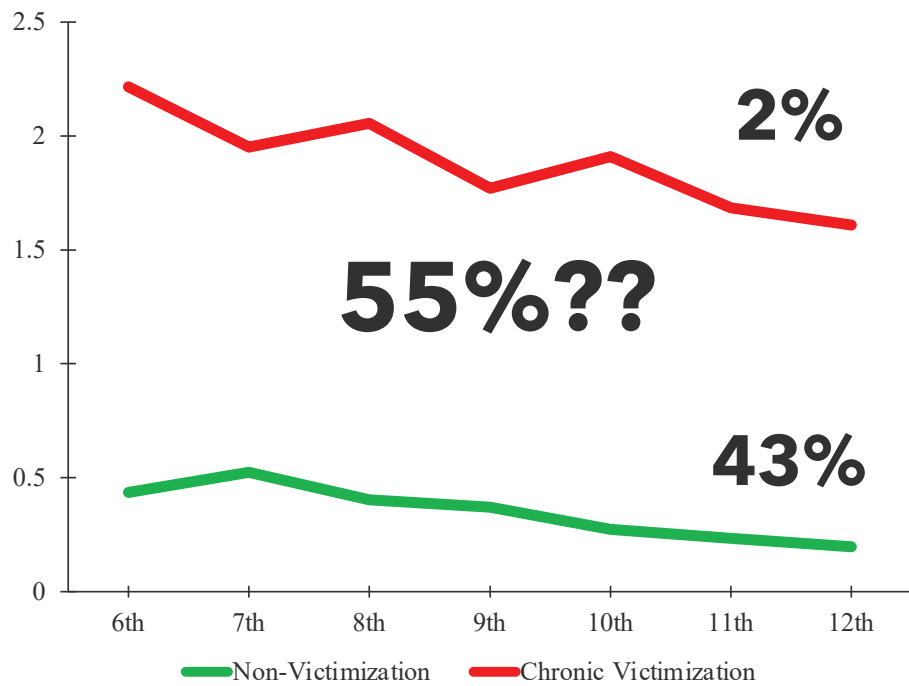
# Bullying (왕따, 학교폭력)





# 중학생 & 고등학생 불링경험 7년 장기 추적 연구

(Yun & Graham, *preparing*)



# Bullying 상황에서의 역할



**약 88% 불링은 많은 친구들이  
모여있는 곳에서 발생한다**

(Atlas & Pepler, 1998).

# Bullying 상황에서의 역할

Salmivalli et al. (1996)



# Bullying is a Group Process

Salmivalli et al. (1996)



# Bystanders Matter

(Salmivalli et al., 1996; Yun, 2020; Yun & Salmivalli, 2021)



# Bullying 을 어떻게 해결해야할까?



- **Bullying** 은 왜 일어나는 것인가?
- 불링을 통해서 가해자가 얻고자 하는 것은 무엇인가?

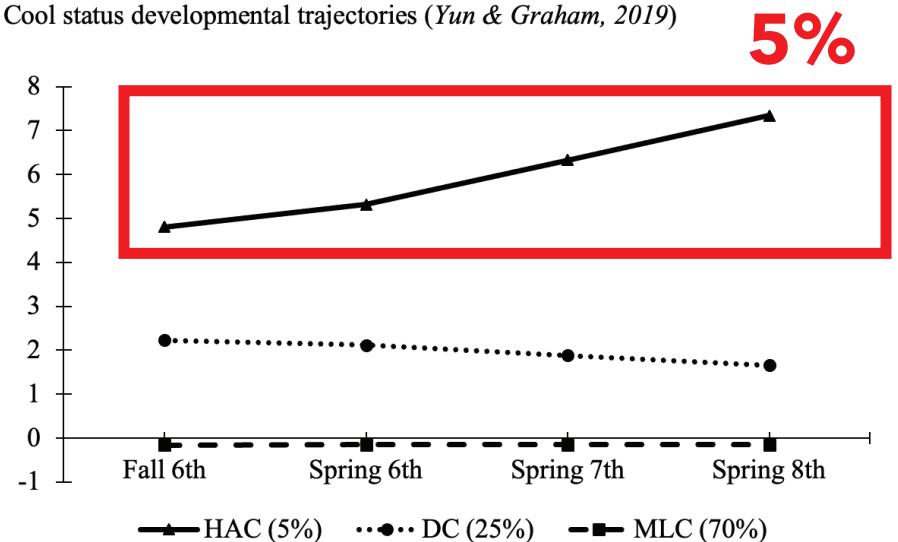
# 아동기 후반기 & 청소년기의 관계적 특징

- 대화 소통의 중심이 부모님으로부터 친구들에게로 변화되고 친구의 의미가 점점 커진다 (Brown, 2004)
- 친구관계의 형태가 점점 복잡해지고 **또래집단에 소속되려는 욕구**가 커진다(Brown & Larson, 2009)
- 그룹 내에서의 위계서열을 이해하고 파워 (power) 또는 인기 (popularity)에 대해 이해하기 시작하고 관심을 가진다 (LaFontana & Cillessen 2002)

# 아동기 후반기 & 청소년기의 관계적 특징

- 또래그룹 내에서 소수의 아이들만이 높은 지위를 누릴 수 있다 (Yun & Graham, 2019)
- 진화론: 그룹에서 지위가 높아질 수록 아이들이 원하는 자원 (resource)를 더욱 쉽게 얻을 수 있기 때문이다 (Hawley, 1999, 2002)

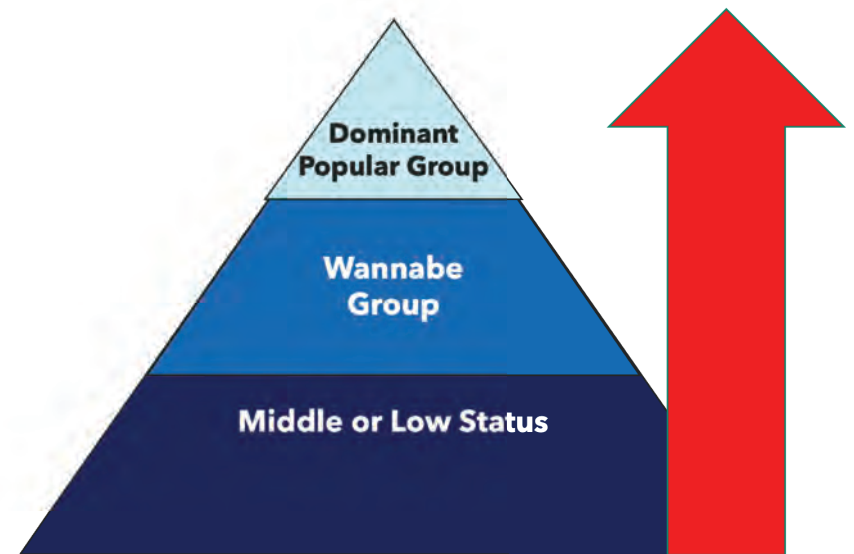
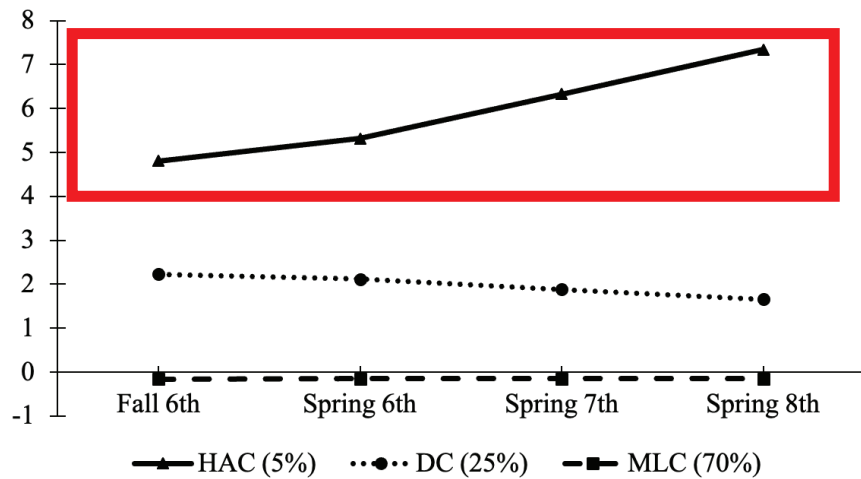
Figure 1.  
Cool status developmental trajectories (Yun & Graham, 2019)





# 또래집단의 지위와 위계서열

Figure 1.  
Cool status developmental trajectories (Yun & Graham, 2019)



# 또래집단의 지위와 위계서열



# 가해자 (Bullies)가 추구하는 것이 무엇인가?

- 가해자는 bullying을 통해 무엇을 얻고 싶은 것일까?  
→ **또래집단에서의 High peer status (높은지위)**
- 가해자는 또래집단에서 높은지위 (social dominance, popularity)를 추구하고 그 위치를 즐긴다 (Juvonen et al., 2003; Yun & Graham, 2019)
- Bullying 과 또래집단의 높은지위는 상관관계가 높다 (Juvonen et al., 2003; Yun & Graham, 2019)

# 왜 다수의 아이들은 방관자 (Bystanders)로 남아있을까?

- **가정된** 불링 상황에서는 대부분 아이들이 안티불링 태도를 강하게 가지고 방어자가 되려는 강한 의지를 보인다 (Boulton et al., 2002; Rigby & Johnson, 2006).
- 하지만, **실제** 불링 상황에서는 가해자에게 맞서는 방어자는 소수에 불과하다 (Atlas & Pepler, 1998; Salmivalli et al., 1996; Yun, 2020).
- **실제 방어행동은 안티불링 태도나 피해자에 대한 공감만으로는 충분하지 않다** (Yun, 2020).

# 누가 방어자 (**Defenders**) 가 될 수 있을까?

(Yun & Graham, 2018; Yun, 2020)

- **Anti-bullying 태도**
- **공감능력 (Empathy)**
- **자기효능감 (Self-efficacy)**
- **책임감 (Responsibility)**
- **인기, 지위 (Popularity)**
- **호감도 (Likability)**



# Bullying is a group process! Bystanders matter!



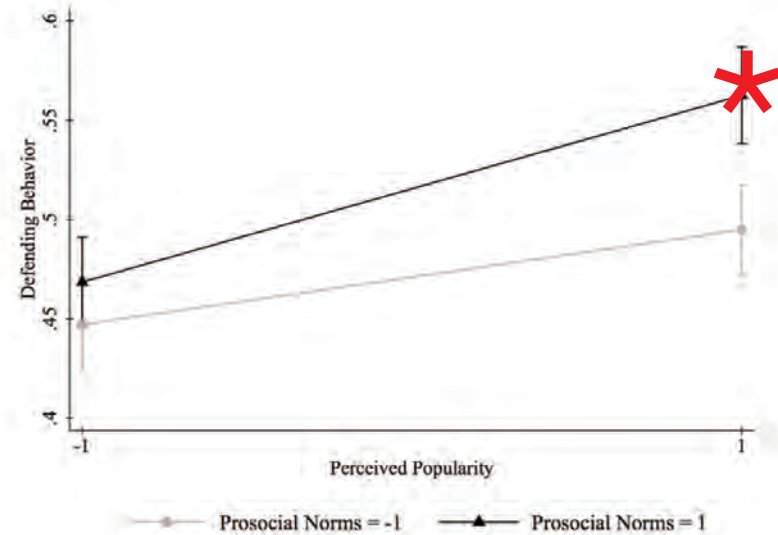
또래집단의  
소속감과 안정감



# 가해자와 방어자와 방관자의 관계 (Peer Norms 또래규범의 중요성)

- 방관자 (bystanders)의 안티불링 태도가 강할 수록, 방어자 (defenders)의 방어행동이 더욱 강화되고 (Yun & Graham, 2018), 가해자의 불링행동이 약화된다 (Saarento et al., 2015).

Figure 2. Associations between perceived popularity and defending behavior as a function of school-level prosocial norms (Yun & Graham, 2018)



# Peer Norms (또래규범) Yun & Graham (2018)





# To Advance Anti-bullying Interventions...

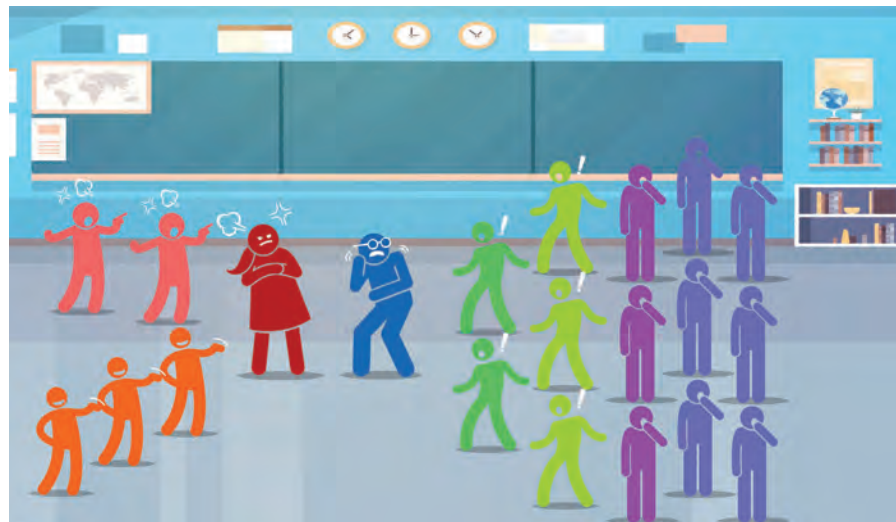
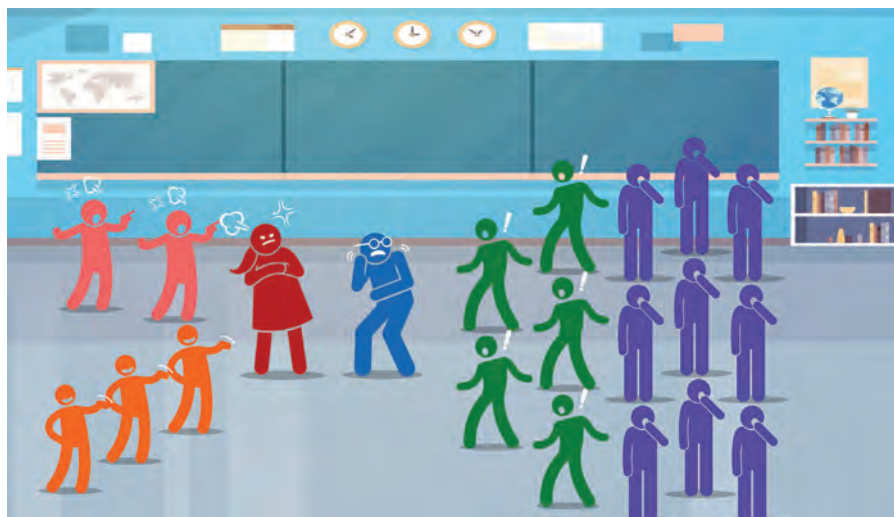
어떻게 하면 대다수의 아이들이 또래집단의 소속감을  
위협받지 않고, **안전하게** 방어행동을 할 수 있을까?

# 새로운 방어자와 방관자 역할의 제시

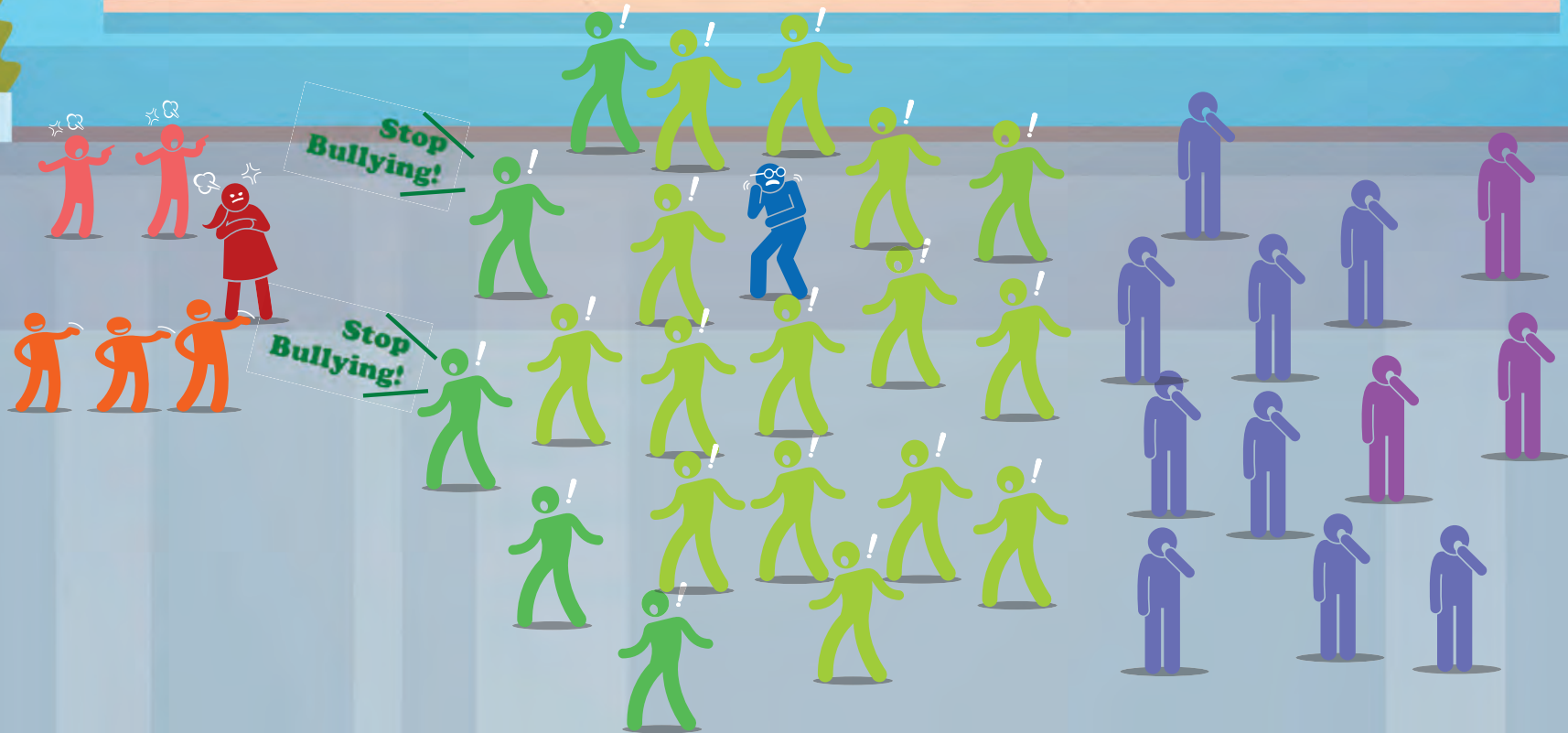
Salmivalli et al. (1996)



Yun (2020)



# 방어자와 방관자 역할에 대한 새로운 접근 Yun (2020)



# To Advance Anti-bullying Interventions...

Yun (2020)



Photo Cred: stevanovicigor



# 자폐증과 사회적 포함 (Inclusion in ASD)

Suzannah Iadarola, Ph.D.

University of Rochester Medical Center

Autism Intervention Research Network on Behavioral Health

(AIR-B)

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Photo by cyano66 via Canva

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# 휠체어가 문제일까? 계단이 문제일까?



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Photo by Pixabay via Pexels

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아이가 말을 못하는 것이 문제일까?  
아니면, 아이에게 의사소통 할 수 있는 방법이 없는 것이 문제일까?



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개인의 문제일까?....

....혹은 사회의 문제일까?

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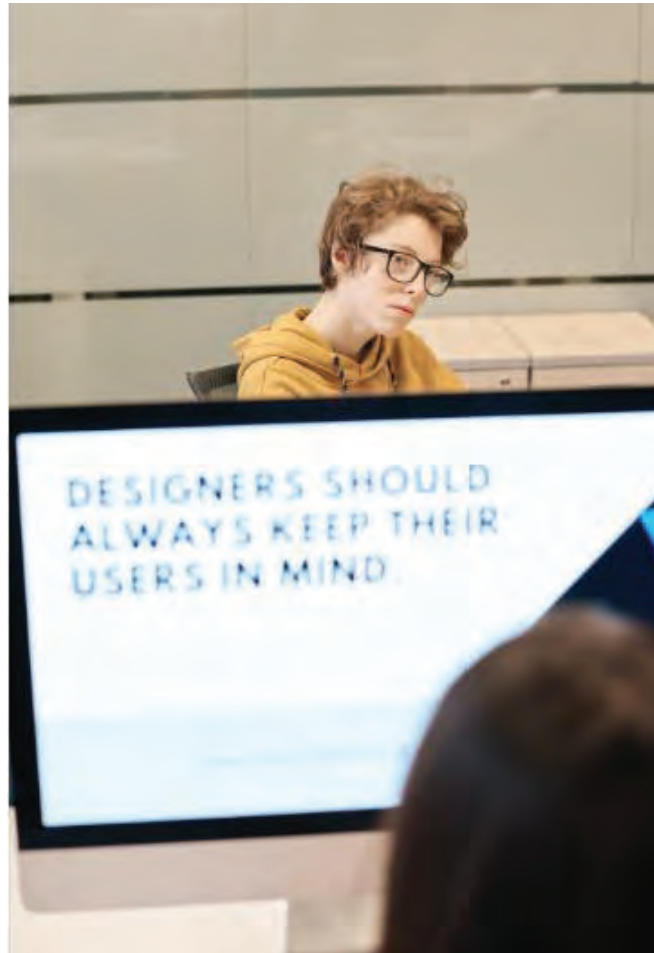




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“디자이너는 항상  
사용자를 염두에  
두어야 합니다”



## 교육적 통합 (Educational Inclusion)

장애아동은 일반 아동과 통합되어 교육받습니다.

배치(placement)

소셜 시간과 비구조화된 시간(unstructured time)

그리고

학생들이 이러한 환경에서 성공할 수 있도록 지원이 제공됩니다.

## 법률

장애인 교육법 (Individuals with Disabilities Education Act; IDEA)

최소 제한적 환경 (Least Restrictive Environment; LRE)

무상교육, 적절한 교육 (Free and Appropriate Public Education; FAPE)

주 정부의 통합교육 요구 (State inclusion mandates)

## 최소 제한적 환경 (Least Restrictive Environment) 에는 ...

일반 학급 (지원이 있을 수도 없을 수도 있음)

통합 학급/ Co-Taught classroom

특수 학급



## 교육적 통합의 증진



Photo cred: yacobchuk via Canva

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Photo by Gerd Altmann

# UNIVERSAL SUPPORTS

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개별 중재

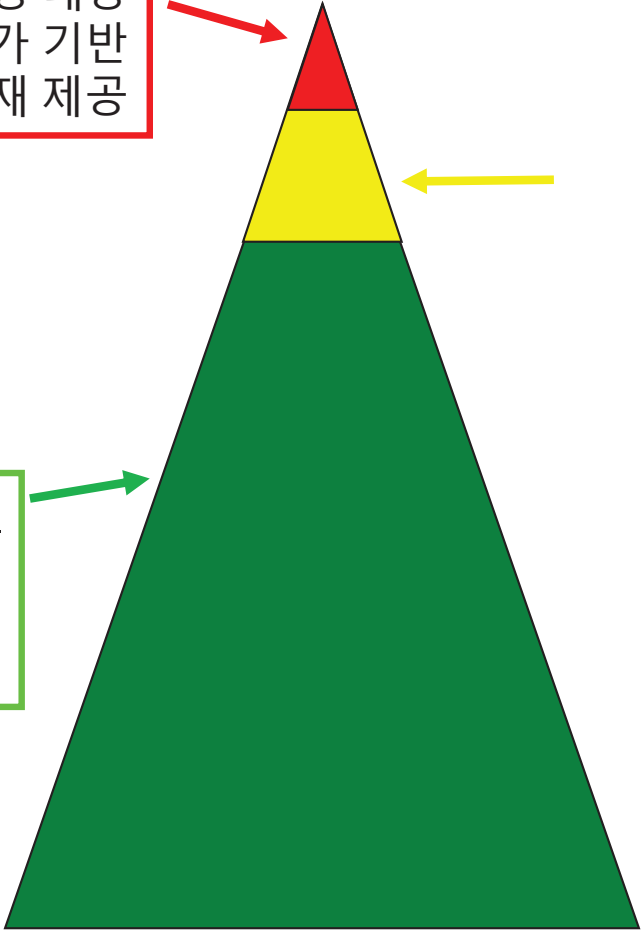
- 개별 학생 대상
- 평가 기반
- 고강도 중재 제공

표적 중재

- 일부 학생 대상
- Directed assistant
- 빈번한 모니터링

보편적 중재

- 모든 학생들 대상
- 증거 기반 교육과정 사용
- 일반적 평가 제공



Adapted with permission from  
Rose Iovannone,  
USF

# Universal Supports

- 명확한 기대치와 규칙
- 성공을 위한 환경 설정
- 잘한 행동에 대한 피드백
- Clear and appropriate consequence strategies

# 시각적 조직 (Visual Organization)

(학습 자료, 학생의 작업 공간)

- 하루 동안의 활동에 대한 올바른 자료를 찾거나 교체 함
- 각 활동 중 예상되는 사항을 명확히 함
- 학생이 있어야 할 장소를 강조해서 표시



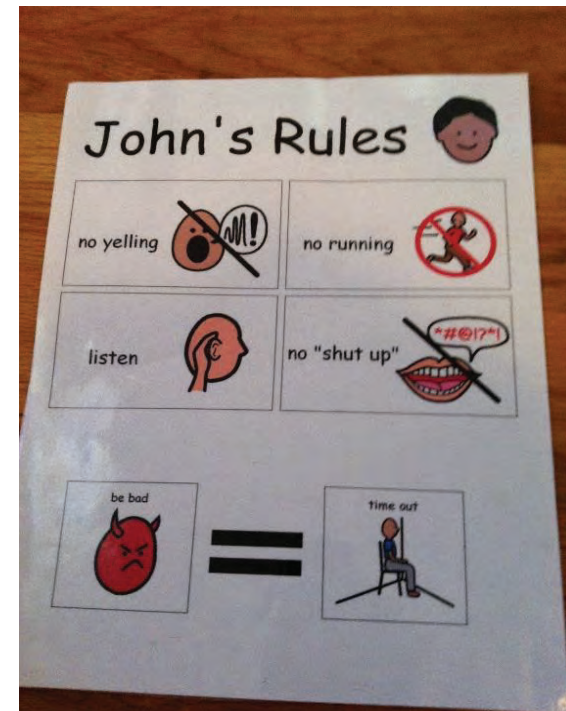
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# 조용한 공간 (Quiet Area)

Calm-down space

감정 조절 개선



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## 수정된 교구 (Modify Materials)

키보드 (Keyboard)

Adaptive pencil

Adaptive seating



# 자기 조절 (Self-Regulation)

HOW DO I FEEL?

5	Really mad!	
4	Upset	
3	Frustrated	
2	Okay	
1	Happy/calm	

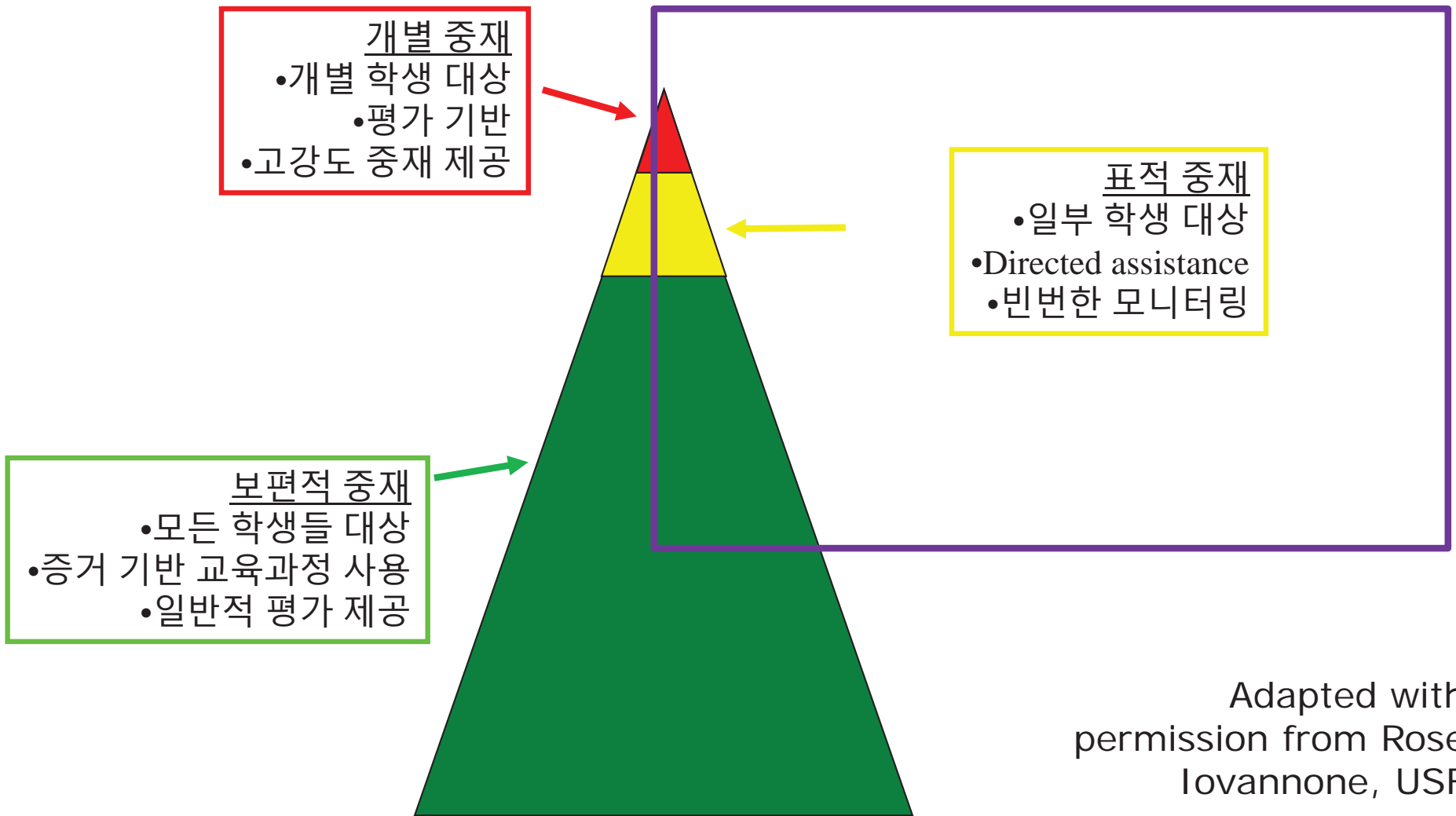
## I'm feeling...

 Calm	 Happy	 Silly	 Relaxed
 Nervous	 Annoyed	 Sad	 Shy
 Surprised	 Hungry	 Angry	 Confused
 Sleepy	 Sick	 Hurt	 Hot

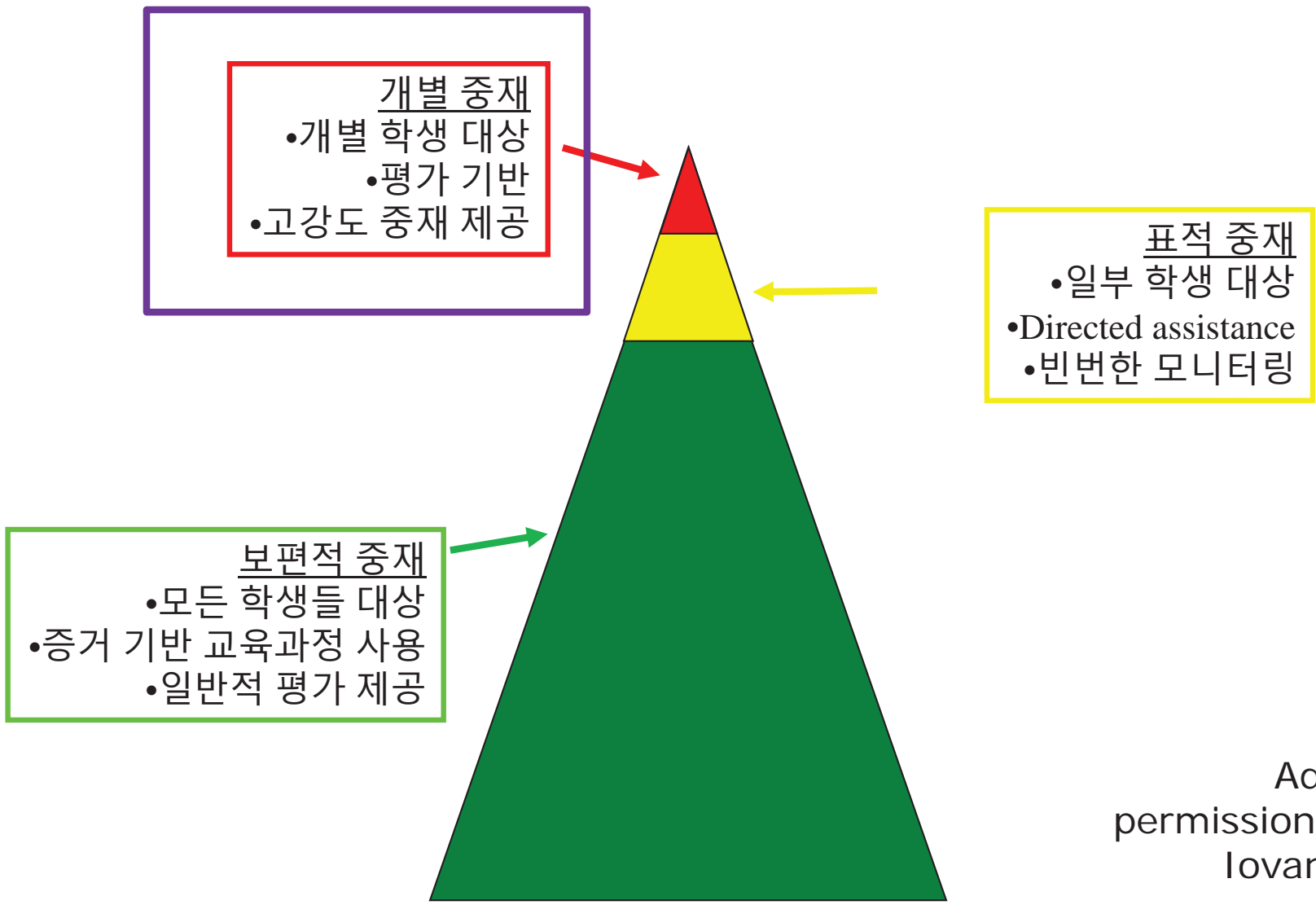
MEDICINE OF THE HIGHEST ORDER







Adapted with permission from Rose Iovannone, USF



Adapted with permission from Rose Iovannone, USF

## 사회적 통합 (social inclusion)



Photo Cred: Cathy Yeulet

# Today's Activities!

Simon Says



Four square



Heads up 7-Up



Connect 4



**Our Conversation Rules**

<p>Good listening</p>	<p>Look at the person talking</p>
<p>Take turns talking</p>	<p>Stay on topic Talk about the same things</p>
<p>Talk about good topics</p>	<p>No rude or mean talking</p>
<p>Don't talk about weight or personal things</p>	<p>Ask good questions</p>

**"BESTS"**  
What is the best...

Pet



Superhero



Sport



Ice cream



From AIR-B's Remaking Recess study

# Inclusive Recreation

운동

아트

캠핑

신앙 체험 (Faith Experiences)



Photo Cred: NewSaetiew

# You can expect inclusive practices!

자녀에게 필요한 것에 대해 대변하기

구체적일 것

효과가 있었던 것 공유

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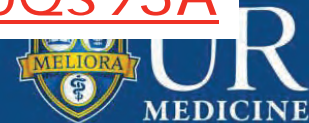


# Play Together: Changing Lives through Inclusive Recreation



<https://www.youtube.com/watch?v=gXbygpQs93A>

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# Inclusion is good business



<https://www.youtube.com/watch?v=mVM4900z89Q>

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감사합니다!

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...

# UCLA AIR-B Conference

**Lela Rondeau**, Administrative Coordinator, TK-12  
Instruction, LAUSD Division of Special Education



# 자폐 학생들에게 학교 내 어떤 배정이 적절할까요?

In general  
education?

In a special day  
class?

In an "AUT-Core"  
Special Day  
class?

In an "AUT-Alt"  
Special Day  
class?

# 2020-2025 캘리포니아의 목표



Indicator	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
5a LRE 80% 이상의 시간 일반 교실 배정	58%	60%	62%	64%	67%	70%
5b LRE 40% 혹은 이하의 시간을 일반 교실 배정	19.5%	18%	16.5%	15%	13.5%	12%
5c LRE 분리된 학교 배정	3.4%	3.2%	3%	2.8%	2.6%	2.4%

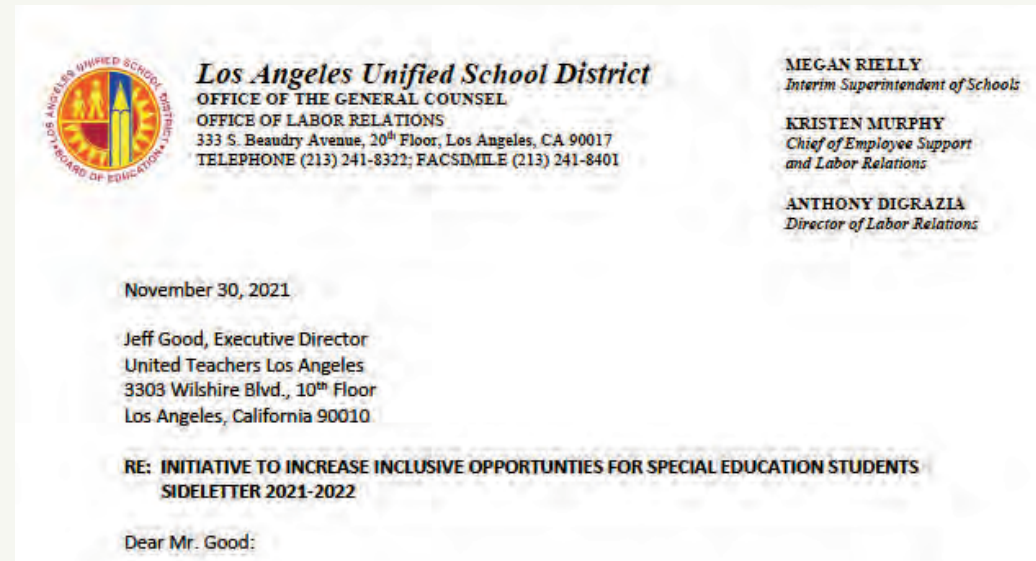




# UTLA Sideletter


(통합 교육을 위한 LAUSD와  
유니언들의 추가 협약)

- 교사 대표와 관계자 위원회 형성
- 매년 플랜을 제출해야 함
- 이번 달 100개가 넘는 플랜이 제출되었음






LOS ANGELES UNIFIED SCHOOL DISTRICT  
**DIVISION OF SPECIAL EDUCATION**



**POSITION PAPER**  
**Equity and Access for**  
**Students with Disabilities**



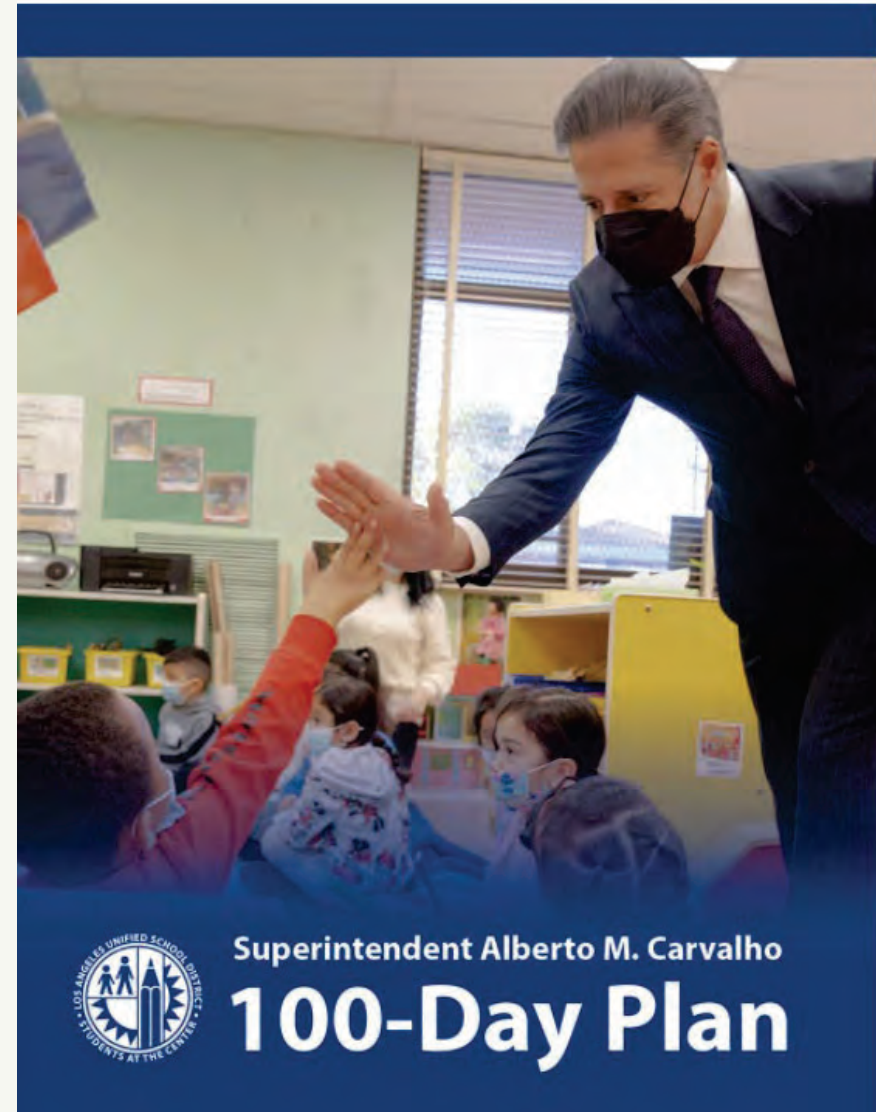
**JANUARY 2022**

The image is a cover page for a position paper. It features a central photograph of four diverse students sitting around a white table, focused on a project. The background of the photo is a world map. The top of the page has a colorful geometric pattern and the text 'LOS ANGELES UNIFIED SCHOOL DISTRICT' and 'DIVISION OF SPECIAL EDUCATION'. The bottom of the page has a similar colorful geometric pattern and the Los Angeles Unified School District logo, which includes a stylized figure and a pencil, with the text 'LOS ANGELES UNIFIED SCHOOL DISTRICT' and 'STUDENTS AT THE CENTER'. Below the logo is the date 'JANUARY 2022'. The main title 'POSITION PAPER' is in large white letters, and 'Equity and Access for Students with Disabilities' is in blue and white letters below it.

## Increased Inclusion Opportunities for Students with Disabilities

Identify additional schools to participate in inclusive practices for all students with disabilities and increase the number of students with disabilities educated in the general education setting.

- Support schools in developing an inclusion plan to implement inclusive practices.
- Connect schools with community partners that support inclusive practices.
- Create opportunities for observing schools that have implemented successful inclusion programs.
- Provide professional development to school administrators regarding positive effects of inclusion and strategies for initiating.
- Celebrate schools engaged in inclusive practices with recognition and a banner.
- Facilitate relationships between Institutes of higher education and Local Districts to mentor and support in the implementation of inclusion.
- Train Local District general education and special education staff to support inclusion practices.





경시종목	지체장애	뇌병변	지적장애	시각장애	청각장애
수영	✓	✓	✓	✓	✓
태권도	✓	X	✓	✓	✓
골프	✓	✓	✓	X	✓
육상	✓	✓	✓	✓	✓
탁구	✓	✓	✓	X	✓
볼링	✓	✓	✓	✓	✓
테니스	휠체어	X	✓	X	X
한궁	✓	✓	✓	X	✓
보치아	✓	✓	✓	X	✓

시범종목	지체장애	뇌병변	지적장애	시각장애	청각장애
프리즈비 날리기	✓	✓	✓	✓	✓
축구공멀리차기	✓	✓	✓	✓	✓
콘홀 게임	✓	✓	✓	X	✓
팔씨름	✓	✓	✓	✓	✓
스크린사격	✓	✓	✓	X	✓
<b>가족종목</b>	가족경기는 참가하는 모든 분들에게 참여 기회가 주어지며, 종목별 순위를 정하고, 경기 후 총 합산점수에도 포함됩니다.				
한궁	장애부 관련없음. 이번 장애인 체전에 참가하고자 하는 모든 분들 (가족, 가디언, 봉사자, 협회 관계자) 참여할 수 있습니다. 단, 감독, 코치와 임원은 타 종목에 참여 기회가 있으므로 참여를 제한합니다.				
팔씨름					
탁구					
스크린사격					
프리즈비 날리기					



EST2018



제1회 전미주장애인체전  
후원을 원하신다면  
아래 QR 코드를 스캔하세요



여러분의 후원이 큰힘이 됩니다

주소: 10409 Marty St,  
Overland Park, KS 66212  
연락처: (913) 667-9575, (224) 578-1675  
웹사이트: kpsausa.org  
전자메일: kfriendsfestival@gmail.com

대회본부: 재미 대한장애인체육회  
조직위원회: 재미 대한캔사스장애인체육회  
캔사스시티한인회  
캔사스시티 상공회  
캔사스시티 한국학교  
재미대한 캔사스 체육회

# 제1회 전미주장애인체전



**• 대회개요**

대회기간 : 2022년 6월 17일 ~ 18일  
 대회주최 : 재미 대한장애인체육회  
 대회주관 : 재미 대한캔사스장애인체육회  
 캔사스시티 한인회  
 캔사스시티 상공회  
 캔사스시티 한국학교  
 재미대한 캔사스 체육회  
 대회후원 : 대한장애인체육회  
 주 시카고 대한민국 총 영사관  
 재미 대한체육회  
 재외동포 재단  
 미국 중서부 장애인체육회

**• 업무협약(MOU)**

대한장애인체육회	서울특별시 장애인체육회
재미대한체육회	대한장애인수영연맹
대한한궁협회	미국 중서부장애인체육회

**• 참가자격**

미주지역에거주하는한인혈통의장애인  
 다른민족의장애인 비장애인

**• 경기장**

Olathe School District	Blue Valley School District
New Century Fieldhouse	Olathe Lanes East Bowling Center
Lee's Summit Aquatic Center	Overland Park Golf Club



**• 개막식 및 전야제**

일시: 2022년 6월 17일 오후 2시  
 장소: 뉴 센츄리 필드하우스  
 내용: 오후 2시 식전행사 - 각종공연, 각종전시회  
 오후 5:30 이후 - 개막식 행사  
 입장식  
 체전개막행사

**• 체육행사** 제 1회 전미주 장애인체전  
 장애인/비장애인 혼합경기  
 엘리트 및 생활체육  
 참가지역: 미국, 캐나다, 한국 등

**• 예술행사** 한국전통 음악회, 전통 고전무용 공연  
 전통의상 패션쇼, 그림전시회 (장애인 예술가)

**• 한류행사** K-Pop 공연, 태권도 비보이 시범  
 한류음식행사, 한류드라마 방영

**• 참가지역**

동부지역: 버지니아, 메릴랜드, 뉴욕, 뉴저지, 필라델피아, 조지아, 플로리다, 오하이오, 노스캐롤라이나, 외  
 중부지역: 일리노이, 미시간, 캔사스, 미주리, 텍사스, 콜로라도, 미네소타, 오클라호마, 네브라스카, 외  
 서부지역: LA, 오렌지카운티, 샌디에고, 샌프란시스코, 네바다, 애리조나, 워싱턴 주, 알래스카, 외

**• 참가인원**

선수 및 보호자 700명, 자원봉사 400명,  
 경기운영 요원 100명 (총 1200명)

**• 정식종목**

수영, 태권도, 골프, 육상, 한궁, 탁구, 볼링, 보치아, 테니스

**• 시범종목**

프리즈비 날리기, 축구공 멀리차기, 콘홀, 팔씨름, 스크린 사격

**• 지회현황**

동부: 동북부(뉴욕, 뉴저지), 동중부(메릴랜드), 동남부(조지아)  
 중부: 중동부(시카고), 중서부(캔사스, 네브라스카), 중남부(달라스, 휴스턴)  
 서부: 서북부(워싱턴주), 서중부(샌프란시스코, 실리콘벨리, 라스베가스), 서남부(LA)



AIR-B Network Conference 2022







# Seesaw Communities는?

지난 2021년 5월  
첫번째 이사회를 열고  
시작이 되었습니다.

- 2021년 12월에 IRS로 부터 501(c)(3)로 Tax Exempt 를 받을수 있는 비영리단체로 인정이 되었습니다.

EIN: 86-2949669

# 뭐하고있지?

- School
- Employed
- Day Program
- Home Staying



# 현실은?

## Special Educationa Program 진학률

고등학교 졸업률: 24.7 % (34 %)

대학교 : 13.1 % (11.1%)

대학원: 7.7 % (7.0 %)

Paul, S., Rafal, M., & Houtenville, A. (2020). Annual Disability Statistics Compendium: 2020 (Table 13.8). Durham, NH: University of New Hampshire, Institute on Disability. Note: Authors' calculations using the U.S. Census Bureau American Community Survey, Public Use Microdata Sample, 2019, which is subject to sampling variation.

## 취업률?

발달장애인 13% (22.2%)

장애인: 31.9% (33.4 %)

일반인: 72.2 % (75.6 %)

California Employment Rates from California State Council on Developmental Disabilities (2011)

# 쉽게

42%의 20대 발달장애인은  
한번도 일자리를 얻은 적이 없다.  
(2015 AJ Drexel Autism Institute)

매년 50,000여명의 발달장애인이  
성인기에 들어오는데  
그 중 85%가 직장을 구하지 못한다.

\* 비장애인은 4.5%가 직장을 구하지 못한다.  
(2019. 4.2, Marketwatch)

내일을 위해서는?

***OPPORTUNITY***





# Seesaw Communities는 어디에?

## Cafe Seesaw

---

2701 S. Woodgate Dr.  
West Covina, CA 91792  
(선한청지기교회 내)



## Honeymee

---

12763 Towne Center Dr.  
Cerritos, CA 90703  
(Cerritos Towne Center 내)

# Seesaw Communities는 어디에?



# Seesaw Communities는 어디에?

## Cafe Seesaw

---

2701 S. Woodgate Dr.  
West Covina, CA 91792  
(선한청지기교회 내)



## Honeymee

---

12763 Towne Center Dr.  
Cerritos, CA 90703  
(Cerritos Towne Center 내)

# Seesaw Communities는 어디에?



# Seesaw 에서는 어떤 일을 하나요?



VariSTAR



Bee A STAR




Independent Living Skills



GradSTAR

# VariSTAR Program

- 
- Coffee / barista
  - Coding / computers
  - Video editing/content creation
  - Animation
  - Photoshop

# VariSTAR Program



# VariSTAR Program





# Bee A STAR Program

- Instruments
- Voice
- Dance
- Art



# Independent Living Skills

Community  
Integration

Reading / Writing

Interpersonal and  
Working Relationship  
Training

Money Management

Technology

# VariSTAR Program



# VariSTAR Program



# GradSTAR Program

- On-going job Training at Job place



# GradSTAR Program

- Cafe Seesaw at West Covina
- Honeymee at Cerritos

# 올해 계획

- 매장 확대
- Espresso Cart / Ice cream Cart
- 수업환경 개선을 위한 사무실 임대

## 차후 계획

- Coffee Roastery
- Physical Training Studio
- 성인발달장애인 Need 충족을 위한 Platform 개발



# It takes a village to raise a child

장애인 본인

가족

커뮤니티

기관 및 단체



# Let's SEESAW together

We believe that if we work together, with your help—  
we can contribute lasting advocacy efforts and meaningful connections  
for individuals with autism and their supporters."

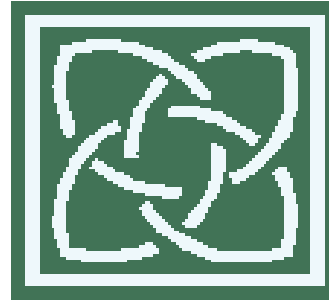




**SEESAW**  
COMMUNITIES

감사합니다.

# 동부 로스앤젤레스 지역센터



- 캘리포니아주 개발서비스부와 계약을 맺은 민간 비영리조직들은
- 캘리포니아 전역의 21개 지역 센터들은
- 발달 장애가 있는 사람들이 수많은 이용 가능 서비스들을 찾고 접근하도록 도움이 되는 지역 자원을 제공합니다

# 랜터만법 자격 (3세 이상 대상)

18세가 되기 전에 장애가 발생하여 무기한  
지속되며, **상당한 장애**의 원인이 다음과 같은 사람:

1. 뇌성마비(CP)
2. 뇌전증
3. 자폐
4. 지적 장애(ID)  
(과거에는 정신 지체(MR)였음)
5. ID와 비슷한 상태 또는 ID에 대한 것과 비슷한 치료가 필요한 상태

# RC 서비스는 평생 계속됩니다

## 조기 시작 서비스

- 가족 교육과 상담
- 말하기와 언어 치료
- 작업치료
- 물리치료
- 행동 개입 서비스
- 진단 목적 의료 서비스
- 조기 확인, 검진, 평가
- 시력 서비스
- 보조기술 서비스와 기기

## 어린이 서비스

- 위기 개입 서비스
- 내구성/비내구성 의료기기
- 사회성 능력
- 적응 능력
- 교육적 지원
- 위탁받은 거주 옵션
- 일시/전문 관찰 시간

## 성인 서비스

- 성인 주간 프로그램
- 행동 개입 서비스
- 위기 개입 서비스
- 내구성/비내구성 의료기기
- 독립/지원받는 생활
- 위탁받은 거주 옵션
- 일시/개인 보조원 시간
- 지원받는 고용
- 교통 서비스

# ELARC의 집결지역

ELARC의 서비스 커뮤니티는 아래와 같습니다:

- 알람브라
- 보일 하이츠
- 시티 테라스
- 커머스
- 동부
- 로스앤젤레스
- 엘 세레노
- 하이랜드 파크
- 라 하브라
- 하이츠
- 라 미라다
- 링컨 하이츠
- 몬테벨로
- 모네테리 파크
- 피코 리베라
- 로스매드
- 산 가브리엘
- 산 마리노
- 사우스 파사데나
- 산타페 스프링스
- 템플 시티
- 휘티어



# 시작하는 방법

동부 로스앤젤레스 지역센터와 연락하여 접수 평가  
일정을 만드세요

알람브라 사무소  
(626) 299-4700  
1000 S. Fremont Avenue  
Alhambra, CA 91802

휘티어 사무소  
(562) 698-0146  
13215 Penn St. Suite 410  
Whittier, CA 90602

[info@elarc.org](mailto:info@elarc.org)

[www.elarc.org](http://www.elarc.org)





# 웹사이트: [www.elarc.org](http://www.elarc.org)



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- Consumer Handbook
- Consumers Involved in a Crime
- ELARC U
- Early Start
- Intake Ages 3 and Above
- Medicare Part D
- Notices for Consumers & Families
- Purchase of Service Guidelines
- Risk Management
- Self Determination
- Your Rights: Appeals, Complaints, & Whistleblower
- Take the Unmet Needs Survey



Transparency & Access to Public Info

Purchase of Service (POS) Data

Purchase of Service (POS) Guidelines

Electronic Visit Verification (EVV)

Possible Data Security Breach

NEED TO KNOW

APPLY FOR SERVICES

# 현재 진행 중인 가족 교육과 서비스 전문가들

**EASTERN LOS ANGELES REGIONAL CENTER**

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- Commitment to Safe and Productive Meetings
- Contact Us
- FAQ
- Map of Service Area
- Mission Statement
- National Core Indicators
- Notices
- Organizational Chart
- Our Community Report
- Our History
- Performance Contract
- Person Centered Practices

**NEED TO KNOW**

- Transparency & Access to Public Info
- Purchase of Service (POS) Data
- Purchase of Service (POS) Guidelines
- Electronic Visit Verification (EVV)
- Possible Data Security Breach

**APPLY FOR SERVICES**



## 저희들이 하는 일과 저희들 소개:

동부 로스앤젤레스 가족자원센터(FRC)는 로스앤젤레스 카운티 동부 로스앤젤레스 지역의 장애가 있는 사람들과 그들의 가족, 전문가, 그리고 커뮤니티 주민들에게 지원하고, 교육, 자원, 훈련 제공 분야에 전문화된 기관입니다.

가족자원센터의 직원들은 대부분 장애가 있는 사람들을 돕거나 그들과 함께 살아가는 훈련받은 부모들, 가족 구성원들 또는 자가 옹호자들입니다. 저희는 자원과 정보 찾기 분야의 경험자들이며, 마찬가지로 어린이와 성인들 지원을 위한 시스템 탐구 능력도 있습니다.

## 우리가 제공하는 것:

동부 로스앤젤레스 가족자원센터(FRC)가 제공하는 내용:

- 부모 대 부모 지원과 시스템 탐구 서비스
- EZ 접근 바인더 교육
- 스페인어와 중국어 지지 그룹
- 유아와 유치원 학생 부모를 위한 인크레더블 이어스 부모역할 시리즈
- 긍정적 부모역학 교육
- 내가 누구인지 아세요? 훈련 (1 페이지 프로파일)
- 프로젝트 리더십 훈련
- 개인 보호 장구 지급 이벤트(PPE)
- 타운홀 / 파트너십 회의
- 조기 시작 전환 회의
- 그리고 이 밖의 교육훈련

## 저희에게 오는 방법:

동부 로스앤젤레스 가족자원센터(FRC) 사무소는 현재 폐쇄되었지만, 저희는 커뮤니티의 가족들을 계속 지원합니다. 도움이 필요하다면 저희에게 직접 연락하세요.

델스 플로레스 - 가족지원 전문가(영어/스페인어)  
(626) 759-1073 또는  
[dflores@elafrc.net](mailto:dflores@elafrc.net)

마르사 오닐스 - 프로그램 관리자  
(영어/스페인어)  
(626) 759-6683 또는  
[mornelas@elafrc.net](mailto:mornelas@elafrc.net)

메이 여 - 가족지원 전문가  
(영어/중국어) -  
[mye@elafrc.net](mailto:mye@elafrc.net)



# 프랭크 D. 랜터맨 리저널 센터

---

## FRANK D. LANTERMAN REGIONAL CENTER

**EVIE JUNG**

Family Support Specialist  
ejung@Lanterman.org  
213-252-8350

UPDATED FEB 2022

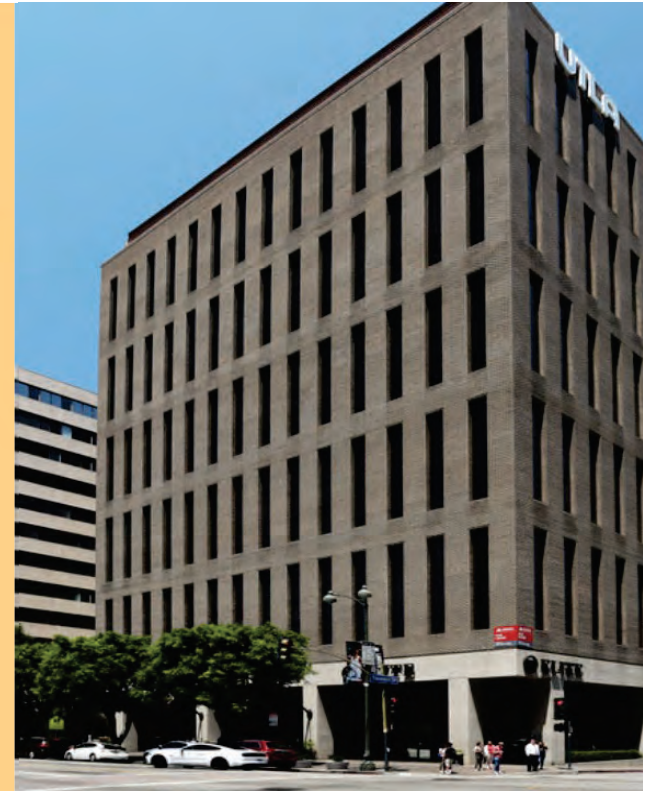




# FDLRC 랜터맨 리저널 센터



 FRANK D. LANTERMAN  
REGIONAL CENTER  
Partners in Lifelong Support



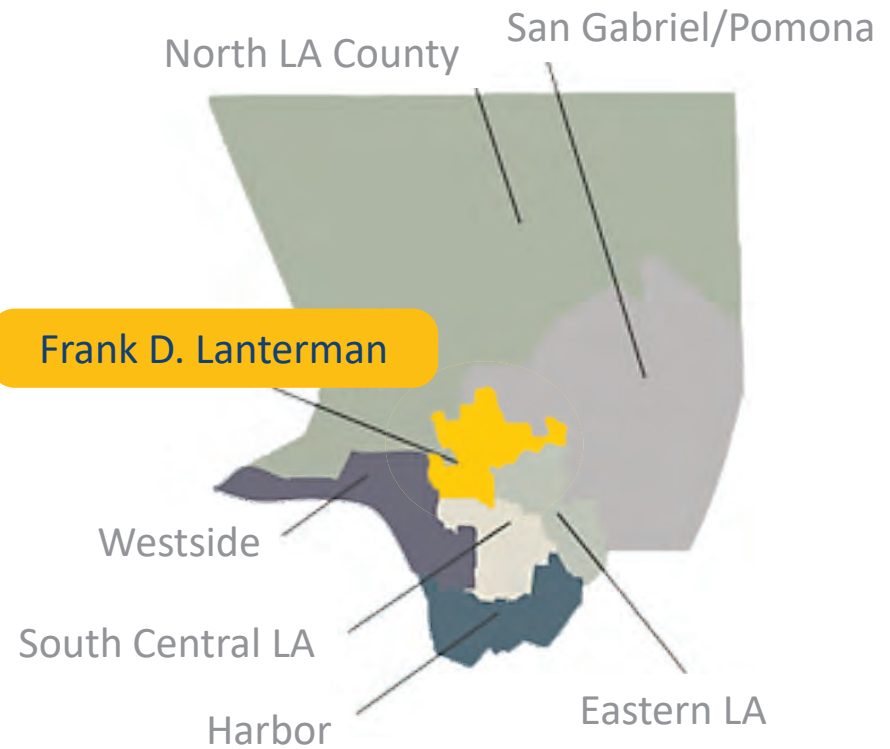


# 랜터맨 리저널 센터 서비스 구역

## 서비스 구역

- 할리우드/월셔
- 로스 엔젤레스 중부
- 파사데나
- 버뱅크/이글 락
- 글렌데일
- 라 카냐타
- 라 크라센타

Frank D. Lanterman





# KYRC 콕-영 정보센터

## 자원 및 정보

- 헬프데스크
  - 213-252-5600
  - [kyrc@Lanterman.org](mailto:kyrc@Lanterman.org)
- 8:30 AM - 5 PM
  - 현재 원격 운영 중
- 도서 및 완구 대여
  - 현재 예약제로 운영 중
- 정보 제공 및 소개





# KYRC 콕-영 정보센터

- 서포트 그룹 / 부모 모임
  - 영어, 한국어, 스페인어, 중국어, 알마니아 어 등 언어별
  - 부모 모임, 아버지 모임, LGBTQ 모임, 형제 모임
- 강의, 워크샵
- PSP (피어 서포트 파트너)
- 놀이 체험, 스토리 타임
- 지원, 교육 활동







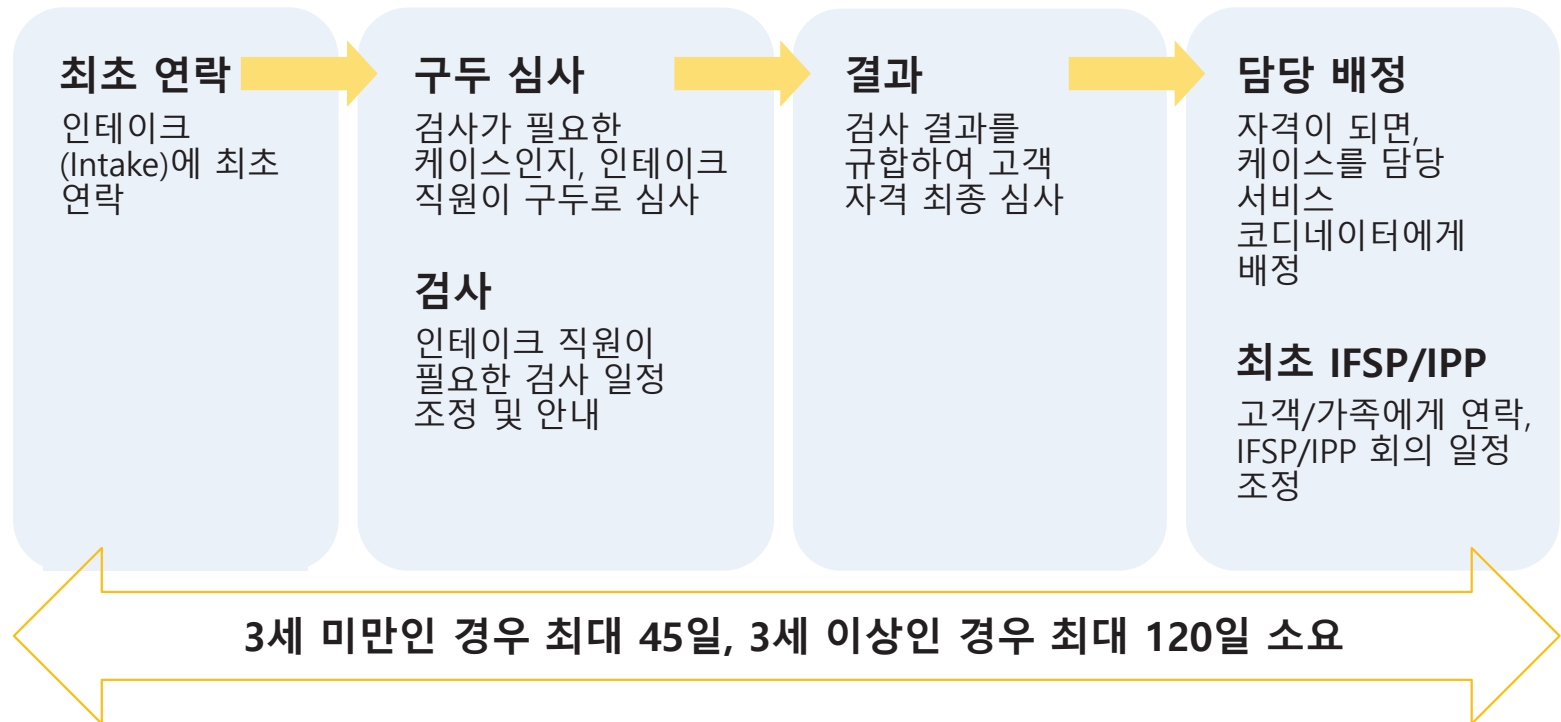
## 리저널 센터 인테이크 (Intake)

---

- 리저널 센터 혜택을 받고 싶은 누구나
- 우리 동네는 어느 리저널 센터 소속일까?
  - [www.dds.ca.gov/rc/lookup-rcts-by-county](http://www.dds.ca.gov/rc/lookup-rcts-by-county)
- 랜터맨 리저널 센터 소속인 경우
  - 213-252-8610 / [referrals@lanterman.org](mailto:referrals@lanterman.org)
- 랜터맨 리저널 센터 인테이크(Intake)에 제공해야 하는 정보:
  - 서비스가 필요한 사람의 이름과 생년월일
  - 거주중인 주소지
  - 보호자의 이름과 연락처 (영어가 아닌 경우, 사용 언어)
  - 리저널 센터 서비스가 필요한 이유, 걱정되는 부분 (발달 지연/장애 의심 증상)
- 관련 정보:
  - [www.lanterman.org/applying-for-regional-center-services](http://www.lanterman.org/applying-for-regional-center-services)



## 랜터맨 리저널 센터 고객이 되는 절차





## 리저널 센터 자격 조건

### 만 3세 미만

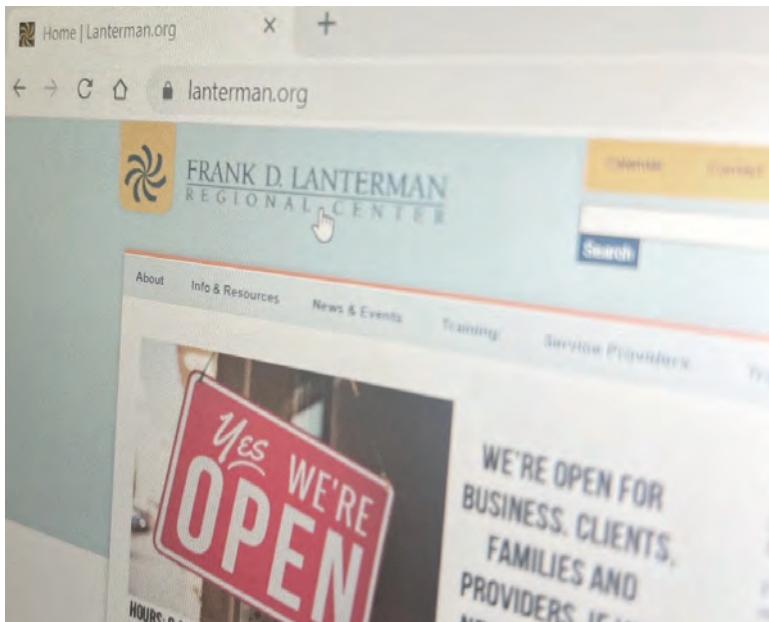
- **얼리 스타트 법**
- 32주 미만의 조산, 저체중 출산, 관련 합병증, 태아의 발달에 심각한 영향을 줄 수 있는 부상/사고/질병, 임신중 약물 중독 등의 고위험 요인
- 자폐, 뇌성마비, 뇌전증, 지적장애 또는 지적장애와 밀접한 관련이 있는 질환 등의 발달장애 진단
- 언어, 학습, 신체적, 사회적, 또는 정서적 발달의 현저한 지연

### 만 3세 이상

- **랜터맨 법**
- 다음 중 최소 한가지 이상의 진단:
  - 자폐
  - 뇌성마비
  - 뇌전증
  - 지적 장애
  - 지적 장애와 밀접한 관련이 있는 장애
- 위 진단으로 인하여 세 가지 이상 기능적 영역에서 영구적인 장애가, 18세 생일 이전에 나타난 경우



# 랜터맨 리저널 센터 연락처



3303 Wilshire Blvd. #700  
Los Angeles CA 90010



대표번호: 213-383-1300  
KYRC: 213-252-5600



kyrc@lanterman.org



www.Lanterman.org



# 스펙트럼오브 호프 소개

California 주에 501(c)(3) 로 등록된 비영리재단 (Private Foundation)

대표: 세실리아 장 - 1.5세 변호사 / 자폐스펙트럼아이를 양육하는엄마

# Spectrum of Hope 재단 소개

- 재단 미션 - 자폐진단을받은 아동들과 가족들에게 희망을!  
부모님들의 길잡이가 되어 아이의 도움을 찾는 과정에서 시행착오 줄이고 하루라도 빨리 필요한 모든 치료를 받을 수 있도록 가이드 역할
- California 주에 501(c)(3) 로 등록된 비영리재단
- 주된일들:
  - 자폐진단을 받은 가족들에게 정보-서비스로드맵제공
  - 조기교육/특수교육법에 포커스를 둡니다.
  - 전화 626-893-2300, 이멜 [Cecilia@spectrumhope.org](mailto:Cecilia@spectrumhope.org) 내지,  
<https://forms.gle/6RKiJTzQ2g68WWBb9> 로폼작성하시면 연락드리겠습니다.



## 재단의 Special Education Advocacy Grant Program (특수교육 지원금” 프로그램)

”

저희 재단 에선 자녀들을 위해 Special Education Advocacy Grant 프로그램을 통해 가족에게 힘이 되어 드리고자 합니다. 해당사항은:

1. 거주 일(1) 년 이상 거주자;
2. 만 7살 이하의 Autism 판정 을 받았거나 autism 이 의심이 가는 아이;
3. 부모님의 연 종합소득이 (Adjusted Gross Income) 이 \$70,000미만;
4. 리저널센터나 학교 측에서 펀딩이 안됐다면 간단한 배경 설명; 그리고
5. 지원금이 필요하신이유 요약설명 -간단히 1페이지 정도.

지원금은 최고 \$1,000 (천 달러) 이며 다음 특수교육용도 에 쓰실수 있습니다.

1. Private Assessment including:  
Comprehensive psycho-educational assessment  
Occupational Therapy/ Speech assessment
2. Private Assessor 의 IEP 동행비 나 Due Process hearing 에서의 Expert witness fee 비용
3. 변호사 비용/ Advocate 비용 (상담, IEP 동행/ Due Process/appeal 비용)

<https://www.spectrumhope.org/advocacy-grant/> 를 방문하셔서Application 을 다운로드 받으시고, 작성하신 후 주소또는 이메일로 보내주십시오. 감사합니다.

# Special Education Research, Advocacy & Consulting

가족들을 대변하는 특수교육 컨설팅, 세락

**Hyon "Soo" Lee, Ph.D. 이현수 박사**

**Founder, Special Education Consultant**

Special Education Research, Advocacy & Consulting

**Associate Project Scientist**

UCLA Center for Autism Research and Treatment



**SERAC**

연구 기반 특수교육 컨설팅

Special Education Research, Advocacy & Consulting





## SERAC의 MISSION / 목표



### 연구에 기반한 정보 전달

교육 및 치료 연구에 기반한  
고품질 정보와 해결책 제공



### 문화, 언어, 세대차이 이해

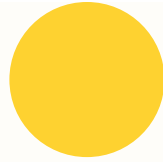
서비스제공자, 부모님, 자녀간 존재할  
수 있는 언어, 문화, 세대차이에 대한  
이해를 높이고 다양한 시각으로 접근



### 소통과 팀워크 중시

서비스제공자들과의 원활한 소통을 유  
지하도록 돕고, 가족이 존중받는 구성  
원으로 활약할 수 있도록 환경 조성





## 가족을 위한 맞춤 서비스



### 서비스 니즈 분석 및 컨설팅

아이의 심리 / 발달 관련 리포트를 분석하고, 가족의 상황과 아이의 레벨에 맞는 서비스에 대한 컨설팅을 제공합니다.



### 서비스 시작 가이드

아직 적합한 진단이나 서비스를 받지 못한 가족들이 서비스의 첫 단추를 잘 채울 수 있도록 효율적으로 가이드 및 대변을 해드립니다.



### IEP, IPP, 서비스 코칭

학교, 리저널센터, 서비스 제공자들과의 미팅을 준비해드리고, 필요 시 직접 참여하여 아이가 받는 서비스 퀄리티를 높이고 서비스제공자들과 좋은 관계를 유지하도록 미팅을 이끌어 드립니다.



# SERAC 서비스 이용에 재정적 도움이 필요하시다면?

## 타 기관 후원

예: The Spectrum of Hope Foundation의  
Special Education Advocacy Grant Program

## Self-Determination Program

SERAC이 클라이언트의 Self-Determination Program (SDP) 서비스 제공자 중 하나가 되어, 가족의 필요에 맞춘 컨설팅을 제공할 수 있습니다.

## SDP Transition 정부 지원

SDP를 시작하는 가족들은 CA 정부 지원을 받아 SERAC을 Person-Centered Planner / Independent Facilitator로 지정하여 컨설팅 및 SDP 도움을 받을 수 있습니다.

# 연락처

이메일

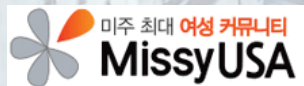
serac@sooleephd.com

웹사이트

sooleephd.com

전화 / 문자

925-786-5412



(PC버전) Motherhood > 전문가 칼럼 > "이현수의 자폐 바로 알기"



# KASEC

## Korean American Special Education Center

**윤여광, Ph.D., BCBA  
Program Director**



## KASEC 한미특수교육센터



한미특수교육센터는,,

2000년 미국 내에 한인 장애인과 그 가정을 돕기 위해 특수교사와 장애 전문가들이 모여 만든 비영리 기관으로서, 지난 21년 동안 많은 장애인들과 부모님을 위해서 각 분야의 전문가들과 협력하며 다양한 프로그램과 서비스를 제공하고 있습니다.



## KASEC의 서비스



- DDS Project(영유아 발달선별검사): 캘리포니아 발달서비스국(DDS)으로부터 grant를 받아서 6개월~60개월 아동들을 대상으로 무료로 발달선별검사를 진행하고, 발달에 지연을 보이는 아동을 위한 후속 서비스 안내 및 정보 제공하는 프로젝트
- Medical Diagnosis: 소아발달 전문의 진료, Psychologist로부터 BASC, ADOS-2, ASRS, ABAS, Vineland, CDI 등 필요한 다양한 검사, 그리고 BCBA(아동심리치료학 박사)의 자녀 양육 및 치료 교육 Consultation
- Consultation: 장애관련 상담(소아발달 전문의), ADHD 상담(특수교사), 양육 상담(BCBA)



## KASEC의 프로그램



- Basketball: APE 특수체육교사와 농구 코치를 통해서 진행되는 프로그램으로, 장애 학생과 비장애 봉사자가 함께 농구라는 스포츠를 통해서 신체적 발달, 사회적 상호작용 향상 그리고 운동을 통한 스트레스 감소 등을 목표로 진행하는 프로그램
- Harmonia: 전문 지휘자의 지도 하에 진행되며 장애/비장애가 같은 멤버로 참여하는 프로그램으로, 악기 합주하는 음악 활동과 사회적 활동을 함께 진행하며 음악 안에서 사회적 상호작용을 배우는 오케스트라 프로그램(LA총영사관 개천절 행사 초청 연주회, 연말 단독 콘서트 진행)





## KASEC의 아웃리치



### ❑ Dream Art Contest

발달장애인 미술대회로 나이와 인종에 상관없이 미국 내에 모든 발달장애인이 참여하는 미술 축제임. 작년 2021년 Dream Art Contest에서는 미국 전역 49개 도시에서 65편의 작품들이 출품되었음. 12명의 Winner와 13명의 Honorable mention이 선정되었고, 수상작품(Winner)들은 2022년 KASEC 달력으로 제작되었음.

### ❑ Harmonia Concert

장애와 비장애 학생이 함께 오케스트라의 멤버로 참여하는 Harmonia는 학기말 콘서트와 연말 콘서트를 진행함. 연말 콘서트는 크리스마스의 캐롤과 다양한 하모니아의 레퍼토리가 연주됨.

### ❑ Charity Golf Tournament

KASEC의 후원행사이자 커뮤니티 인식 개선을 위한 행사로 이 행사를 통해서 얻어진 수익금은 KASEC에서 진행하는 다양한 프로그램과 서비스를 지원하는 데에 사용됨.



## KASEC의 리소스



### □ YouTube 채널 (<https://www.youtube.com/c/KASEC>)

KASEC 특별 웨비나 시리즈, Specialist Column, 그리고 여러 프로그램에 대한 설명 등 발달장애 아동 청소년의 발달에 도움이 되는 다양한 영상이 있음.

### □ 홈페이지 (<https://kasecca.org/>)

KASEC의 홈페이지 '정보' 영역에 발달장애와 연관된 다양한 법적, 교육적, 시스템적인 자료들이 올려져 있으며, '프로그램/서비스' 영역에는 KASEC에서 제공하는 프로그램과 서비스에 대한 정보가 있음.

### □ KASEC 발달장애 정보 (in MissyUSA)

미국 내에 한인 여성분들이 가장 많이 이용하는 온라인 여성 커뮤니티인 MissyUSA에 'KASEC 발달장애 정보'란이 있으며, 이곳에는 발달장애인의 삶에 도움이 되는 다양하고 유익한 정보가 있음.



## KASEC Contact Info.



KASEC에는 자녀를 키우시는 한인분들을 위한 다양한 서비스와 프로그램이 있습니다. 발달장애를 위한 서비스나 프로그램에 대한 문의사항이나 자녀를 양육하는 데에 도움이 필요하시면 언제든지 센터로 연락주시길 바랍니다.

**T. 562-926-2040, [program@kasecca.org](mailto:program@kasecca.org),**



**KASEC 한미특수교육센터**



**Thank you for Listening!**

# Asian Pacific Counseling & Treatment Centers

## 아시아 태평양 상담소

Presented by Suran Ko, LMFT

Program Manager of Child and Family Services, Main Center



# 역사와 미션

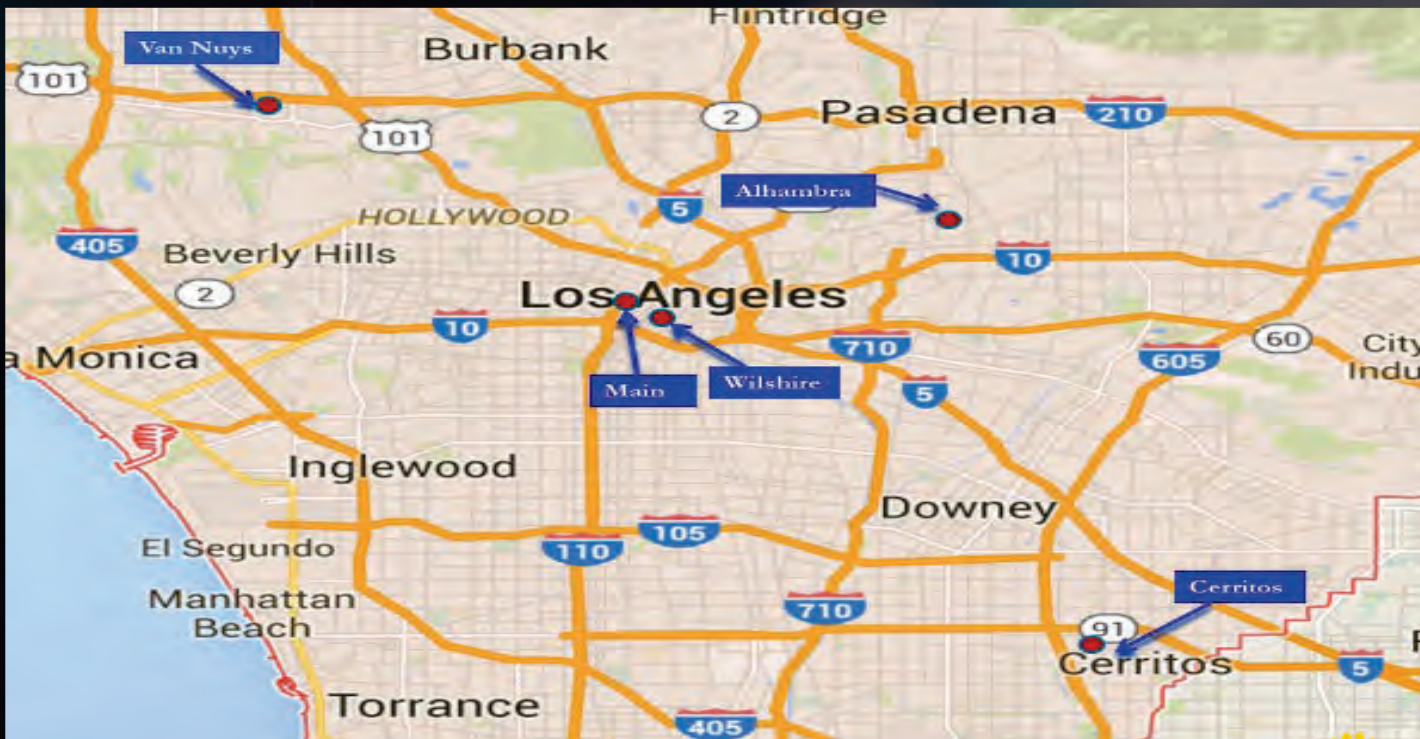
1977 년에 LA County 소속 상담소로 처음 시작하여 늘어나는 아시안 이민자들의 정신건강을 위해 일하기 시작한 LA 최초의 아시안 분들을 위한 상담소입니다.

1990 년에 LA County 소속에서 나와 LA County contract agency 로 독립하게 되었으며 Special Service for Groups (SSG) 라는 큰 회사에 한 division 으로 들어가게 되었습니다.

여러해동안 여러 다른 프로그램과 재정으로 많은 아시안 이민자 분들과 그 가족을 상담해 왔으며 지금도 최대한 많은 분들의 정신건강을 돕기 위해 최선을 다하고 있습니다.



# 5개의 지역에 위치한 상담소



# Main Center

520 S. Lafayette Park Place  
Suite 300  
Los Angeles, CA, 90057  
213-252-2100

LA 한인타운과 가까이 위치

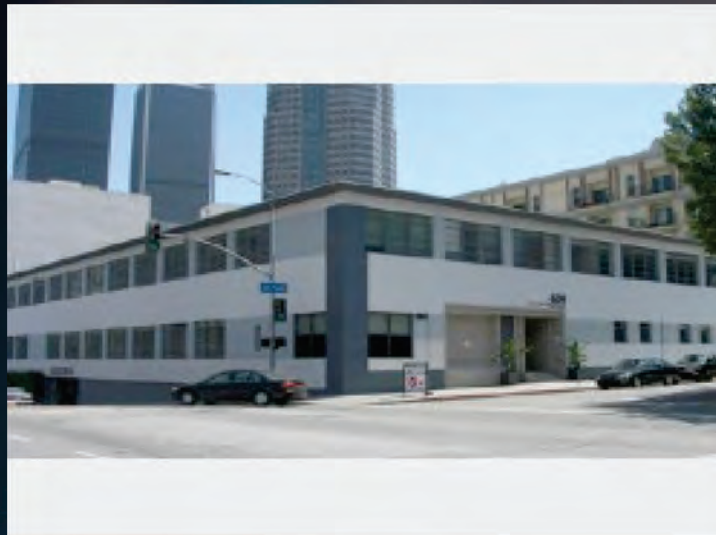




# Wilshire Office

600 St. Paul Ave. Suite 101  
Los Angeles, CA, 90017  
213-542-2800

LA 다운타운과 가까이 위치



# Alhambra Office

1635 W/ Main St. Suite 100  
Alhambra, CA 91801  
626-248-1800

San Gabriel Valley에 위치



# San Fernando Valley Office

15400 Sherman Way  
Suite 220  
Van Nuys, CA 91406  
818-267-1100

Van Nuys 405 freeway 와  
가까이 위치



# Cerritos Office

11050 E. Artesia Blvd.  
Suite F  
Cerritos, CA 90703  
562-860-8838

91 & 605 freeway  
만나는 지점과 가까이 위치



# Special Service for Groups

905 E. 8<sup>th</sup> St.  
Los Angeles, CA 90021  
213-553-1800

다운타운에 위치



# Riverside and West Covina

Riverside Counseling Center 도 다른 카운티에 속한 또 하나의 저희 지점입니다.

지금 West Covina 지역 확장을 준비중입니다.



# 일 하시는 분들

심리학 박사 (psychologist)

상담 사회복지사 (clinical social worker)

가정 상담자 (marriage and family therapist)

정신과 의사 (psychiatrist)

간호사 (nurse)

케이스 매니저 (case manager)

약물 관련 상담자 (substance use counselor)

일 관련 상담자 (vocational rehabilitation specialist) (Cal Works)

집 관련 상담자 (housing specialist)

부모나 또래 파트너 (parent or peer partner)

# 서비스를 받는 분들

나이 제한 없이 Medi-Cal 을 소지하고 계시면 서비스를 받으실수 있습니다.

Medi-Cal 이 없으시더라도 Asian Pacific Islander 분들중 18살 미만이거나 18살 미만 자녀를 가지고 계신 분들도 서비스를 받으실수 있습니다.

예전에 서비스를 받으신적 없이 처음으로 서비스를 받으시려는 분들도 도와드릴수 있습니다.

혹시 이 모든것에 해당이 안 되시더라도 도움이 필요하시면 일단 전화로 문의 해주세요.





# 여러가지 상담 프로그램

개인 정신 상담

가정 혹은 부모 상담

그룹 정신 상담

사회생활 적응 상담 (개인 혹은 그룹)

약물 치료

약물 중독 상담

집을 구함이나 일을 찾는데 도움, 그 외에도 여러가지 case management

이 같은 상담 서비스들은 오피스, 집, 학교, 혹은 바깥 field 에서 진행될수 있습니다.

# 상담 서비스 외에 진행되는 프로그램들

자폐아이 부모 서포트 그룹: 아이가 18살 미만인 그룹과  
아이가 18살 이상 성인인 두 그룹으로 나뉘어져 있습니다.

ESL Class: 학교 선생님들과의 대화를 포커스로 한 ESL  
class가 있습니다.

Mommy and Me: 2살이상 아이들에게 한국 말로 책을  
읽어주고 놀이를 하며 그 후에 부모 교육이 함께 진행되는  
프로그램입니다.

현재는 모든 프로그램이 줌으로 진행되어지고 있습니다.

# 궁금하신 점이 있으시다면..

저희 상담소 메인 센터 213-252-2100 으로 문의  
주세요.

저희 웹사이트 [WWW.APCTC.ORG](http://WWW.APCTC.ORG) 에 방문  
하시는것도 추천 드립니다.

감사합니다.

# Koreatown Youth and Community Center (KYCC)

Eric Ji, Ph.D.  
KISM Program Coordinator  
Clinical Services



# Mission





## Mission

KYCC의 사명은 로스앤젤레스 전역의 한인 인구와 다민족 코리아타운 커뮤니티의 변화하는 요구와 필요에 맞춰 다양한 서비스를 제공함에 있습니다.

KYCC의 프로그램과 서비스는 최근 이민을 왔거나 경제적으로 어려움을 겪는 가족과 청소년을 대상으로 하며 지역사회의 사회경제적 역량 강화를 촉진함에 있습니다.

# Services





# Services

## Partnership For Families (PFF)

### 가정을 위한 파트너십

- DCFS 재정지원
- 가정의 장점을 강화 및 아동학대 방지
  - 기본적인 상담
  - 위기개입
  - 사례관리 (필요한 서비스와 연결)
  - 재정보조



A large, stylized green brushstroke graphic that sweeps across the left side of the slide, partially overlapping a white rectangular frame.

# Services

## Prevention & Aftercare (P&A) Services

### 예방과 애프터케어

- DCFS 재정지원
  - 치료가 필요한 시점 이전과 이후 관리
  - 사례관리 서비스



# Services

## Mental Health Service

### 정신건강서비스

- DMH 재정지원
  - 대화를 통한 정신건강치료
  - 정신건강 치료 및 사례관리 초점

# How to Access





## How to Access

### Partnership For Families (PFF)

- 현재 임신 중이거나 6개월 이하의 자녀가 있음과 동시에 아래와 같은 위험 요소를 갖고 있는 분들
  - 가정 폭력
  - 약물 남용 (술, 담배 포함)
  - 심리 건강 문제 (산후 우울증, 불안증 포함)
  - 부모의 어린 나이 (준비되지 않은 부모)



## How to Access

### Prevention & Aftercare (P&A) Services

- LA County 거주자
- 0-17세 자녀가 있는 가정
- 사례관리 필요가 있는 가정
  - 자녀교육 수업, 정신건강서비스, 가정폭력 지원, 기본적 생활여건 지원

A large, stylized green brushstroke graphic that tapers from left to right, serving as a background for the title text.

# How to Access

## Mental Health Service

- LA County 거주자
- Medi-Cal or Uninsured

# Inquiry

Koreatown Youth and Community Center

(213) 365-7400

[kyccla.org](http://kyccla.org)





ASIAN AMERICANS  
**ADVANCING  
JUSTICE**

LOS ANGELES

PREPARED FOR:

**Optimizing School and Community  
Inclusion for Students with Autism  
Spectrum Disorder**

**자폐아동을 위한  
시민권 취득**

**Citizenship for Children with  
Autism**

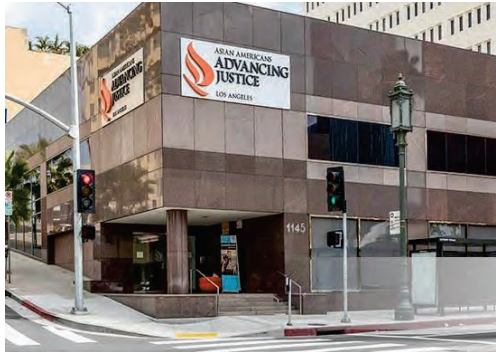
PRESENTED BY:

Jimmy Kim





# Asian Americans Advancing Justice-LA



## LA 정의진흥협회(구 아태법률센터)

### WHO WE ARE

- 아시아계 미국인, 하와이 원주민, 태평양 섬 주민들을 위한 미국 최대의 법률 및 민권 단체

Nation's largest legal and civil rights organization for Asian Americans, Native Hawaiians, Pacific Islanders

- 우리의 업무에는 사람들이 미국 시민이 되도록 돕는 것이 포함됩니다.

Our work includes helping people become U.S. Citizens

# Citizenship



## 미국 시민이 되는 방법 (파트1)

### HOW TO BECOME CITIZEN (part 1)

- 다음과 같은 경우 자녀는 미국 시민입니다. Child is US Citizen if:

- 미국에서 태어나거나, 혹은 Born in US, or
- 미국 이외의 지역에서 태어났지만 적어도 부모 중 한 명이 미국 시민인 경우, 혹은 or
- 미국 이외의 지역에서 태어나 18세 미만인 동안:
  - 영주권자가 되고, 그리고
  - 부모가 미국 시민이 됨, 그리고
  - 자녀는 미국 시민 부모의 법적 및 물리적 양육권에 거주합니다.

# Naturalization



## 미국 시민이 되는 방법 (파트2)

### HOW TO BECOME CITIZEN (part 2)

- 성인은 다음과 같은 경우 "귀화"할 수 있습니다(특정 요구 사항을 충족하여 시민이 됨) Adult may “naturalize” (become citizen by meeting certain requirements) if:
  - 최소 18 At least 18
  - 영주권자(그린카드)Permanent resident (green card)
  - 캘리포니아(또는 USCIS 지구)에서 최소 3개월 거주 Lived in Calif (or USCIS district) at least 3 months
  - 미국에서 최소 5년 거주 Resided in US at least 5 yrs
  - 미국에 2년 반 이상 물리적으로 거주
  - 선한 도덕성 Good moral character
  - 기본 영어 말하기, 읽기, 쓰기 Speak, read, write basic English
  - 미국 정부 및 역사("civics")US gov't and history (“civics”)

# Disability Waiver



## 영어 및 공민학 면제 WAIVING ENGLISH & CIVICS

- 신청자는 신체 또는 발달 장애 또는 정신 장애가 있는 경우 영어 및 공민 분야에서 면제될 수 있습니다.
  - 면제를 요청하려면: "장애 예외에 대한 의료 증명서"(양식 N-648) To request waiver: "Medical Certification for Disability Exceptions" (Form N-648)
    - 의료 전문가에 의해 작성 Completed by medical professional
    - 귀화 신청서으로 파일링하십시오. (N-400)
  - N-648이 승인된 경우:
    - 통역사 OK Interpreter OK
    - 시민 시험 없음 No civics exam (미 초대대통령은?)
- \*우리는 고객에게 어떠한 수수료도 청구하지 않으며 시민권에 관한 모든 상담은 무료입니다. We do not charge any fees to our client and all the consultation regarding Citizenship is free of charge.



# Life Enrichment Project Service Center



[www.lepsc.org](http://www.lepsc.org)

**Non-Profit Organization**

# What We Do

## Ongoing services: 지속적인 서비스

### 1) Self-Determination Program (SDP) –Person Centered Plan

{자기결정프로그램 - 개별중심 계획}

### 2) Helping with application process for

#### Medi-Cal, Medicare, SSI, IHSS, and Conservatorship

{주정부 혜택 및 영어관련 서류들을 번역 및 신청서 작성 도움}

### 3) Housing

#### Develop housing, Independent and Supported Living opportunities for individuals with disabilities

{독립생활 또는 지원 생활을 하기 원하는 분들을 위한 생활 공간 마련}

### 4) Independent/supported living Transition Experiences

독립생활 및 지원생활을 하기 원하는 사람들이 미리 배우고 경험할 수 있는 기회, 부모님들이 자녀들을 맡기고 레스피트 할 수 있는 기회

# What We Do

## **Social & Recreational Program**

- 1) **Drum Circle-Djembe Drum-** 쟼뎬 드럼
- 2) **Disc Golf-** 디스크 골프
- 3) **Patio Time – relax and enjoy your time in conversation**  
{편안한 공간에서 커피 타임 하면서 담소를 나누고 쉬는 시간을 갖을 수 있는 공간}

## **Classes and Workshops**

### **Technology Class**

- 1) **Learn basic computer skills -Group lessons**  
{아주 간단한 컴퓨터 기술 배울 수 있는 기회}

### **Parenting Seminar**

- 2) **Parent workshops**  
{다양한 주제로 부모를 위한 강의}



Social & Recreational Programs

# Drum Circle

젬베 서클

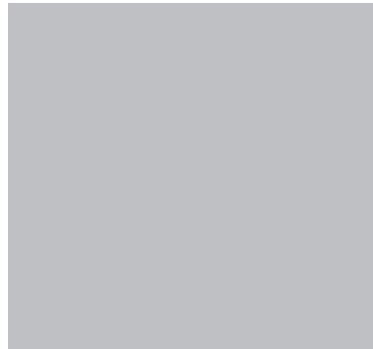
1년에 2회, 1회에 8주, 1시간-1시간 30분



## Social & Recreational Programs

# Patio Time

누구나 편안한 마음으로 와서 쉬었다 갈 수 있고,  
담소를 나눌 수 있는 공간  
무료 Coffee 제공  
오픈: 오전 8시-오후 2시, 5 days per week



Social & Recreational Program

# Disc Golf

디스크 골프

일주일 1회, year around program



# What We Do

## Ongoing support and resources

1) **Assist individuals and families with resources including appropriate services and support-** (서비스와 지원에 관한 정보 제공)

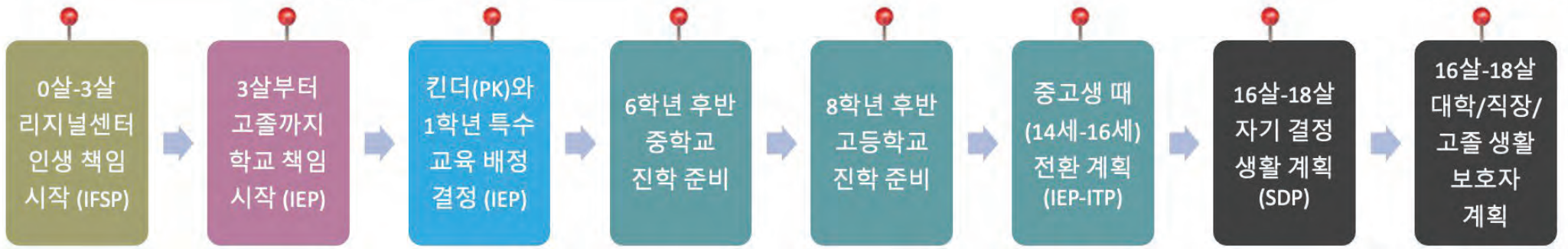
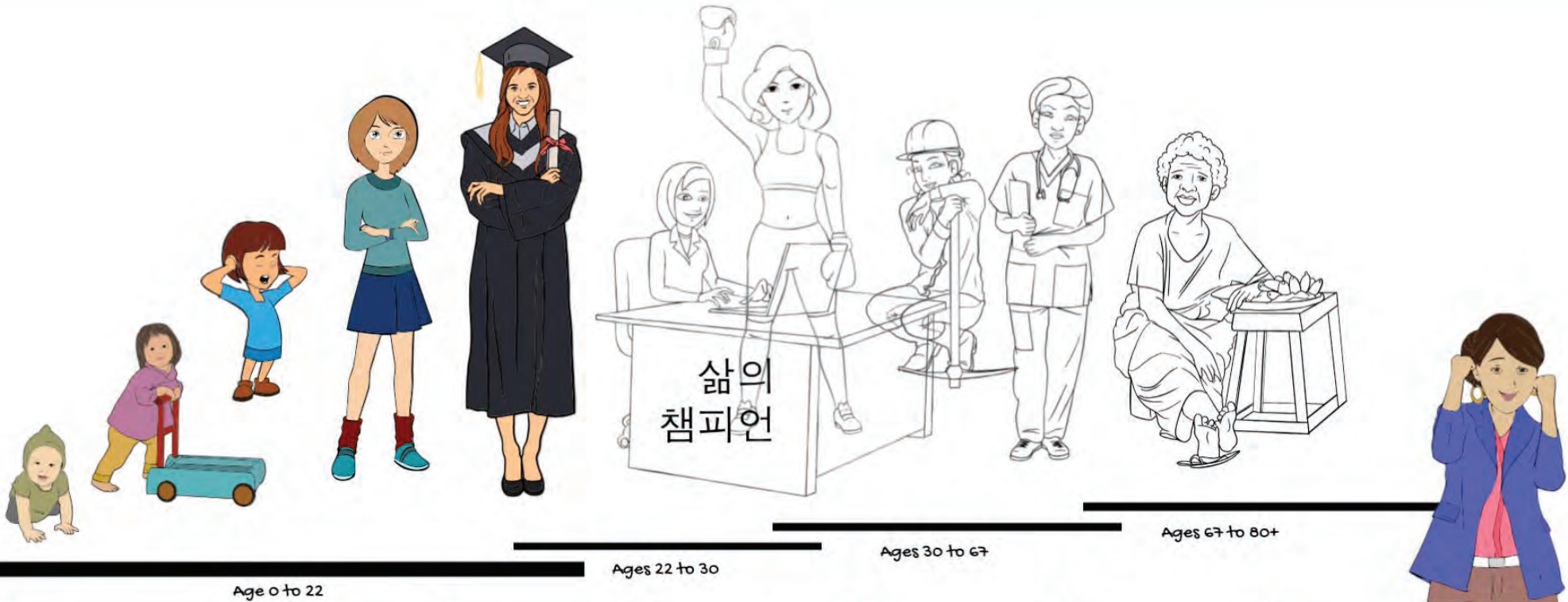
2) **Online resources-** 온라인을 통한 정보제공

연락처:

**Jamie Cha-McGrath, MSW**  
**[jmcgrath@lifeenrichmentproject.com](mailto:jmcgrath@lifeenrichmentproject.com)**



네! 물론 할 수 있다 믿습니다.  
지휘자 부모님께 결정권이 있고  
법이 가능하게 해 주기 때문입니다.





Accommodation 전환  
**Speech Therapy** 적응  
 자기 결정 Self-Determination  
 변경 Causseling Assistive Technology Support Aides Community Learning and Integration  
**Early Identification**  
 휴식 보조 기술 재무 관리 전문 학업 지도 독립적인 신경-심리-교육 평가  
 언어요법 **Early Intervention** Respite  
**Social Interactions** Inclusion  
 사회적 교류 자원 보조원 행동요법 **Behavior Therapy**  
 Specialized Academic Instruction 조기 식별  
 Occupational Therapy Financial Management **통합학습** Transitions Conservatorship  
 작업요법 초기 개입 상담

★★★★★

부모님은  
 우리 아이  
 옹호작전  
 지휘자







계속 물어 보세요!

우리 아이,

얼마큼 진전 했나?

How Much Progress?



1

Communication  
Competence  
의사 소통 실력

+

2

Emotional-  
Social  
Connection  
정서적,  
사회적 연결

+

3

Behavior,  
Social,  
Life Skills  
행동, 사회,  
생활 기술

+

4

Literacy,  
Numeracy,  
Study Skills  
문해력,  
수리력  
학습 기술

+

5

Academic  
Content  
Standards  
Mastery  
표준 학업  
내용 숙달

=

**Independence**  
자립 생활  
**Employment**  
직장 생활  
**Education**  
추가 교육

부모님 자녀에게는 1번에서 5번 중에 어떤 것이 제일 중요하다고 생각하시나요? 그에 따라 받는 서비스들의 양과 질이 목적 달성에 적용합니까?



# Teach your children well



할 수 있다

→ 격려하자

→ 목적을  
알자

→ 서비스를  
고르자

→ 팀을  
만들자

→ 진전을  
점검하자

→ 더 알자

우리 아이 중심으로 생각하자

→ 늘 멀리 보고 큰 그림을 보자

수고하십니다. 감사합니다.



교육, 옹호, 상담, 작전 신청:

문자: 213.810.7020

이메일: [tomchun@pifa88.org](mailto:tomchun@pifa88.org)



2003년에 시작하여 17년 동안 parent support group 의  
활동 경험을 바탕으로 2020년에 설립된 비영리단체

# BBT 의 비전

BBT(Being Build Together)는 필요한 서비스를 충분히 받지 못하는 캘리포니아 내, 한국어권 발달 장애인들과 그 가족들을 지원하는 비영리단체 입니다. BBT 는 한인 발달장애인들의 독립적인 삶과 지역 사회 내 통합을 지원하며, 그들의 문화적, 언어적 특수성의 이해에 기반한 서비스와 프로그램을 제공합니다. 특히 발달장애인들이 개개인의 꿈과 희망을 이루어 가는 데 큰 관심을 가지고 도와가고자 합니다.

- 서비스 내용:

1. 정기 전문가 교육 (online seminars/workshops)

2. 새로운 정보 제공 및 업데이트

3. 장애 관련 자료 공유

4. Self Determination Program 지원(Consultation)

5. DDS Grant Project 시행

- \* Community Connector Service

(Regional Center 를 비롯 Generic service 를 못 받고 있는 가정들을 찾아내고 안내하고 서비스와 연결되는 과정을 도와 드림)

6. Drama Project

장애의 경중에 관계없이 Movement Therapy 의 요소를 포함한 연극 프로젝트 – 올 2월부터 시작, 현재 City of Orange 에 있는 Orange Hill Church 에서 매주 토요일 오후에 연습 중이며 5월 말에 연극 무대에 올려질 예정

7. ADEPT Parent Study Group 운영: 현재 1기 마치고  
다음 학기에 2기 그룹 운영 계획
8. 기타 문의 사항 상담
9. 4월 중순 경에 online conference 계획
10. Sibling support group 계획, 추진 중
11. 다양한 정보와 교육, 리소스를 제공하기 위해 웹사이트 작업 중
12. 앞으로 다양한 grant 신청, fund raising 을 진행하면서  
한인 가정들에게 필요한 서비스, 프로그램들을 늘려갈 계획
13. 재능있는 봉사자들, 후원자 들을 찾고 있습니다.

# 문의 방법

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**Being Built  
Together**

# MEJORANDO LA INCLUSIÓN DE ESTUDIANTES CON EL TRASTORNO DEL ESPECTRO AUTISTA EN LAS ESCUELAS Y LA COMUNIDAD

Viernes, 8 de Abril, 2022 | 11 AM - 1:30 PM

VIRTUALMENTE EN ZOOM

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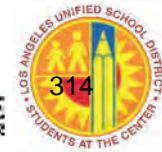


Progreso en las Investigaciones de Autismo | Servicios y Apoyo de Autismo  
Recursos para el Autismo en las Escuelas y la Comunidad

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Autism Intervention Research  
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## Programa de la Conferencia (español) – viernes, Abril 8, 2022 11am-1:30pm

Mejorando la Inclusión de Estudiantes con el Trastorno del Espectro Autista en las Escuelas y la Comunidad

Hora	Tema	Presentador / Facilitador
11:00am	Bienvenida!	Connie Kasari, Felica Jones & Fernanda Castellon
11:10am	Charla Principal: La Pertenencia Escolar Preguntas y Respuestas al final	Jessica Morales-Chicas
11:40am	Inclusión en TEA Preguntas y Respuestas al final	Paul Luelmo
12:10pm	Panel de Inclusión en las Escuelas	Paul Luelmo, Paola Tapia & Brenda de la O
12:40pm	Panel de auto-representates: Navegando la Universidad y el Empleo	Virginia Lancaster, Raul Muñoz, Carlos Malagon
1:00pm	<u>Feria de Recursos Virtual</u> -Centro Regional del Este de Los Ángeles -Centro Regional del Oeste -Centro Regional Centro Sur de Los Ángeles -Centro Regional Lanterman - Fiesta Educativa -Grupo de apoyo de auto representates -Learning Rights Law Center	-Albert Barajas -Ana da Silva -Kiara López -Paola Coronado -Marely Gómez - Raul Muñoz -Daisy Ayala
1:25pm	Rifa	
<b>FIN DE LA CONFERENCIA</b>		

## Biografías de Presentadores – Conferencia en español

Viernes, 8 de abril de 2022

### Connie Kasari

Connie Kasari, Ph.D. es Profesora Distinguida del Desarrollo Humano y Psicología en la Educación en la Universidad de California, Los Ángeles (UCLA). Ella recibió su doctorado en la Universidad de Norte Carolina en Chapel Hill e hizo su postdoctorado en NIMH en el Instituto Neuropsiquiátrico de la UCLA. Desde 1990, ha estado en la facultad de UCLA, donde imparte cursos de posgrado y pregrado, y ha sido la asesora principal de más de 60 estudiantes de doctorado. Es miembro fundadora del Centro de Investigación y Tratamiento del Autismo de la UCLA. Su investigación tiene como objetivo desarrollar intervenciones novedosas, probadas por evidencia, implementadas en ajustes de la comunidad. Los proyectos recientes incluyen tratamientos específicos para el desarrollo temprano de la comunicación social en bebés y niños pequeños en riesgo y preescolares con autismo, y mirar las relaciones de niños con autismo de edades escolares. Es la investigadora principal de la Red de Investigación de Intervención de Autismo para la Salud del Comportamiento (AIR-B), cuyo objetivo es disminuir disparidades en la salud y la educación en la comunidad. Ella está en el consejo asesor científico de la Fundación Autism Speaks, y presenta regularmente a audiencias académicas y profesionales a nivel local, nacional e internacional. La Dr. Kasari es el presidente de la Sociedad Internacional para la Investigación del Autismo (INSAR), que organiza cada año la reunión más grande del mundo de investigadores y especialistas en autismo.



### Felica Jones

Felica Jones ha trabajado en el sector sin fines de lucro durante más de 16 años, sirviendo a familias y niños en el sur de Los Ángeles, CA. Su papel actual de Director de Programas para Healthy African American Families II, donde brinda supervisión administrativa en todos los proyectos dentro de la agencia, aborda disparidades de salud tales como: parto prematuro, proyecto de Hombres, Programa de Respirar Gratis Asma & Dirigir, El Estudio de Comunidad de la Salud de Niños (CCHN), Centro de Restauración y Community Partners In Care (CPIC). Su experiencia en investigación incluye la conducción de grupos focales, entrevistas etnográficas, transcripción de entrevistas, codificación y análisis de datos. La Sra. Jones ha trabajado como consultora para facilitar grupos de trabajo sobre temas como el manejo de la ira para jóvenes infractores por primera vez, talleres de apoyo social y empoderamiento para mujeres afroamericanas embarazadas. educación de Salud y Sexo y educación en habilidades para la vida para madres y adolescentes embarazadas. La Sra. Jones tiene un compromiso inquebrantable para disminuir las brechas en las disparidades de salud entre las minorías con énfasis en la familia afroamericana.



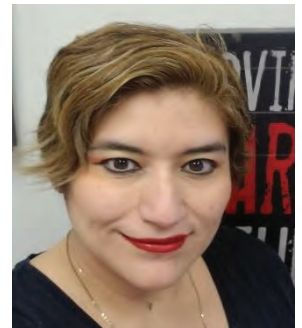
## **Fernanda Castellón**

Fernanda Castellon es una estudiante de posgrado en la Universidad de California, Los Ángeles y está cursando un doctorado en educación. Completó su licenciatura en Psicología y Estudios Chicanos/o en la Universidad de California, Santa Barbra. Fernanda está interesada en investigar cómo la cultura y el autismo se cruzan y, en consecuencia, impactan la dinámica familiar, la educación y el acceso a la atención. La pasión de Fernanda surge de su propia experiencia como hermana de un adulto autista. Ha participado activamente en los estudios de la investigación actual de la Red de Intervención de Autismo para la Salud del Comportamiento (AIR-B). Como su lengua nativa en español, Fernanda es defensora y promueve la implementación de adaptaciones culturales a los protocolos de reclutamiento e intervención para promover el reclutamiento y la retención de población étnica y racialmente minoritaria.



## **Consuelo García**

Consuelo García se graduó de la Universidad de California, Los Ángeles con una licenciatura en psicobiología y una licenciatura en francés. Ha estado trabajando en el laboratorio de la Dra. Connie Kasari desde 2015 como Gerente de Proyectos para los estudios de la Red de Intervención de Autismo para la Salud del Comportamiento (AIR-B). Ella habla español nativo, lo que ha ayudado con todos los aspectos de los objetivos de AIR-B, especialmente dentro de la población de habla hispana en Los Ángeles.



## **Jessica Morales-Chicas**

La Dra. Jessica Morales-Chicas obtuvo un doctorado en Educación, con énfasis en Desarrollo Humano y Psicología, de la Universidad de California, Los Ángeles (UCLA).

Actualmente, es Profesora Asociada en Cal State LA en el Departamento de Estudios del Niño y la Familia. Ha sido educadora por más de 15 años y ha trabajado con estudiantes desde la edad preescolar hasta el nivel universitario. Imparte cursos sobre el desarrollo del ciclo vital, la diversidad y la resiliencia, los métodos de investigación y la defensa de los niños y las familias. La investigación de Dr. Morales - Chicas utiliza un lente de desarrollo para examinar el papel de la diversidad étnica y las oportunidades curriculares en la motivación de los jóvenes, especialmente en Ciencias, Tecnología, Ingeniería y Matemáticas (STEM). Alineado con sus intereses de investigación, el trabajo comunitario de la Dra. Morales -Chicas gira en torno a cerrar las brechas de equidad y mejorar el acceso a STEM. Por ejemplo, ha dirigido varios programas STEM que enseñan a los adolescentes habilidades STEM (por ejemplo, codificación, realidad virtual y robótica) y emprendimiento. También se desempeña como miembro de la junta de la Iniciativa Universal de Derechos Humanos (UHRI). Finalmente, las habilidades y la experiencia en contenido de la Dra.



Morales -Chicas también le han permitido servir como consultora de investigación y equidad para varios proyectos y entidades como la Ciudad de Los Ángeles y la Oficina del Rector de la Universidad

Estatad de California.

### **Paul Luelmo**

Paul Luelmo, Ph.D. es Profesor Asistente en el Departamento de Educación Especial en el área de discapacidades leves/moderadas en la Universidad Estatal de San Diego. Su investigación se enfoca en abordar las desigualdades en la educación especial al trabajar con familias, maestros y comunidades de minorías raciales y étnicas de escasos recursos. Sus proyectos de investigación actuales incluyen una intervención de defensa de padre a padre que emplea investigación participativa asociada con la comunidad para abordar las disparidades en los servicios de autismo en el Programa de Educación Individualizada (IEP). Además, está trabajando para mejorar la capacitación de los para profesionales de educación especial y actualmente está empleando métodos científicos de mejora para desarrollar y refinar un protocolo de observación y retroalimentación de candidatos a maestros que responda culturalmente. El Dr. Luelmo es el Coordinador de Práctica e Investigación de Implementación de Equidad para el programa LEND de San Diego.



## **Panel de Inclusión en las Escuelas**

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### **Paola Tapia**

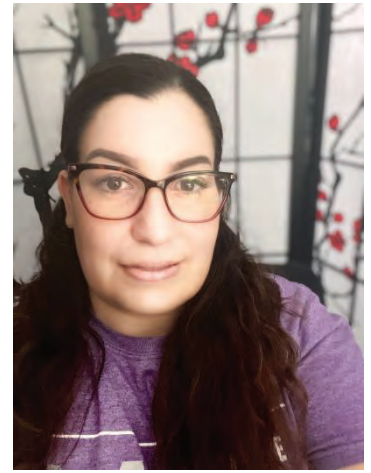
Paola Tapia tiene más de 10 años de experiencia trabajando en educación. Ejerció como psicóloga escolar durante 11 años y actualmente está en su primer año como coordinadora de educación especial. El viaje de la Sra. Tapia en el campo de la educación especial la ha llevado a trabajar en diferentes comunidades en todo el sur de California. Durante los últimos 8 años, ha dedicado su carrera a ayudar a la población de educación especial en las comunidades del sur de Los Ángeles y sus alrededores.



### **Brenda de la O.**

Brenda De La O, maestra especialista en recursos de la escuela intermedia, en la escuela secundaria Russell Westbrook Why Not, una escuela LA Promise. Brenda está en la escuela para completar su maestría en Educación Especial. Es madre de dos hijos y ha trabajado en educación durante diez años en diferentes entornos. Se encontró navegando por el mundo de la educación especial porque su hijo fue remitido a educación especial en el quinto grado. Brenda obtuvo una licenciatura en inglés de la UCR. Comenzó sus credenciales en Elm's College en Massachusetts, pero terminó en Cal State LA

porque su esposo fue reasignado a otro lugar de destino. Se mudaron bastante debido a su servicio militar. Brenda ahora está a punto de completar su maestría en Educación Especial de personas leves a moderadas. Ha trabajado como maestra en la costa este, en Alemania para una escuela DoDEA, un salón de clases RSP y como maestra de primer grado. Brenda ha trabajado en Asistencia de Intervención de Comportamiento en un salón de clase de moderado a severo (K -1<sup>er</sup> grado) y como Especialista de Intervención de Comportamiento en el hogar para niños con autismo. Actualmente trabaja en el centro sur de Los Ángeles y tiene estudiantes en el espectro.



## Panel de Auto-representantes & Moderadora del Panel

### Virginia Lancaster

Virginia, ha estado trabajando en LAUSD como psicóloga escolar desde 2006. Desde entonces, ha tenido suerte de que le hayan confiado dos programas altamente especializados en el distrito escolar. Primero, trabajando en un entorno escolar muy pequeño con estudiantes con trastornos emocionales moderados a severos/tipos de internalización. Y actualmente, trabajando con adultos jóvenes con discapacidad intelectual, autismo y/o discapacidades múltiples en un centro de transición y carrera de educación especial. También tiene experiencia evaluando a estudiantes muy jóvenes antes de ingresar al sistema escolar y estudiantes de todas las edades en escuelas de educación general. Antes de convertirse en psicóloga escolar, trabajó como maestra de educación especial primero con estudiantes que presentaban en su mayoría algún tipo de discapacidad de aprendizaje. Luego pasó a trabajar como maestra de Instrucción basada en la comunidad (CBI) con estudiantes de secundaria. Esta pasada experiencia como maestra de CBI se volvió un ciclo y empezó a trabajar con la misma población estudiantil o una similar que son educados usando funcionales académicos /plan de estudios alternativos, pero ahora está en capacidad de psicóloga escolar. En general, espera tener experiencias adicionales y, con suerte, participar en investigaciones, tutorías y prácticas relacionadas para continuar enriqueciendo sus habilidades a fin de servir mejor a los estudiantes y sus familias.



### Raúl Muñoz

Raúl Muñoz es un Agente de Cambio que tiene como objetivo reescribir narrativas obsoletas que existen dentro de las personas que nacieron con diferencias de desarrollo o neurodiversas. Al crecer como un latino autista en el sur de Los Ángeles, ha experimentado muchos obstáculos, desde la falta de poder hasta el aislamiento social por luchar para adaptarse a las normas sociales sin tener la culpa.

A pesar de los obstáculos, ha podido perseverar con el maravilloso apoyo de sus seres queridos. Algunos logros notables que ha logrado incluyen obtener títulos de educación superior (el más reciente, un MSW de la USC), correr el maratón de Los Ángeles el pasado marzo de 2022, aprender a estar rodeado de personas que realmente lo apoyan, lidera un grupo de apoyo para adultos auto representantes llamado Los Angeles Neurodiversity (LAND), y más. Ahora, como nuevo terapeuta del Ejército de Salvación (Salvation Army) y defensor desde hace mucho tiempo en la comunidad neurodiversa, Raúl trabaja arduamente para brindar apoyo empático de salud mental y colaborar con otros sobre cómo empoderar mejor a los auto representantes para vivir una vida plena.



### **Carlos Malagón**

Carlos actualmente asiste al Centro de Transición y Educación Especial Alfonso B. Pérez (SEC/CTC). Él es un adulto joven identificado para servicios de educación especial bajo la elegibilidad de autismo. Ha estado asumiendo roles de liderazgo entre sus compañeros en una variedad de formas. Uno de ellos al participar en el programa de capacitación laboral Work Based Learning (WBL)/actualmente trabajando en Walgreens como parte de esta capacitación WBL.

Aunque le da miedo y le provoca ansiedad, ha aprendido a probar cosas nuevas y permitirse experimentar nuevas oportunidades en la vida. Todo esto le ha ayudado a aumentar su confianza en sí mismo, aceptar su cuerpo y querer seguir aprendiendo sobre relaciones saludables. En general, es un agente de cambio y supera los desafíos de su discapacidad centrándose en sus habilidades.

### **Recursos de la Comunidad –Organizaciones Participantes**

Centro Regional del Este de Los Ángeles  
Centro Regional del Oeste  
Centro Regional Centro Sur de Los Ángeles  
Centro Regional Frank D. Lanterman  
Fiesta Educativa  
Grupo de apoyo de auto representantes  
Aprendiendo Derechos Centro de Derecho (Learning Rights Law Center)



# La pertenencia a la escuela y los factores contextuales que la promueven o impiden

Dra. Jessica Morales-Chicas  
Associate Professor  
Child and Family Studies  
Cal State LA

# ¿Qué es la pertenencia a la escuela?

- Nosotros, como humanos, tenemos una necesidad fundamental de tener pertenencia a grupos o comunidades (Baumeister & Leary, 1995).
- La pertenencia a la escuela es el sentimiento de ser personalmente aceptados, valorados, incluidos y apoyados por compañeros y la comunidad escolar (Willms, 2000; Goodenow, 1993).

# La pertenencia a la escuela incluye:



# ¿Por qué es importante la pertenencia a la escuela y por qué deberíamos promoverla?



# La importancia de la pertenencia a la escuela

- Más pertenencia a la escuela está asociado con...
  - Mejor éxito académico y psicosocial
  - Mejor memoria,
  - Menos estrés
  - Beneficios psicológicos:
    - Mejor bienestar, más autoestima y mejor ánimo positivo

# La pertenencia a la escuela es un factor beneficioso

Altos niveles de pertenencia escolar protege contra peleas y intimidación entre estudiantes con y sin discapacidad



# ¿ Hay diferencias en sentimientos de pertenencia a la escuela entre los niños y las niñas ?



En comparación con los niños, las niñas reportan más sentido de pertenencia a la escuela.

(Goodenow, 1993; Goodenow & Grady, 1993; Sanchez, Colon, & Esparza, 2005)

# El enfoque en la pertenencia a la escuela de los latinos

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El sentido de pertenencia a la escuela para latinos predije...

- ❖ los resultados académicos,
- ❖ la motivación académica,
- ❖ el esfuerzo escolar y
- ❖ el ausentismo escolar

(Sanchez et al., 2005; Slaten et al., 2016).



# La pertenencia a la escuela para los estudiantes con necesidades de educación especial

- En general, los estudiantes con necesidades de educación especial reportan menos pertenencia a la escuela que sus compañeros.
- La pertenencia a la escuela para estudiantes con y sin necesidades especiales es protegida con:
  - Relaciones positivas con maestros
  - El ser incluido
  - Tener apoyo

# ¿ Que tiene que ver el contexto de la escuela para la pertenencia a la escuela?



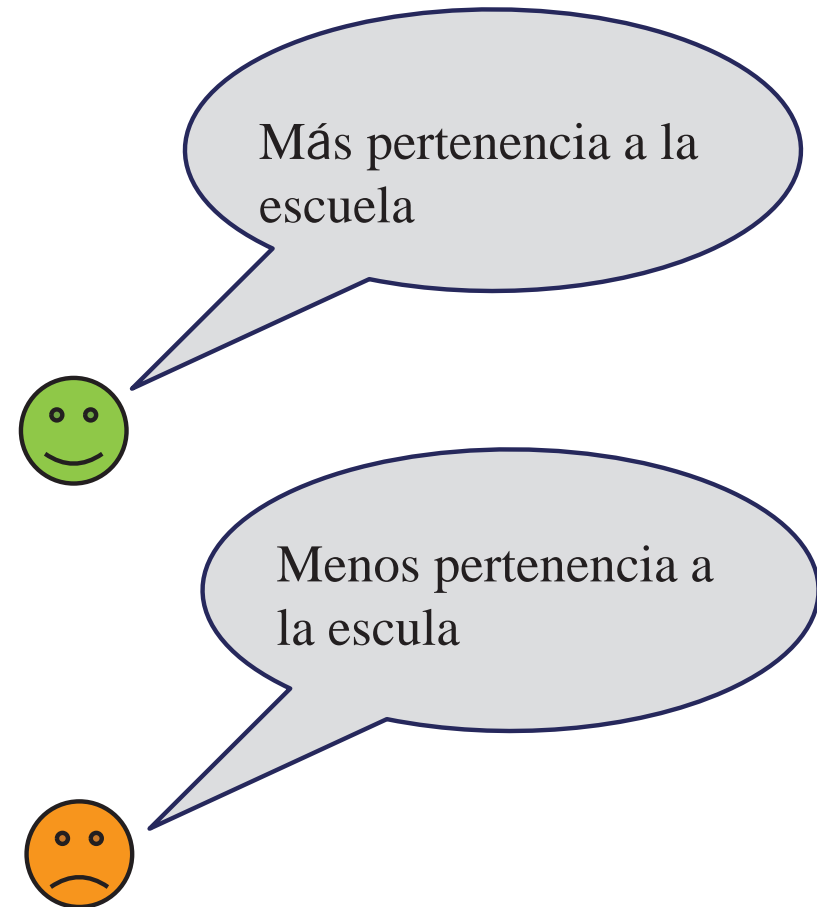
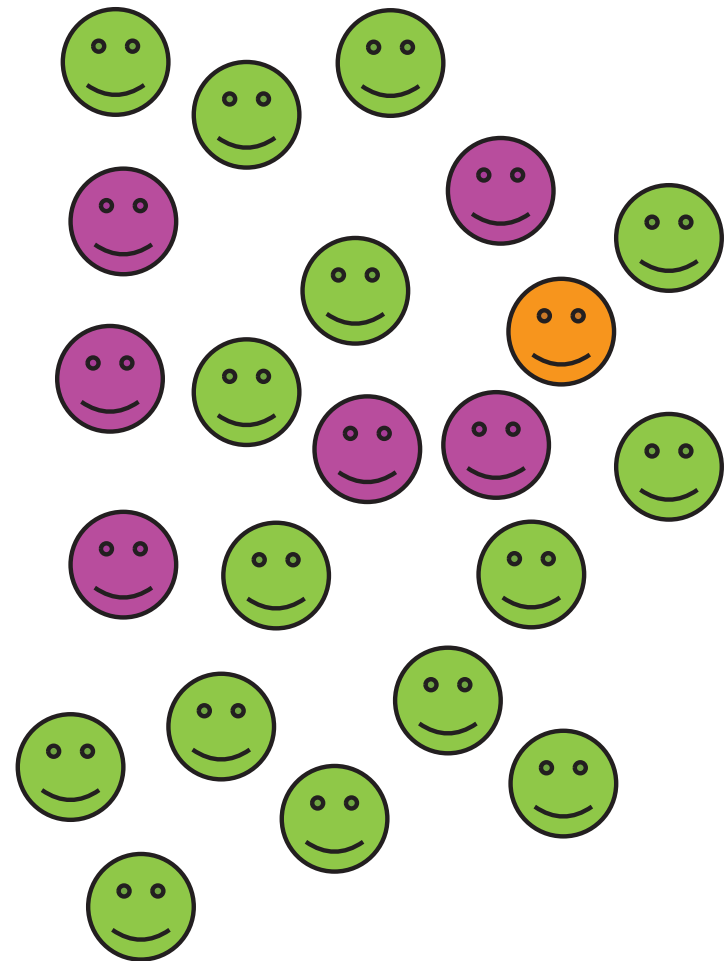
# Los mismos compañeros étnicos importan en la adolescencia

- Aumenta la importancia y la comparación entre compañeros en la adolescencia
- Se desarrolla la identidad étnica
- Los estudiantes eligen más compañeros de la misma etnia como amigos.

<sup>1</sup>(Eccles & Roeser, 2009);      <sup>2</sup>(French, Seidman, Allen, & Aber, 2006);

<sup>3</sup>(McGill, Way, & Hughes, 2012; Graham, Taylor, & Ho, 2009)

# Ejemplo del Contexto étnicos en una escuela



# El contexto étnico es más saliente en una transición escolar

- La transición de la escuela intermedia sirve como un punto importante académicamente y socialmente para los jóvenes.
- Cuando los latinos hacen la transición a una escuela intermedia que tiene menos latinos a comparación de su escuela primaria, Latinos reportan menos pertenencia y rendimiento escolar.
  - Pero esto no ocurre cuando los latinos asisten a una escuela intermedia más diversa.

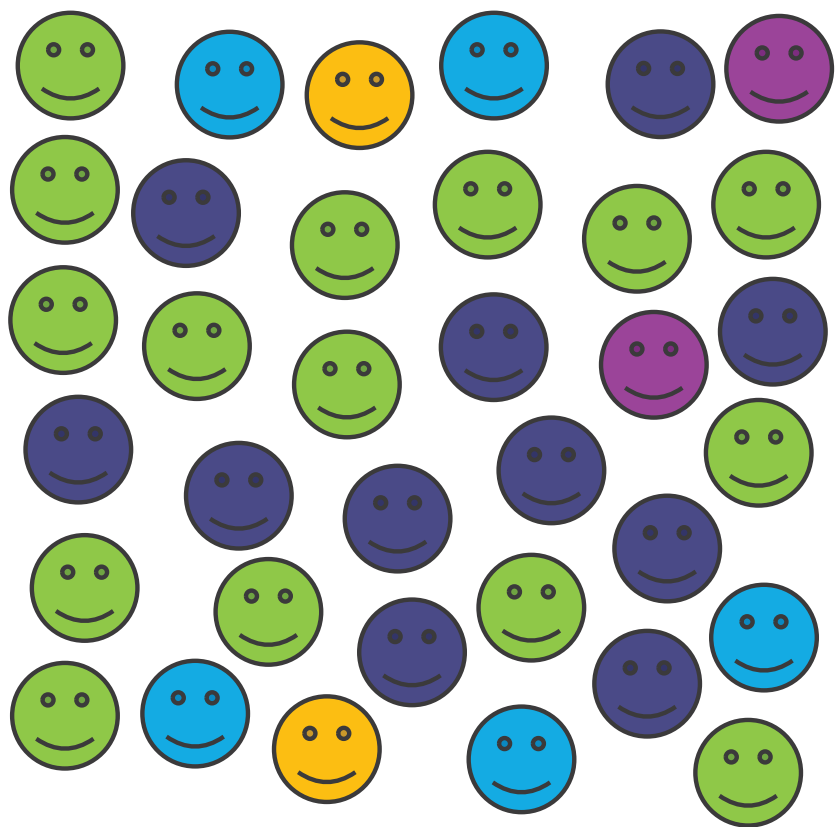
La diversidad importa y protege el sentido de pertenencia durante esta transición.

# Pertenecer a una clase también importa

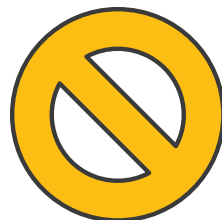
- En clases de matemáticas hay más alienación y individualismo en el aprendizaje y la instrucción
- ¿Para Latinos puede ser que observando a más compañeros Latinos en clase podría facilitar la pertenencia a la clase?



¿Qué sucede cuando hay un desajuste de representación étnica entre la clase y la escuela?



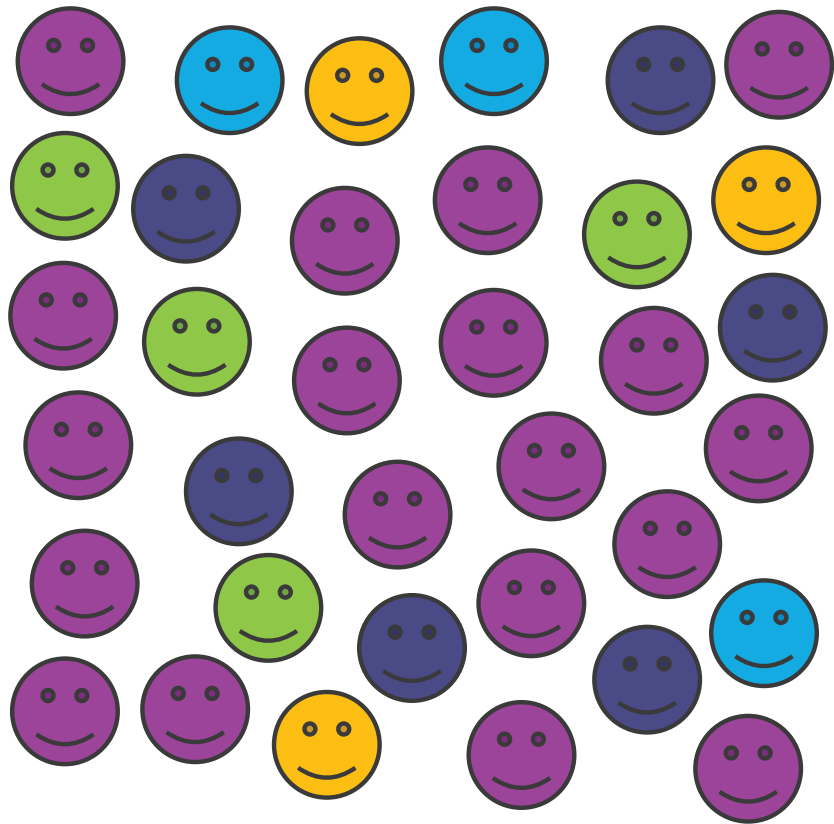
LA ESCUELA



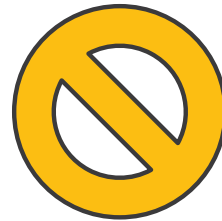
LA CLASE DE MATEMÁTICAS

El estudiante observa **más** compañeros de la misma etnicidad en la clase de matemáticas que en la escuela

# En un ejemplo contrastante



LA ESCUELA

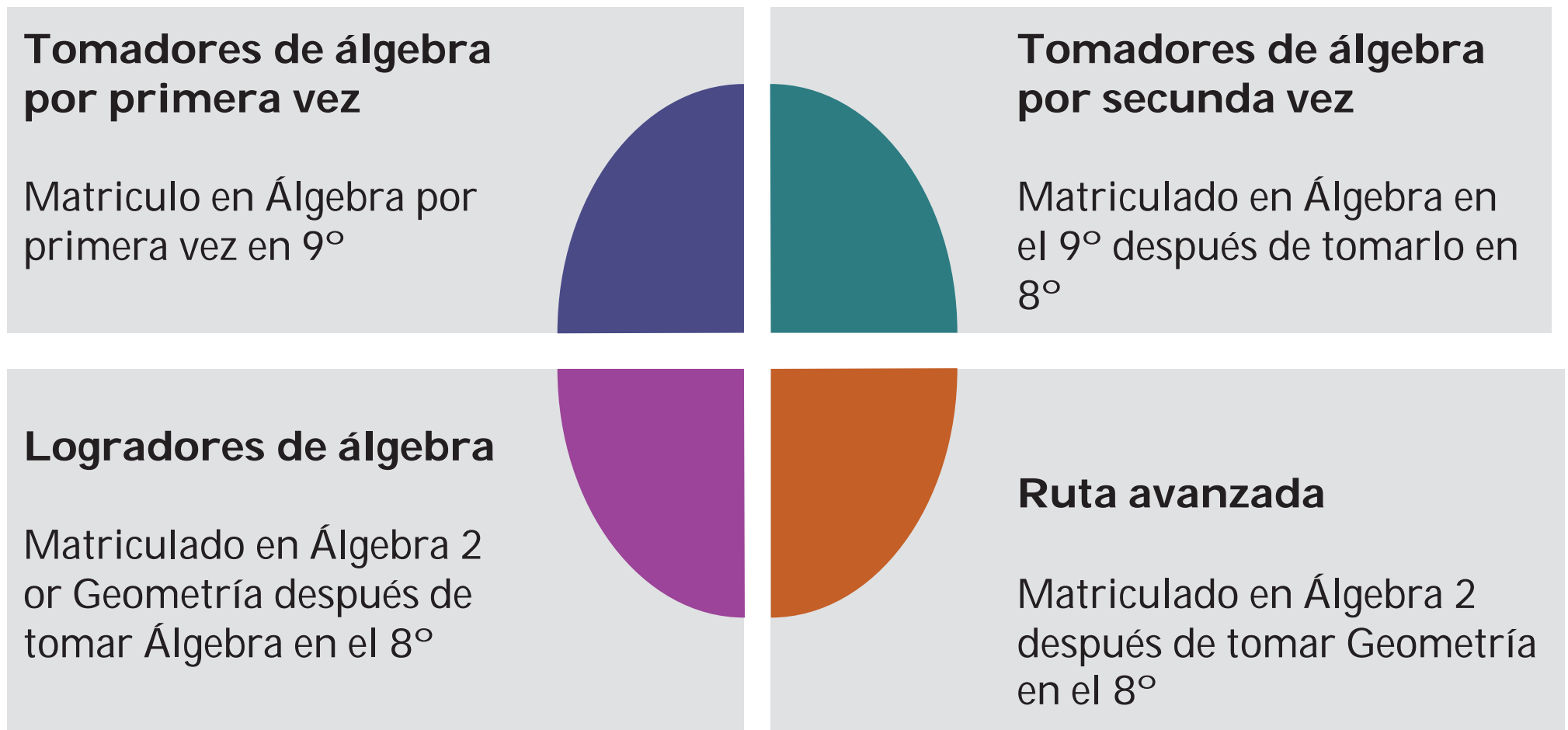


LA CLASE DE MATEMÁTICAS

El estudiante observa menos compañeros de la misma etnicidad en la clase de matemáticas que en la escuela

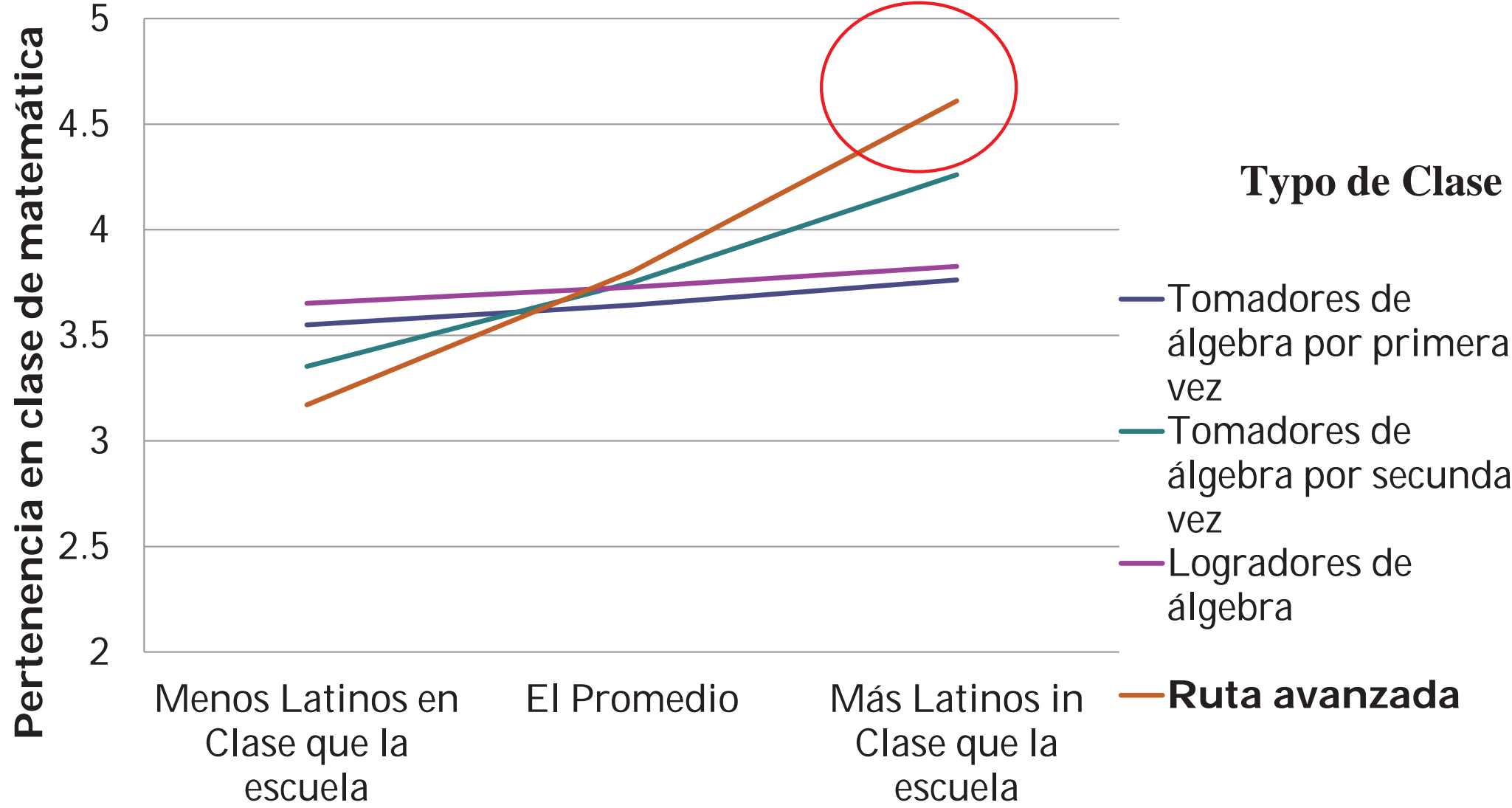


# Puede cambiar la pertenencia a la clase dependiendo en el tipo de clase?



# ESTUDIANTES LATINOS:

Observando más compañeros Latinos en matemáticas que en la escuela → resultado en más pertenencia en la clase de matemática para estudiantes en matemáticas avanzadas.



## Desajuste de representación étnica

# ¿ Que efecto tienen los maestros, compañeros, y las familias en la pertenencia escolar?



# Los maestros y la pertenencia en la escuela

- Los maestros son fundamentales para fomentar el sentido de pertenencia de los estudiantes (Uslu & Gizer, 2017).



# Los maestros son importantes para desarrollar la pertenencia en al escuela, especialmente para los estudiantes con necesidades especiales

- Crouch et al. (2014) investigaron el apoyo de los maestros para la pertenece en la escuela en una cohorte de estudiantes con discapacidad.
- Los resultados mostraron mejor pertenencia a la escuela para estudiantes que percibían relaciones positivas con sus maestros.



# La importancia de los compañeros en las escuelas

- Osterman (2000) demostró que la aceptación y el apoyo de los compañeros son importantes para elevar la pertenencia a la escuela.
- Sin embargo, el apoyo de los compañeros hizo menos contribución a la pertenencia a la escuela que el apoyo de los padres o maestros (Allen et al., 2016).



# Estudiantes con el Trastorno del Espectro Autista

- Los adolescentes con autismo están motivadas para buscar contacto social y formar amistades de la misma manera que los sin diagnóstico de autismo.
- Sin embargo, para algunos la prioridad puede ser la comprensión y la identificación que surge **de una amistad**, en lugar de pertenecer a un grupo más grande.

# Actividades extra-curriculares ayuda a la pertenencia a la escuela

- El apoyo de padres a través de actividades extra-curriculares resulta en mejor pertenencia a la escuela (Waters et al., 2010).
- Sin embargo, la participación en actividades extracurriculares es mejor cuando es minimal (es decir, dos actividades) para sentir pertenencia a la escuela
  - En vez de demasiado involucrado o no estar involucrado (Knifsend & Graham, 2012)



# La importancia de los padres y las familias

- La participación de la familia ayuda a los estudiantes a identificarse mejor con sus escuelas y maestros;
  - En esta caso, los estudiantes sienten más pertenencia en la escuela
- Los estudiantes que se sienten apoyados socialmente y académicamente por sus padres, están motivados para asistir a las actividades escolares y también llevarse mejor con sus compañeros.



(Uslu & Gizer, 2017)

# Usted puede apoyar a su hijo/hija en aumentar la pertenencia en la escuela

- La participación de los padres en la escuela y en el hogar es esencial para ayudar a avanzar la pertenencia a la escuela.
- Las escuelas pueden beneficiarse con su ayuda y con la enfoque de fomentar la pertenencia a la escuela.



# Ayude a su hijo/a conectarse con sus compañeros

- El contexto y la cultura de la escuela importa. Si su hijo/a es una minoría étnica en la escuela o en la clase, ayúdelo a encontrar maneras de conectarse con otras personas similares.
- Los amigos constituyen una comunidad esencial para los adolescentes dentro de sus escuelas.
  - Hable con sus hijos/as sobre sus amigos
  - Ayúdelos a construir amistades afuera de la escuela para fortalecer estas relaciones dentro de la escuela.

# Las escuelas también pueden ayudar a aumentar la pertenencia a la escuela

- Estudiantes discapacitados pueden sentirse apoyados y comprendidos si las escuelas crear un club que refleje para educar sobre la discapacidad.
- El personal escolar tiene que reflexionar críticamente sobre sus propias prácticas en las escuelas y en modos mejorar la pertenencia a la escuela.



# UCLA Middle School and High School Diversity Project




Sandra Graham (PI)  
Jaana Juvonen (Co-PI)  
April Taylor, Ph.D.  
Leslie Echols, Ph.D.  
Xiaochen Chen, Ph.D.  
Hannah Schacter, Ph.D.  
Feliz Quinones, Ph.D.  
Leah Lessard, Ph.D.  
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Vanessa Villarreal  
Kara Kogachi  
Ritika Ratagosi  
Dani Smith  
Manpreet Dhillon-Brar  
Carlisa Simon  
Jenna Felkey  
...many talented UCLA  
undergrads

Gracias

¿Preguntas?

You can contact me at  
Dr. Jessica Morales-Chicas | [jmora163@calstatela.edu](mailto:jmora163@calstatela.edu)



# Inclusión para individuos con autismo

Paul Luelmo, PhD  
San Diego State University



# ¿Qué es el problema?

---

- Original presentation Iadarola, Suzannah. by Photo by cyano66 via Canva



A young woman with dark hair, wearing a white shirt with red trim, is shown in profile, looking through a telescope. The scene is set outdoors during sunset or sunrise, with warm, golden light illuminating the background. The text "¿Qué es el problema?" is overlaid on the image in a white, sans-serif font.

¿Qué es el problema?

- Original presentation Iadarola, Suzannah. by Photo by Pexels via Pixabay

¿El problema es la persona...?

....o un mundo inaccesible?

- Translated from English. Original presentation by Iadarola, Suzannah.



- Translated from English. Original presentation by Iadarola, Suzannah.



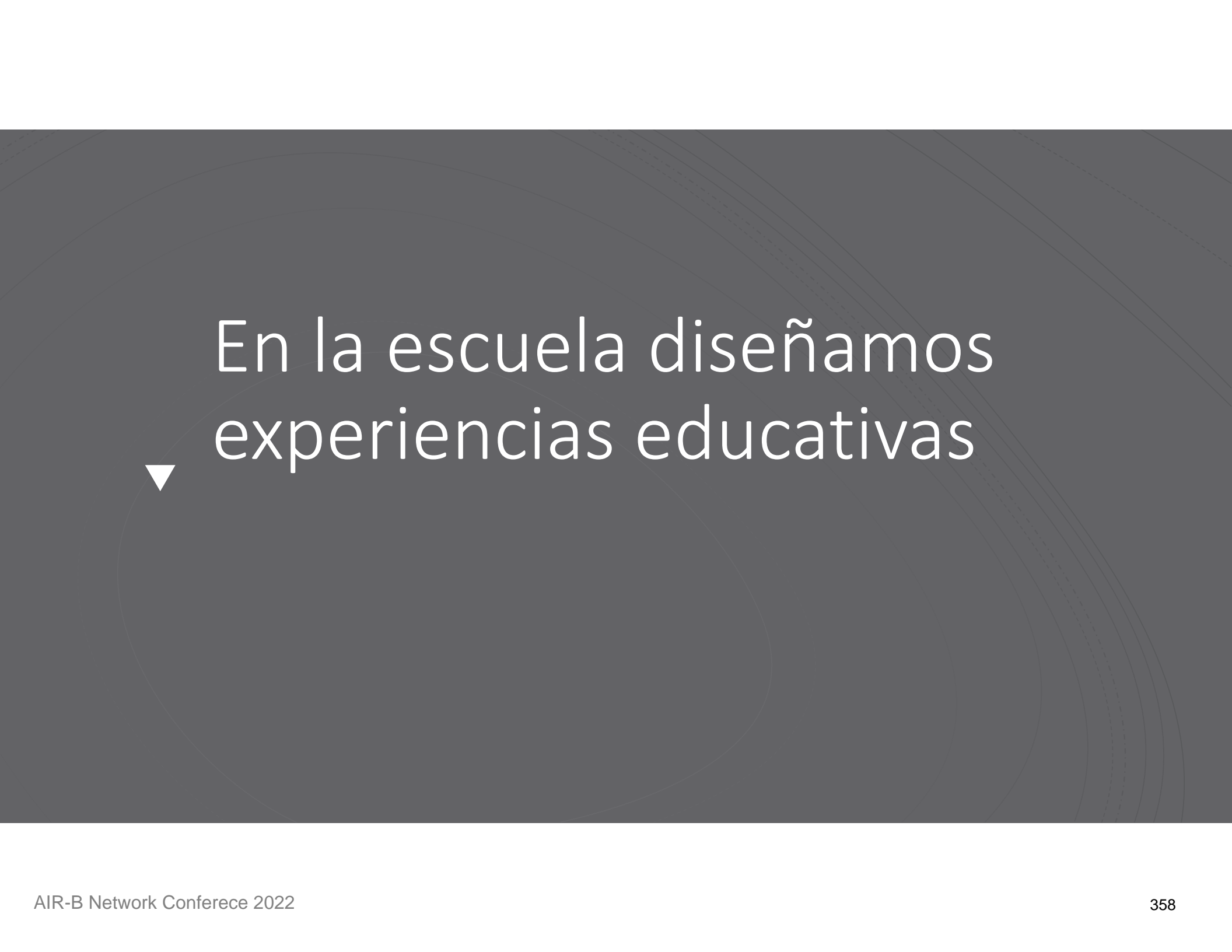


- Translated from English. Original presentation by Iadarola, Suzannah.

*“LOS  
DISEÑADORES  
SIEMPRE DEBEN  
TENER EN  
CUENTA A SUS  
USUARIOS”*



• Translated from English. Original presentation by Iadarola, Suzannah.

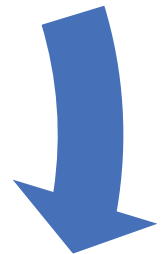


En la escuela diseñamos  
experiencias educativas

# Inclusion Educativa

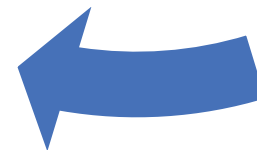
- Se brindan apoyos para ayudar a los estudiantes a tener éxito en esos entornos.

Los niños con discapacidades se incluyen con compañeros de desarrollo típico



Tiempo social y desestructurado

Colocación/Entorno



- Translated from English. Original presentation by Iadarola, Suzannah.



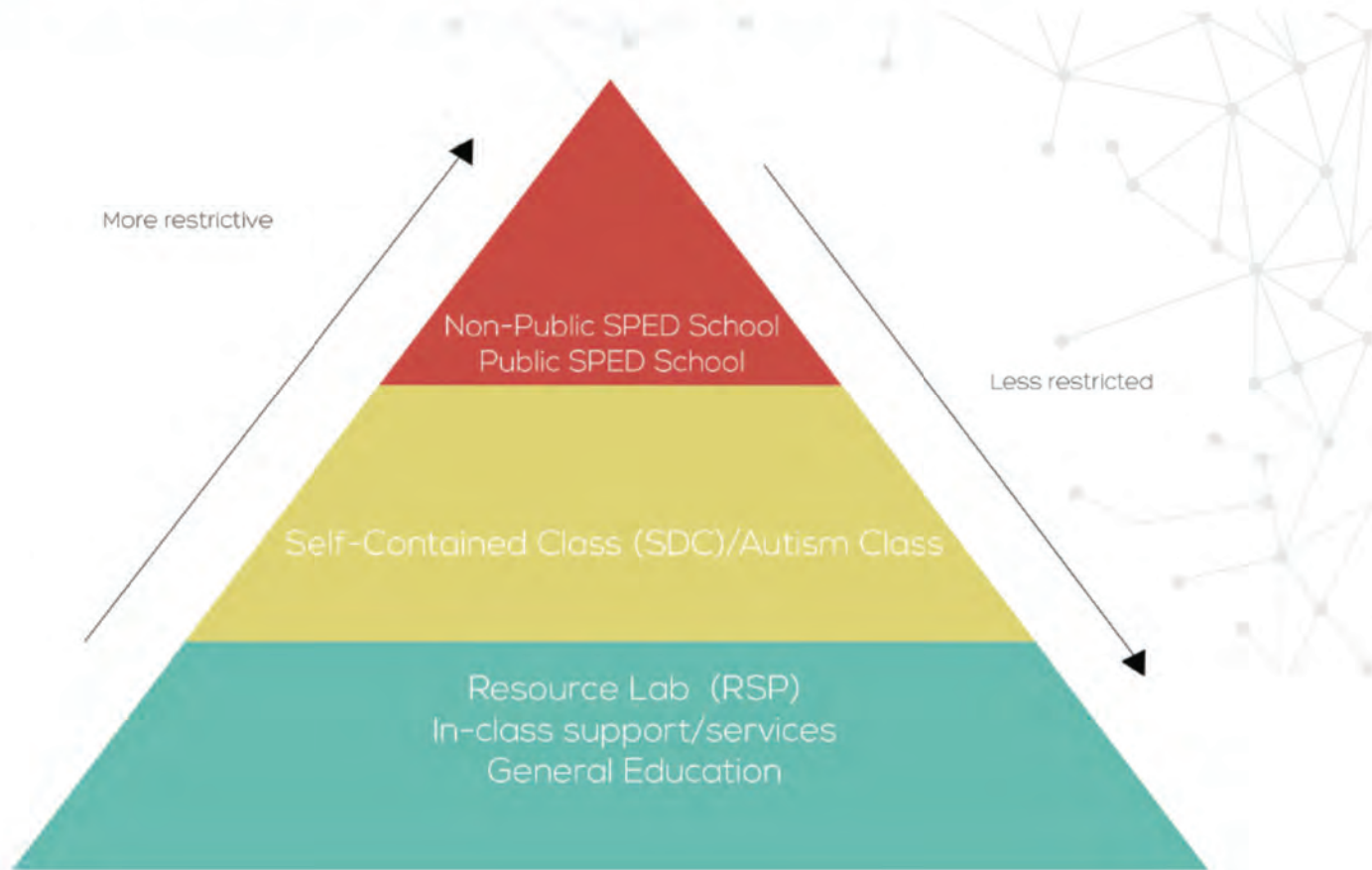
## Entorno menos restrictivo

- Aula de educación general (con/sin apoyo)
- Inclusión/aula co-enseñada
- Aula de educación especial

• Translated from English. Original presentation by Iadarola, Suzannah.



# El entorno académico de restricción mínima

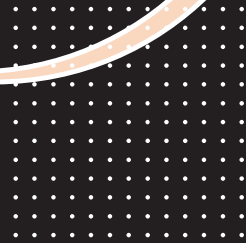


Luelmo, P (2017)

# Apoyos en el aula de educación general

- Expectativas y reglas claras
- Entorno preparado para el éxito
- Retroalimentación por buen comportamiento
- Estrategias de consecuencias claras y apropiadas

• Translated from English. Original presentation by Iadarola, Suzannah.



## Organizacion visual

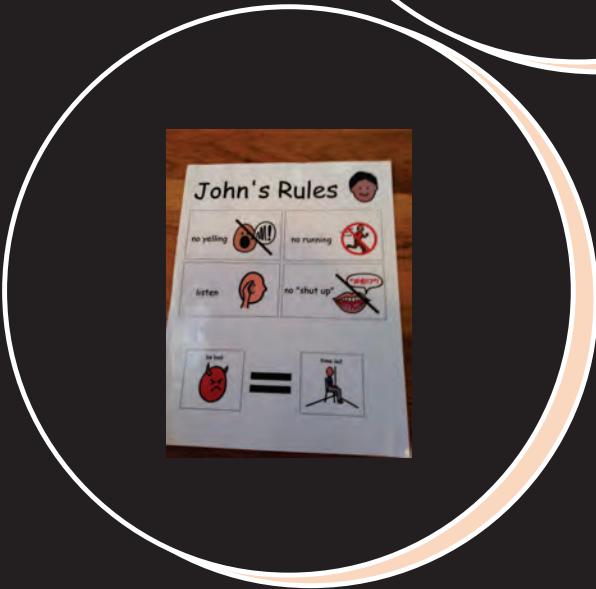
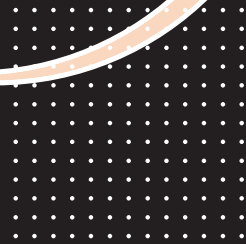
- (materiales, espacio de trabajo del estudiante) encontrar y reemplazar los materiales correctos para cada actividad durante el día
- aclarar lo que se espera durante cada actividad
- resaltar dónde debe estar el estudiante

• Translated from English. Original presentation by Iadarola, Suzannah.



## Area silenciosa

- espacio de calma
- Mejorar la regulación de las emociones.



- Translated from English. Original presentation by Iadarola, Suzannah.



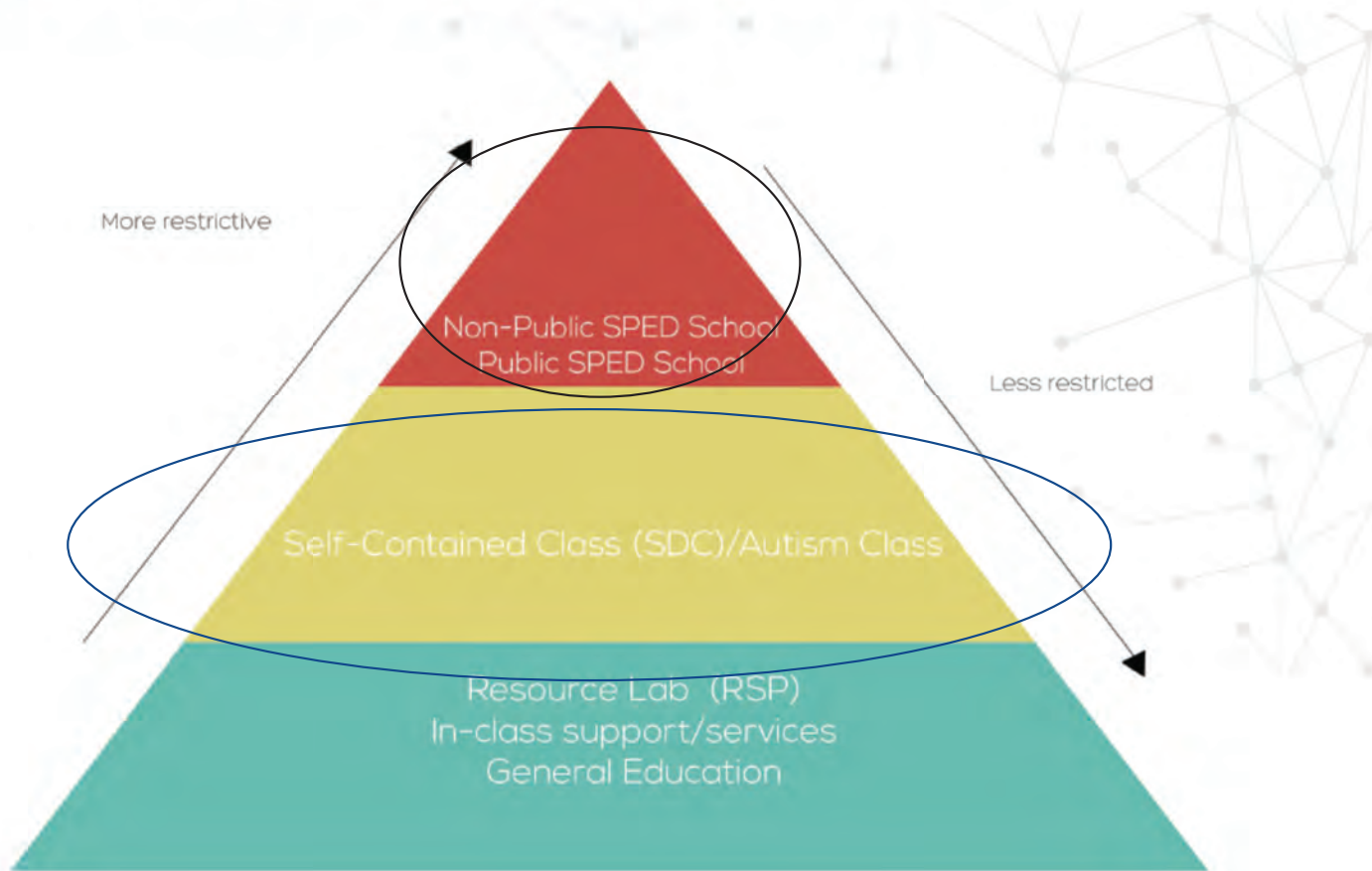
## Materiales modificados

- Teclado
- Lápiz adaptativo
- Asientos adaptables



- Translated from English. Original presentation by Iadarola, Suzannah.

## El entorno académico de restricción mínima



Luelmo, P (2017)








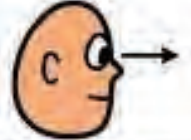




# Inclusion Social

**"BESTS"**  
What is the best...

<b>Pet</b>	<b>Superhero</b>
	
<b>Sport</b>	<b>Ice cream</b>
	

**Today's Activities!**

Simon Says	
Four square	
Heads up 7-Up	
Connect 4	

<p>Good listening</p> 	<p>Look at the person talking</p> 
<p>Take turns talking</p> 	<p>Stay on topic Talk about the same things</p> 
<p>Talk about good topics</p> 	<p>No rude or mean talking</p> 

# AIRB- "Remaking Recess" Reorganizando el recreo

- Translated from English. Original presentation by Iadarola, Suzannah.



# Recreacion inclusiva

- Deportes
- Letras
- Acampar
- Experiencias de fe

• Translated from English. Original presentation by Iadarola, Suzannah.

# Usted puede tener una expectativa de inclusion

Abogue por lo  
que su hijo  
necesita

Se específico

Comparte lo  
que ha  
funcionado

- Translated from English. Original presentation by Iadarola, Suzannah.

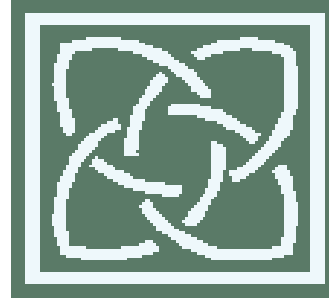
# Parent Perspective

# Gracias

Paul Luelmo, PhD

pluelmo@sdsu.edu

# Centro Regional del este de Los Angeles (Eastern Los Angeles Regional Center)



- Organizaciones privadas sin fines de lucro bajo contrato con el Departamento de Servicios del Desarrollo del Estado de California
- 21 centros regionales en toda California
- Brindar un recurso local para ayudar a encontrar y acceder a los muchos servicios disponibles para personas con discapacidades del desarrollo

# Centros regionales

- Cada uno de los **21** centros regionales es una organización privada sin fines de lucro
- Cada centro regional tendrá alguna flexibilidad para definir el **umbral** para “**discapacidad sustancial**”
- Servicios de la Ley Lanterman (3 años de edad y +)
- Cada centro también brinda servicios **California Early Start** para niños de edades 0 a 3 años con un riesgo y/o retrasos del desarrollo establecidos, financiados por la Ley federal IDEA, Parte C

# Elegibilidad para la Ley Lanterman (para 3+ años de edad)

Las personas cuya discapacidad ocurra antes de los 18 años y continúe indefinidamente Y con una **discapacidad sustancial** por:

1. Parálisis cerebral (CP)
2. Epilepsia
3. Autismo
4. Discapacidad intelectual (ID)  
(antes se denominaba Retardo mental [MR])
5. Condición **similar** a ID o que **requiere un tratamiento similar para ID**

# Servicios RC durante la vida

## Servicios de inicio temprano Early Start

- Formación y consejería familiar
- Terapia del habla y lenguaje
- Terapia ocupacional
- Terapia física
- Servicios de intervención conductual
- Servicios médicos para fines diagnósticos
- Identificación temprana, detección y evaluación
- Servicios de visión
- Servicios y dispositivos de tecnología auxiliar

## Servicios para Niños

- Servicios de intervención en crisis
- Equipo médico durable/no durable
- Habilidades sociales
- Habilidades de adaptación
- Apoyos educativos
- Opciones de residencias con licencia
- Horas de relevo/supervisión especializada

## Servicios para adultos

- Programa de día para adultos
- Servicios de intervención conductual
- Servicios de intervención en crisis
- Equipo médico durable/no durable
- Vida independiente/asistida
- Opciones de residencias con licencia
- Horas de relevo/asistente personal
- Empleo protegido
- Servicios de transporte





# Primeros pasos

Comuníquese con el Centro Regional del Este de Los Angeles para programar una evaluación de ingreso

**Oficina Alhambra**

(626) 299-4700  
1000 S. Fremont Avenue  
Alhambra, CA 91802

**Oficina Whittier**

(562) 698-0146  
13215 Penn St. Suite 410  
Whittier, CA 90602

**[info@elarc.org](mailto:info@elarc.org)**

**[www.elarc.org](http://www.elarc.org)**



# Sitio web: [www.elarc.org](http://www.elarc.org)



**EASTERN LOS ANGELES**  
REGIONAL CENTER

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- Consumers Involved in a Crime
- ELARC U
- Early Start
- Intake Ages 3 and Above
- Medicare Part D
- Notices for Consumers & Families
- Purchase of Service Guidelines
- Risk Management
- Self Determination
- Your Rights: Appeals, Complaints, & Whistleblower
- Take the Unmet Needs Survey



- Transparency & Access to Public Info
- Purchase of Service (POS) Data
- Purchase of Service (POS) Guidelines
- Electronic Visit Verification (EVV)
- Possible Data Security Breach

NEED TO KNOW

APPLY FOR SERVICES

Idiomas hablados y traducidos: Inglés, español, cantones, mandarín, coreano y vietnamita

# Capacitaciones permanentes para familias y proveedores de servicios

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- Our Community Report
- Our History
- Performance Contract
- Person Centered Practices

Transparency & Access to Public Info

Purchase of Service (POS) Data

Purchase of Service (POS) Guidelines

Electronic Visit Verification (EVV)

Possible Data Security Breach

**NEED TO KNOW**

**APPLY FOR SERVICES**



## Qué hacemos y quienes somos:

El **Centro de recurso familiar (Family Resource Center, FRC) del Este de Los Angeles** se especializa en brindar apoyo, información, educación, recursos y capacitación para personas con discapacidades y sus familias, profesionales y miembros de la comunidad que trabajan con ellos en la región este del Condado de Los Angeles.

El personal del **Centro de recurso familiar** está formado principalmente por padres, familiares o autodefensores capacitados que ayudan o viven con alguien que tiene una discapacidad. Tenemos experiencia en encontrar recursos e información, y además en navegar el sistema de apoyos para niños y adultos.

## Qué ofrecemos:

El **Centro de recurso familiar (FRC) del Este de Los Angeles** proporciona lo siguiente:

- Apoyo entre padres y servicios de navegación del sistema
- Capacitación de acceso a expedientes EZ
- Grupos de apoyo en español y chino
- Series de crianza Incredible Years para padres de niños pequeños y preescolares
- Capacitación en crianza positiva
- ¿Sabe quién soy? Capacitación (perfil de una página)
- Capacitación en liderazgo de proyectos
- Eventos de distribución de equipo de protección personal (PPE)
- Asambleas/reuniones de colaboración
- Conferencias de transición de Early Start
- Y otras capacitaciones

## Cómo ponerse en contacto con nosotros:

La oficina del **Centro de recurso familiar (FRC) del Este de Los Angeles** está cerrada actualmente pero seguimos apoyando a las familias en nuestra comunidad. Si necesita asistencia, comuníquese directamente con nosotros.

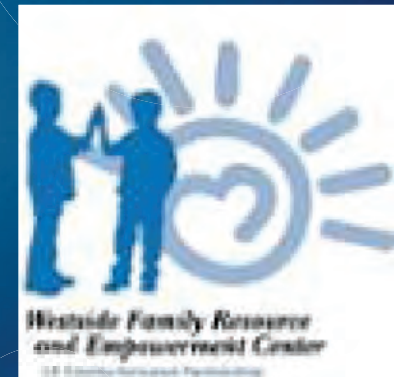
Dulce Flores – Especialista en apoyo familiar (inglés/español) (626) 759-1073 o [dflores@elafr.net](mailto:dflores@elafr.net)

Martha Ornelas – Directora de programas (inglés/español) (626) 759-6683 o [mornelas@elafr.net](mailto:mornelas@elafr.net)

Mei Ye – Especialista en apoyo familiar (inglés/chino) - [mye@elafr.net](mailto:mye@elafr.net)

# Westside Family Resource and Empowerment Center

ANA DA SILVA  
FEC GRANT COORDINATOR  
Coordinadora de Concesión  
[Anad@westsiderc.org](mailto:Anad@westsiderc.org)  
310-258-4278





## Who We Are

- ▶ Established in 1993, the Westside Family Resource and Empowerment Center (WFREC) is open to the entire Los Angeles community and staffed by experienced parents and family members of individuals with special health care and/or developmental needs. We provide support and guidance from birth through the life cycle.

## Quienes Somos:

- ▶ Establecido en 1993, el Centro de Recursos y Fortaleza de Westside (WFREC) está abierto a toda la comunidad de Los Ángeles y cuenta con padres experimentados y familiares de personas con necesidades especiales de atención médica y / o desarrollo. Brindamos apoyo y orientación desde el nacimiento hasta el ciclo de vida.



## Family Resource Center

- ▶ As a part of the California Early Start program, we provide parent-to-parent support and information for families of infants and toddlers who have been recently diagnosed and considered eligible for Early Start services.

## Centro de Recursos Familiares

- ▶ Como parte del programa California Early Start (Ayuda Temprana), brindamos apoyo e información de padre a padre para familias de bebés y niños pequeños que han sido diagnosticados recientemente y considerados elegibles para los servicios de Early Start.





## Early Start Plus

- ▶ Early Start Plus is designed as a “Safety Net” program for infants and toddlers at a greater risk for developmental delay who do not, currently, qualify for services through the Early Start Program.

## Inicio Temprano adicional

- ▶ Early Start Plus está diseñado como un programa de "Red de Seguridad" para bebés y niños pequeños con un mayor riesgo de retraso en el desarrollo que, actualmente, no califican para los servicios a través del Programa Early Start.

# Family Empowerment Center

## Centro de Fortaleza Familiar

### FEC

- ▶ Funded by the Department of Education, this grant allows us to provide specialized training and peer -to-peer support to parents of children (age 3 to 22) who have an Individual Education Plan (IEP), a 504 plan, receive mental health services or who may be eligible for any of these program. The student does not have to qualify for Regional Center services to receive FEC supports and services.

### FEC

- ▶ Financiada por el Departamento de Educación, esta subvención nos permite proporcionar capacitación especializada y apoyo entre pares a los padres de niños (de 3 a 22 años) que tienen un Plan de Educación Individual (IEP), un plan 504, reciben servicios de salud mental o que pueden ser elegibles para cualquiera de estos programas. El estudiante no tiene que calificar para los servicios del Centro Regional para recibir apoyos y servicios de FEC.



## Who We Support:

- ▶ We support families, individual and professionals working with, and for, infants, children and adults who have different abilities and challenges.

## A Quien Apoyamos:

- ▶ Apoyamos a familias, individuos y profesionales que trabajan con y para bebés, niños y adultos que tienen diferentes habilidades y desafíos.



## What We Offer:

- ▶ Bilingual Parent -to-Parent Support
- ▶ Community Outreach and Child Find
- ▶ Systems of Care Navigation Support
- ▶ Multimedia Lending Library
- ▶ Parent Education
- ▶ Resources and Referral
- ▶ Support Groups
- ▶ Training and Conference Opportunities
- ▶ Transition Assistance
- ▶ Warmline

## Qué ofrecemos:

- ▶ Apoyo bilingüe de padre a padre
- ▶ Alcance comunitario y búsqueda de niños
- ▶ Soporte de navegación de sistemas de atención
- ▶ Biblioteca de préstamo multimedia
- ▶ Educación de los padres
- ▶ Recursos y referencias
- ▶ Grupos de apoyo
- ▶ Oportunidades de capacitación y conferencias
- ▶ Asistencia para la transición
- ▶ Línea cálida

# Ongoing Support

## Support Groups

- ▶ Siempre Amigas Support Group in Spanish
- ▶ CHADD Support Group
- ▶ African American Black Family Support Group
- ▶ Asperger Support Groups
- ▶ IEP Support Group in English and Spanish
- ▶ Ethiopian Families Support Group

## Ongoing Classes

- ▶ IHSS Orientation Presentation English/Spanish
- ▶ Different Thinkers Different Learners/Diferente Maneras de Pensar Diferente Maneras de aprender

To register and for more resources please open the link below

Para registrarse y para ver más recursos por favor dirijase al link de abajo

<https://linktr.ee/westsidefrec>

# WFREC STAFF

LIZ SPENCER  
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310-258-4099

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310-258-4061

[www.linktr.ee//westsidefrec](http://www.linktr.ee//westsidefrec)

General Number 310-258-4063



**THANK YOU!!**  
**¡GRACIAS!**

# Centro Regional del Sur Centro de Los Angeles





# ¿Que es el centro regional?

- Los Centros Regionales son agencias privadas sin fines de lucro financiadas por el Departamento de Servicios de Desarrollo del Estado (DDS)
- Los Centros Regionales brindan apoyo a bebés, niños y adultos con discapacidades intelectuales y/o del desarrollo, independientemente de sus ingresos o estatus legal.
- Hay 21 Centros Regionales en el estado de California
- Hay 7 Centros Regionales en el Condado de Los Angeles:
  - Eastern Los Angeles Regional Center
  - Frank D. Lanterman Regional Center
  - Harbor Regional Center
  - North Los Angeles County Regional Center
  - San Gabriel / Pomona Regional Center
  - South Central Los Angeles Regional Center
  - Westside Regional Center



# ¿En que areas del condado de Los Angeles provee servicios SCLARC?

Cada centro regional cubre una area especifica. SCLARC provee servicios en las areas indicadas en el mapa.

## Codigos Postales que cubre SCLARC:

90001, 90002, 90003, 90007\*\*\*, 90008,  
90011\*\*\*, 90016\*\*\*, 90018, 90037, 90043,  
90044\*, 90047\*, 90056\*, 90058\*\*\*, 90059,  
90061, 90062, 90201, 90220, 90221, 90222,  
90240, 90241, 90242, 90248\*\*\*\*, 90255,  
90262, 90270, 90280, 90723, 90810\*\*, 90746

- \*Compartido con Westside Regional Center
- \*\* Compartido con Harbor Regional Center
- \*\*\* Compartido con Frank D. Lanterman Regional Center
- \*\*\*\* Compartido con Westside and Harbor Regional Center



# Programas de SCLARC

Temprana Edad	3 años de edad y mayores
<ul style="list-style-type: none"> <li>Nacimiento a los 3 años de edad</li> <li>Tiene un retraso sustancial en una o más áreas de resolución de problemas/desarrollo cognitivo, físico/motor, comunicación, social/emocional o adaptativo/de autoayuda.</li> </ul>	<ul style="list-style-type: none"> <li>Niños y adultos mayores de 3 años diagnosticados con una discapacidad del desarrollo como:               <ul style="list-style-type: none"> <li>Autismo</li> <li>Parálisis Cerebral, Epilepsia</li> <li>Discapacidades intelectuales</li> <li>Quinta categoría</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Se provee administración de casos y servicios de intervención temprana.</li> </ul>	<ul style="list-style-type: none"> <li>Los servicios se brindan durante toda la vida del cliente.</li> </ul>
<ul style="list-style-type: none"> <li>Los bebés y niños pequeños que corren un alto riesgo de tener una discapacidad sustancial debido a una combinación de factores de riesgo biomédicos califican para los servicios del programa de intervención temprana.</li> </ul>	<ul style="list-style-type: none"> <li>Los servicios incluyen administración de casos y programas de apoyo, como programas de día, de trabajo, de vida o de transporte.</li> </ul>

# Proceso de admisión

- Si cree que una persona puede ser elegible para los servicios, llame a SCLARC al (213) 744-7000 y pregunte por "Admisión".
- Indique la edad de la persona referida.
  - Nacimiento a 3 años de edad – Admisión para servicios de temprana edad
    - Correo electrónico - [earlystartintake@sclarc.org](mailto:earlystartintake@sclarc.org)
    - Teléfono: 213-744-8807 o 213-744-8809
    - Fax : 213-947-4115
    - El formulario en la web se puede encontrar en: [sclarc.org](http://sclarc.org)
  - 3 años de edad y mayores – Admisión para servicios de Lanterman
    - Correo electrónico – [lantermanintake@sclarc.org](mailto:lantermanintake@sclarc.org)
    - Teléfono: 213-744-8880 o 213-744-8872
    - Fax : 213 -559-0612
    - El formulario en la web se puede encontrar en : [sclarc.org](http://sclarc.org)
- El trabajador de admisión completa una evaluación telefónica inicial y programa una cita para una visita al consultorio si es necesario. Para temprana edad se puede programar una visita a domicilio si es necesario.
- Es útil traer cualquier documentación que indique por qué la persona puede cumplir con los criterios de elegibilidad, es decir, registros médicos, evaluaciones psicológicas/psiquiátricas, registros escolares (IEP, boletas de calificaciones, etc.)

# Servicios Disponibles (0-3)

Los servicios ofrecidos pueden incluir:

- Programas de instrucción especializada en el hogar y en el centro
- Programas de manejo del comportamiento
- Servicios de descanso, para aquellos que califican
- Servicios de transporte
- Terapeutas Licenciados
- Otros servicios, según se identifiquen.

\*Los servicios recomendados son basados en las necesidades de los niños.



# Servicios Disponibles (3 años de edad y mayores)

Los servicios ofrecidos pueden incluir:

- Programas de día para adultos
- Colocación residencial
- Servicios de vida independiente
- Programas de manejo del comportamiento
- Servicios de descanso
- Servicios de transporte
- Entrenamiento de trabajo
- La lista de servicios ofrecidos se puede encontrar en:
  - 3 - 17: <https://sclarc.org/lanterman-act-services.php>
  - 18 y mayores: <https://sclarc.org/adult-services.php>



# Información, Entrenamientos, Eventos y Grupos de Apoyo para Padres

- Información, entrenamientos y eventos:
- <https://sclarc.org/calendar.php>
  
- Grupos de Apoyo para Padres:
- Bajo la sección de Abogacía
- <https://sclarc.org/generic-resources.php>

**Kiara Lopez**  
**Advancement Officer**  
**KiaraL@sclarc.org**  
**213-744-8420**

**Oficinas:**

**Oficina Principal**  
**2500 S Western Ave**  
**Los Angeles CA 90018**  
**213-744-7000**

**Oficina Satelite**  
**12226 Garfield Ave**  
**South Gate CA 90280**  
**213-744-7000**



**[www.sclarc.org](http://www.sclarc.org)**



**@SCLARC**



**@south\_central\_la\_rc**



**<https://sclarc.org/news-and-media.php>**





# FRANK D. LANTERMAN

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## CENTRO REGIONAL

**Paola Coronado**

Resource & Information Specialist

[pcoronado@Lanterman.org](mailto:pcoronado@Lanterman.org)

213-252-8348

UPDATED FEB 2022

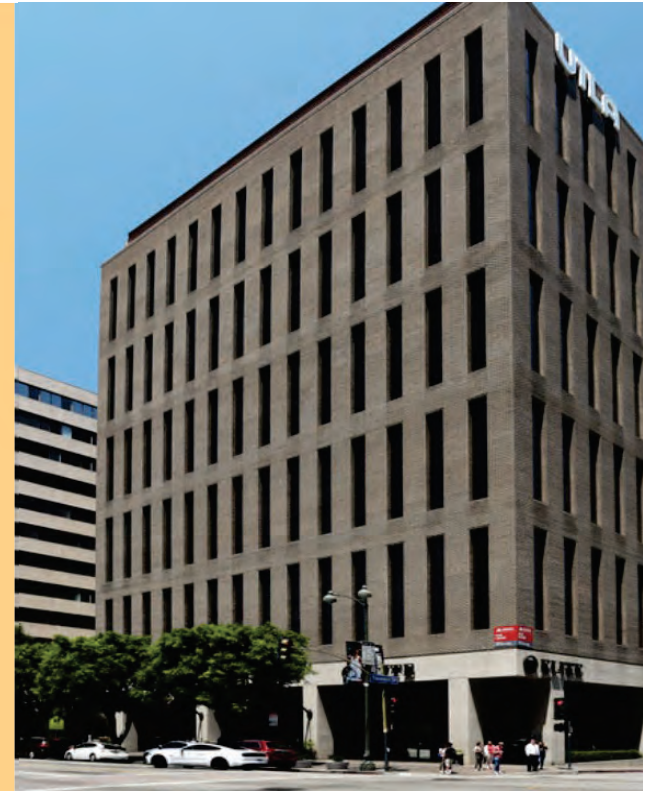




# FDLRC Centro Regional Frank D. Lanterman



 **FRANK D. LANTERMAN**  
REGIONAL CENTER  
Partners in Lifelong Support





# FDLRC Áreas de servicio

## Áreas de servicio

Hollywood/Wilshire

Central Los Angeles

Pasadena

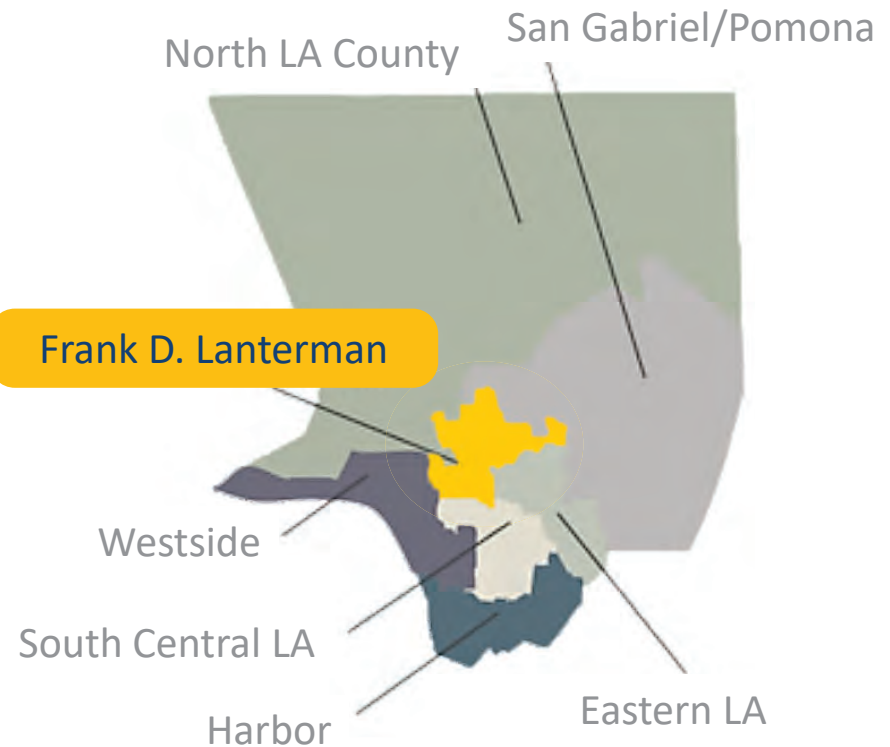
Burbank/Eagle Rock

Glendale

La Canada-Flintridge

La Crescenta

Frank D. Lanterman





# KYRC Centro de Recursos Koch-Young

## RECURSOS E INFORMACIÓN

- Help Desk
  - 213-252-5600
  - [kyrc@Lanternman.org](mailto:kyrc@Lanternman.org)
- Abierto de 8:30 a.m. a 5 p.m.
  - Actualmente operando de forma remota
- Préstamo de bibliotecas y juguetes
  - Solo por cita
- Información y Referencia





# KYRC Centro de Recursos Koch-Young

- Grupos de apoyo
  - En inglés, español, coreano, armenio, chino
  - Para padres, hermanos y clientes LGBT
- Entrenamientos y Talleres
- Compañeros de Apoyo entre Padres
  - inglés, español, armenio y coreano.
  - Solo para familias de FDLRC
- Grupos de Juego y Hora de Cuento
- En Inglés y Español





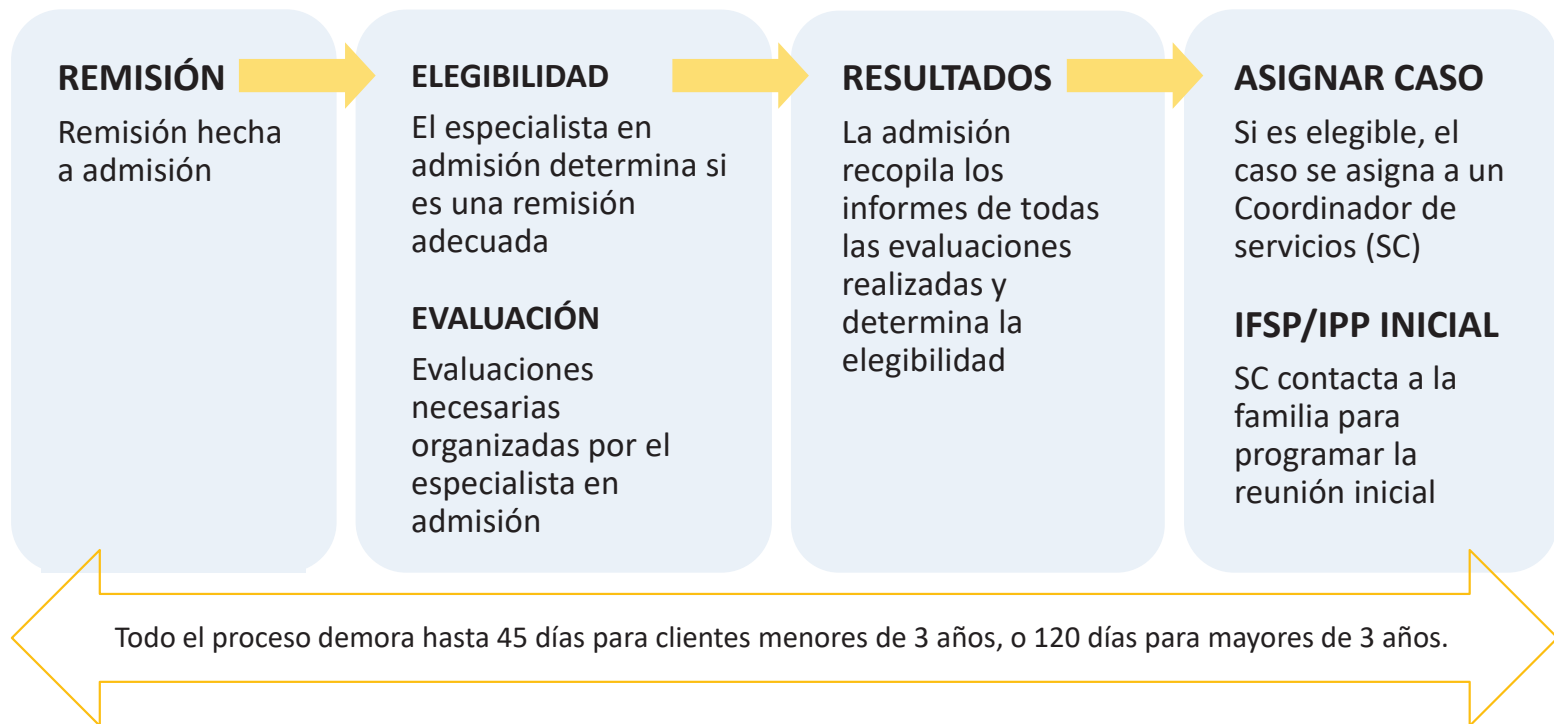
## Para Ingresar al Sistema del Centro Regional

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- Para familias que desean ingresar al sistema del Centro Regional
- ¿Qué Centro Regional?
  - [www.dds.ca.gov/rc/lookup-rs-by-county](http://www.dds.ca.gov/rc/lookup-rs-by-county)
- Para el Centro Regional Lanterman, consulte:
  - 213-252-8610 / [referrals@lanterman.org](mailto:referrals@lanterman.org)
- Proporcione la siguiente información:
  - el nombre y la fecha de nacimiento de la persona a la que se refiere
  - la dirección de la persona
  - nombre de los padres y número de teléfono/correo electrónico (+preferencia de idioma)
  - una breve explicación de las inquietudes o el motivo de la referencia
- Más información:
  - [www.lanterman.org/applying-for-regional-center-services](http://www.lanterman.org/applying-for-regional-center-services)



# Proceso de Admisión





# Elegibilidad del Centro Regional

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## NACIMIENTO A 3 AÑOS

- **Bajo la Ley de Comienzo Temprano (Early Start Act)**
- Factores de alto riesgo que incluyen: nacimiento prematuro (menos de 32 semanas) y bajo peso al nacer, complicaciones médicas asociadas: lesión, accidente o enfermedad que puede afectar grave o permanentemente el desarrollo de un niño, exposición prenatal a sustancias o retraso significativo en el crecimiento
- Un diagnóstico de una discapacidad del desarrollo como autismo, parálisis cerebral, epilepsia, discapacidad intelectual o condiciones estrechamente relacionadas con la discapacidad intelectual.
- Retraso significativo en el desarrollo del lenguaje, el aprendizaje, el desarrollo físico o social, o el desarrollo emocional

## 3 AÑOS Y MÁS

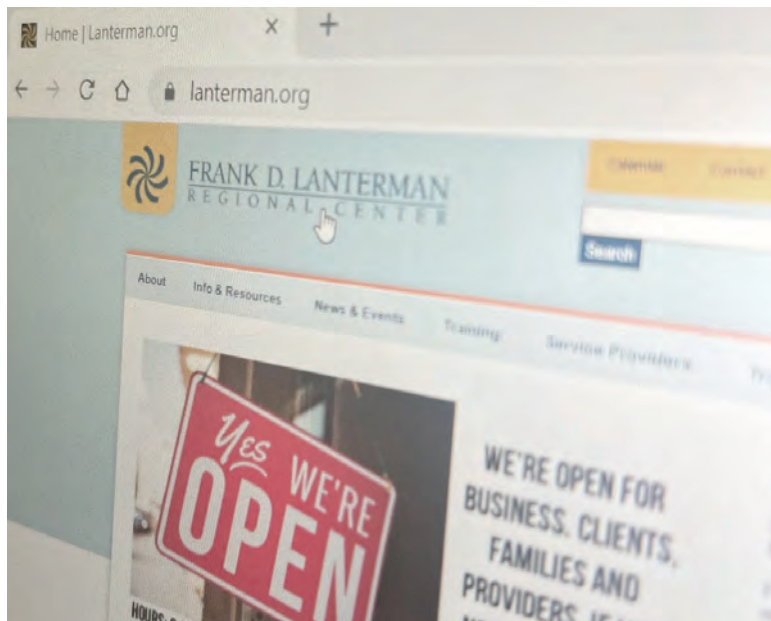
- **Bajo la Ley Lanterman**
- La elegibilidad debe comenzar antes de los 18 años, se espera que continúe indefinidamente y presentar una discapacidad significativa en 3 o más áreas funcionales de la vida
- Debe ser debido a una de las siguientes condiciones:
  - Autismo
  - Parálisis cerebral
  - Epilepsia
  - Discapacidad intelectual
  - Condición incapacitante estrechamente relacionada con la discapacidad intelectual





# Información de Contacto

---



3303 Wilshire Blvd. #700  
Los Angeles CA 90010



FDLRC Main: 213-383-1300  
KYRC: 213-252-5600



kyrc@lanterman.org



www.Lanterman.org

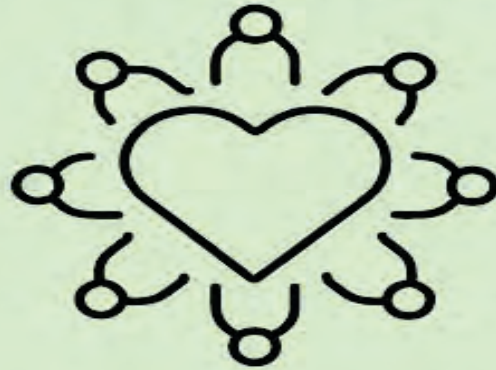


**Establecida en 1978**



**44 años sirviendo a la  
comunidad**

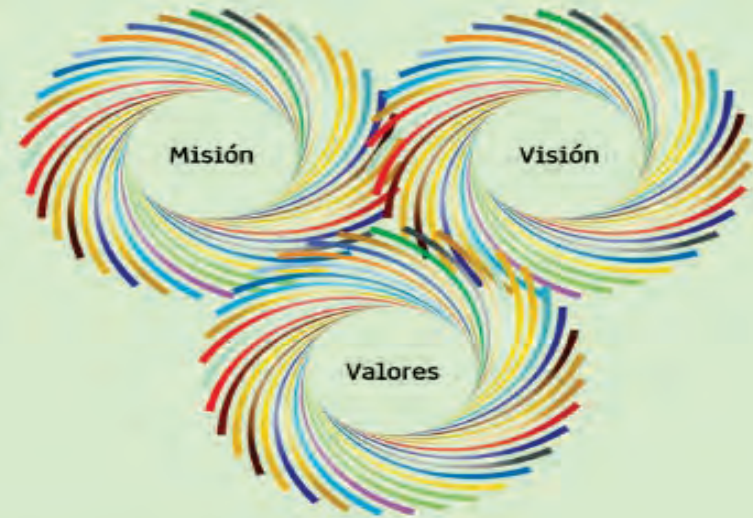
# **Fiesta Educativa, Inc.**



**Designada como  
Organización Sin  
Fines de Lucro**

**501 (C3)**

**1986**



**Fiesta Educativa tiene como misión el objetivo del apoyo universal para mejorar la vida de las personas con discapacidad.**

**Fiesta Educativa es una asociación de familias, profesionales, consumidores, centros regionales y agencias.**

# Cumplimiento de la Misión

- ❖ **Eventos educativos**
- ❖ **Ampliando esfuerzos de abogacía personal**
- ❖ **Aumentando la concientización y sensibilidad de la sociedad hacia personas con discapacidades y sus familias.**

Fiesta Educativa, Inc.  
*provee servicio a*  
4000 familias al año  
*y coordina*  
más de 100 eventos educacionales al año

The background is a solid light green color. It features several abstract, organic shapes in various colors: a purple outline in the top left, a dark green shape with an orange fill in the top right, a dark green shape with an orange fill in the bottom left, and a purple outline in the bottom right. The word "PROGRAMAS" is centered in a bold, black, sans-serif font.

# PROGRAMAS





## **FIESTA FAMILIAR**

**Programa educacional diseñado para familias de personas con habilidades especiales**

**¿Como trabaja?**

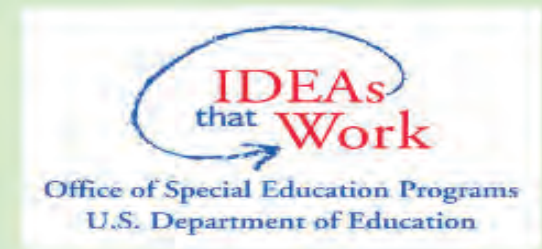
**Una familia voluntaria ofrece su hogar para celebrar una Fiesta Familiar, la familia puede elegir el tema a presentar, fecha y hora. Tambien los talleres se ofrecen en persona en la comunidad, librerias, y virtualmente via zoom. Todo esto debe planificarse con un coordinador de padres de Fiesta Educativa, Inc.**

# Centro de Recursos para padres en la comunidad (CPRC)

**CPRC ayuda a los padres que tienen niños en edad escolar con discapacidades al proporcionar recursos y asistencia en lo que respecta a navegar el Sistema de Educación Especial.**

**Beca de la Oficina de Programas de Educación Especial del Departamento de Educación de EE. UU.**

**Colaboración con CPAD (Asociación de padres chinos para discapacitados)**



## **Continuación de CPRC**

### **¿Qué incluye este programa?**

**Orientación sobre el diagnóstico del niño**

**Apoyo moral de familias que han vivido una situación similar**

**Información sobre el sistema de educación especial**

**¿Qué es un IEP?**

**Trabajar de manera positiva y apropiada con la escuela / distrito**

**Visitas al hogar / oficina, reuniones individuales**

**Las visitas domiciliarias están disponibles según la disponibilidad de Fiesta Educativa y la distancia permitida.**

**Este programa solo sirve a padres y jóvenes que viven en el este de Los Ángeles y el área del valle de San Gabriel.**

**Educación sobre salvaguardias procesales bajo I.D.E.A (Derechos y Responsabilidades)**



# Autism Parent Education Program

**(APEP)**

**Un entrenamiento en persona de 16 horas o virtual de 8 horas enfocado en entender el Desorden del Espectro Autista. Se ofrece en inglés y español.**

## Temas

**Comportamiento**

**Sociabilidad**

**Comunicación**

\*Programa Vendorizado



# Conferencias Regionales



**Conferencia Anual en Los Angeles**

**Conferencia de Autismo en  
colaboracion con el Consulado  
General de México en Los Angeles**

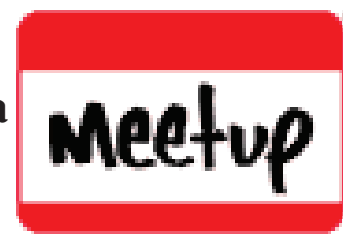




**Fiesta Educativa, Inc**  
**2310 Pasadena Ave Suite 204 & 206**  
**Los Angeles, Ca 90031**  
**323-221-6696**  
**[www.fiestaeducativa.org](http://www.fiestaeducativa.org)**



**¡Sé Parte de una Comunidad Positiva que te Valora y te Ayuda a Descubrir tu Valor!**



Los Angeles Neurodiversity (LAND) es una comunidad social, de apoyo y defensa para adultos con diversas diferencias cognitivas (también conocidos como neurodivergentes) que adopta un enfoque basado en fortalezas en la neurodiversidad. También estamos orgullosamente dirigidos por neurodivergentes que organizan eventos para neurodivergentes, pero también damos la bienvenida a aliados solidarios.

LAND trabaja para construir una comunidad y cambiar las narrativas negativas obsoletas sobre la discapacidad al ofrecer diversas actividades, como grupos de apoyo, eventos sociales, clases de yoga, oportunidades de defensa, talleres informativos, tutoría y mucho más. Si te unes a nuestra comunidad, ¡queremos que pertenescan aquí y te muestres lo increíble que eres en realidad a pesar de los obstáculos!

### **Beneficios de unirse a nuestra comunidad**

- **Siéntete aceptado y validado por la persona que eres**
- **Reconoce tus fortalezas y supera tus desafíos**
- **Asista a eventos en persona en el área de Los Ángeles o únase a nosotros desde cualquier parte del mundo a través de Zoom**
- **Aumento de la autoestima**
- **Hacer nuevos amigos**
- **Obtenga más información sobre usted y sobre diversas diferencias cognitivas, como autismo, TDAH, PC, Downs, ID, LD y más**



Para mas información sobre los próximos eventos en línea o en persona, visite [meetup.com/LANeurodiversity](https://www.meetup.com/LANeurodiversity), y solicite unirse a nuestro grupo. ¡Registrarse para obtener una cuenta en Meetup es GRATIS!

También danos un 'Like' en  [www.facebook.com/LANeurodiversity/](https://www.facebook.com/LANeurodiversity/)

Si tiene preguntas, comuníquese con Organizador de LAND y Orador público motivacional latino autista, Raúl Muñoz, a Correo electrónico: [neurodiversevoices@gmail.com](mailto:neurodiversevoices@gmail.com)

 Instagram [@neurodiversejourneys](https://www.instagram.com/neurodiversejourneys)





# Learning Rights

## Law Center

- Learning Rights Law Center es una organización de servicios legales no lucrativa
- Trabajamos exclusivamente en problemas con la Educación Legal, incluyendo educación especial
- Nuestra misión es asegurar que todos los estudiantes tenga acceso a una educación publica equitativa
- Representamos a familias de bajo ingreso en procedimientos de debido proceso, proveemos entrenamiento de abogacía y proveemos consejo legal y consulta sobre problemas de acceso a una educación



# TIGER

El programa central TIGER  
Enriquecimiento TIGER



HARBOR REGIONAL CENTER

## Litigio y Abogacía



## La Clínica de Derechos de Educación

Consulta legal gratuita y Plan de Acción



# Recruitment



# IMPROVING SERVICES FOR ADOLESCENTS AND ADULTS WITH AUTISM



The Autism Intervention Research Network on Behavioral Health (AIR-B) is seeking community partners to implement the Self-Determined Learning Model of Instruction (SDLMI).

## WHAT IS SELF-DETERMINATION?

Self-determination is about acting or causing things to happen to you.

## SELF-DETERMINATION IS LINKED TO:



Greater academic achievement



Increased outcomes after high school



Enhanced community participation

## WHAT IS SDLMI?

Teaching model that enables providers to teach students to:

- Make **choices** and **decisions** about setting a goal
- Develop **action plans** for academic or other goals
- **Self-monitor** and **self-evaluate** progress toward goal attainment
- **Adjust** the goal or plan

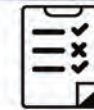


*Research over the last 25 years has shown using the Self-Determined Learning Model of Instruction (SDLMI) enables students with and without disabilities to achieve self-selected goals and positive in-school and post-school outcomes*

## WHAT'S INVOLVED IN PARTICIPATING?



1. Learning to use and implement the SDLMI remotely



3. You will earn \$25 at entry for filling out questionnaires



2. Implementing the SDLMI for one school year



4. Participation is voluntary



For more information and to learn if you are eligible, contact us at:

[CoGarcia@mednet.ucla.edu](mailto:CoGarcia@mednet.ucla.edu)

[airbnetwork.org](http://airbnetwork.org) | [selfdetermination.ku.edu](http://selfdetermination.ku.edu)

DOES YOUR CHILD HAVE AUTISM?

# FREE SOCIAL COMMUNICATION INTERVENTION

## For children with autism

Your child may be eligible to participate if he/she:

- Has an autism diagnosis
- Is between 3 1/2 to 5 years old
- Has shown limited language progress in spontaneous expressive language
- Had at least 3 months of early intervention

Participants will receive:

- Free assessments of language and cognitive skills
- Free evidence-based intervention in the community, at home or at UCLA

FOR MORE INFORMATION, PLEASE  
CALL

(310) 983-1057 or send

EMAIL: [ktsterrett@ucla.edu](mailto:ktsterrett@ucla.edu)

This study is funded by the National Institute of Health and is part of a research collaboration between the University of California, Los Angeles, University of Rochester, and University of Oregon

**UCLA**

Protocol ID: IRB#19-000193 UCLA IRB Approved Approval Date: 4/8/2021 Committee: Medical IRB 3



## AUTISM INTERVENTION RESEARCH OPPORTUNITY



### ABOUT

This exciting new study is investigating changes in expressive language and social communication in children with autism spectrum disorders (ASD) over the course of the play-based intervention, JASPER!

### WHAT DOES PARTICIPATION INVOLVE?

- ✔ Comprehensive play-based and behavioral assessments
- ✔ Parent questionnaires
- ✔ 10-20 weeks of intervention

### WHO CAN PARTICIPATE?

- ✔ Young children 18 months to 5 years of age
- ✔ Children with little or no spoken language
- ✔ Confirmed or suspected diagnosis of ASD

### CONTACT US

Institute  
760 Westwood Plaza, 6th  
floor  
Los Angeles, CA 90024

Phone: (310) 983-1057

Email:

[wsyang@mednet.ucla.edu](mailto:wsyang@mednet.ucla.edu)

Visit our website:

<https://www.semel.ucla.edu/autism>



## Is Your Child Showing Signs of Delay in Social Communication?



**UCLA researchers** are conducting a free study that may **improve social and communication skills** in children who have or are at risk for **Autism Spectrum Disorder (ASD)**

**Your family may qualify for the UCLA Baby Bears study if:**

- Your child has a diagnosis of ASD or there is a concern for ASD
- Your child is 12-36 months of age
- You are able to visit UCLA 2 times per week for 12 weeks (total of 24 sessions)

**For more information, please contact [KasariLab@g.ucla.edu](mailto:KasariLab@g.ucla.edu) or (310) 206-1268**



DOES YOUR CHILD HAVE AUTISM?

## **FREE LANGUAGE AND SOCIAL COMMUNICATION INTERVENTION**

For children with or at-risk for autism



**Your child may be eligible to participate if he/she:**

- Has a diagnosis of ASD or there is a concern for ASD
- Is between 3.5 and 5.5 years old
- Has had at least 3 months of early intervention or preschool
- Walked prior to 24 months
- Has less than 20 words

**Participants will receive:**

- Free assessments of language and cognitive skills
- Free evidence-based intervention at UCLA or SSLP, Inc. in Santa Monica

**For more information, please call  
310-983-1057**

This research study is funded by the National Institute of Health and is conducted by Dr. Connie Kasari and Dr. Catherine Lord (UCLA)

**UCLA**

Protocol ID:IRB#19-000806 UCLA IRB Approved Approval Date: 3/10/2020 Committee: Medical IRB 3

# UCLA CART

CENTER FOR AUTISM  
RESEARCH AND TREATMENT



## HELP US IMPROVE AUTISM RESEARCH

### WHY?

We want to make our research better. We are interested in learning from Black and Brown parents and caregivers to help us make autism research more meaningful for your family and easier to participate in.

### WHAT?

Parents/caregivers will be asked to participate in a one-hour online focus group. We'll ask about your thoughts and experiences with autism research.

### WHO?

You may qualify if you are a caregiver of a person with autism (or suspected autism) who identifies as Black/African American and/or Latinx).

## PARTICIPANTS RECEIVE

**\$50** for participating in a **1 hour focus group** held on Zoom

### INTERESTED IN PARTICIPATING?

[CLICK HERE](https://uclahs.az1.qualtrics.com/jfe/form/SV_6RNRQYXqYWbBITE)

[https://uclahs.az1.qualtrics.com/jfe/form/  
SV\\_6RNRQYXqYWbBITE](https://uclahs.az1.qualtrics.com/jfe/form/SV_6RNRQYXqYWbBITE)

### QUESTIONS?

[CHYDE@MEDNET.UCLA.EDU](mailto:CHYDE@MEDNET.UCLA.EDU)

310-825-8738


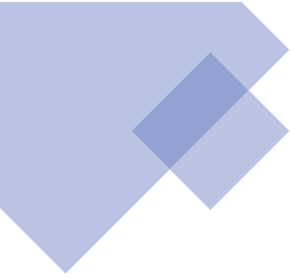
SCAN HERE





# Recruitment:





✓ Are you a **Black caregiver of a child with a disability grade pre-k to 22 years of age?**

✓ Would you be willing to be interviewed about the activities you do with your child with special needs?

✓ Your input is needed for a research study on Black caregiver engagement with their children with disabilities.


**ALL disabilities are welcome! ALL ability levels are welcome!**

✓ You will be asked to participate in an individual interview lasting approximately 1-1.5 hours. You may also be asked to participate in a focus group session with other caregivers lasting approximately 2 hours. Both the interview and the focus group session will take place online via Zoom, allowing caregivers to participate via dial-in (audio) or via the Internet. Caregivers will receive \$25 for completing an interview and an additional \$25 for participating in the focus group session. If you are interested in participating or have further questions about this research study on **Black Caregiver Engagement in Special Education**.

Contact:

Jolan M. Smith

[Jolan.Smith@csulb.edu](mailto:Jolan.Smith@csulb.edu) (323) 796-8959 (call/text)



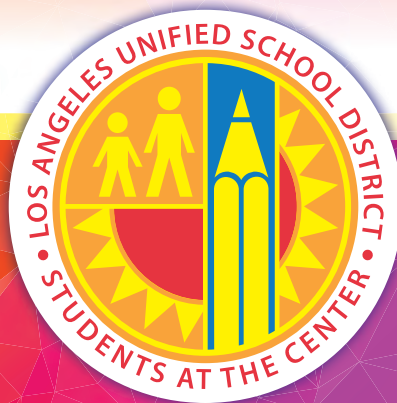
LOS ANGELES UNIFIED SCHOOL DISTRICT

# DIVISION OF SPECIAL EDUCATION



# POSITION PAPER

## Equity and Access for Students with Disabilities



JANUARY 2022

## **Anthony Aguilar**

Chief of Special Education  
Equity & Access

## **Alison Yoshimoto-Towery**

Chief Academic Officer  
Division of Instruction

### **This Executive Summary was prepared by:**

Dr Maribel Luna  
Senior Director  
Division of Special Education

Lela Rondeau  
Coordinator, TK-12 Instruction  
Division of Special Education

Dr Aaron Jeffery  
Administrator  
Division of Special Education

Dr James Koontz,  
Coordinator, Moderate  
Severe and LRE Programs  
Division of Special Education

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Deneen Cox  
Lavon Flowers  
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Maribel Guzman-Negrete  
Cairen Ireland  
Mary Kellogg  
Susan Mora  
Lilia Moran  
Mary Ann Sullivan  
Marco Tolj



## Position Paper, Executive Summary

Los Angeles Unified School District's (LAUSD) vision and values are committed to success, equity and access for all students. We are making progress towards realizing these for our students but there is additional work that can be done to increase inclusive opportunities for students with disabilities (SWDs) to be educated with their nondisabled peers.

Services and supports for SWDs remain primarily provided by special education teachers in segregated environments, rather than with supports in the general education classroom. This is counter to federal law, including the Individuals with Disabilities Education Act of 2004, which states that **special education is a service and not a place**, and asks that students only be removed from the general education classroom when absolutely necessary.<sup>1</sup>

**Research on the benefits of inclusive education, in which SWDs are taught alongside their nondisabled peers, is clear and unequivocal.** Nearly 50 years of research and experience has demonstrated that the education of children with disabilities is most effective by having high expectations and ensuring access to the general education curriculum in the regular classroom.<sup>2</sup> **Inclusion has benefits for both SWDs and their general education peers**, including greater academic gains and social skills.<sup>3</sup> Data from the Bureau of Labor Statistics highlight possible lingering effects of limited educational opportunity: only 21.6% of people with disabilities are participating in the labor force, compared to 67.3% of the total population.<sup>4</sup> The National Longitudinal Transition Study supports that this discrepancy is linked to inclusion in general education classes; after studying the outcomes of 11,000 students with disabilities, more time spent in general education was positively correlated with better outcomes for SWDs after high school in the areas of employment and independent living.<sup>5</sup>

**The position of LAUSD is to bring more students into inclusive settings commensurate with national standards while upholding the tenets of the federal law as stated in IDEA.** Our vision for this work is that “we, the LAUSD community, intentionally design and deliver inclusive environments for students at every opportunity.” While students with disabilities have had opportunities to be included for many years in our District, **we are now pushing for a systemic shift in mindset to be better aligned with the spirit of the law.** Based on what we have seen at the schools in our District as well as nationally who have increased opportunities for inclusion, we expect to see academic gains for all students, a positive impact on school culture, and a greater acceptance of diversity as a strength.

<sup>1</sup> 20 U.S.C. §1412(a)(5)(A)

<sup>2</sup> Oh-Young, C., & Filler, J. (2015). A meta-analysis of the effects of placement on academic and social skill outcome measures of students with disabilities. *Research in Developmental Disabilities*, 47, 80–92. <https://doi.org/10.1016/j.ridd.2015.08.014>

<sup>3</sup> Choi, J. H., Meisenheimer, J. M., McCart, A. B., & Sailor, W. (2016). Improving learning for all students through equity-based inclusive reform practices: Effectiveness of a fully integrated schoolwide model on student reading and math achievement. *Remedial and Special Education*, online. doi: 10.1177/0741932516644054.

<sup>4</sup> U.S. Bureau of Labor Statistics. (2021, September 3). Table A-6. employment status of the civilian population by sex, age, and disability status, not seasonally adjusted. U.S. Bureau of Labor Statistics. Retrieved October 5, 2021, from 20 U.S.C. §1412(a)(5)(A)

<sup>5</sup> The Segregation of Students with Disabilities. IDEA Series. (2018). Retrieved from [https://www.ncd.gov/sites/default/files/NCD\\_Segregation-SWD\\_508.pdf](https://www.ncd.gov/sites/default/files/NCD_Segregation-SWD_508.pdf)

<sup>6</sup> 34 CFR 300.26(b)(3)

**Optimizing [Specially Designed Instruction \(SDI\)](#) to increase inclusive opportunities is key.** SDI is defined as “adapting, as appropriate to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.”<sup>6</sup>

Inclusion is defined as SWDs spending most or all their time in the general education environment, participating fully with general education peers in the classroom, and taking part in the extracurricular life of the school.

**Inclusion is more than sitting in a general education class; true inclusion takes place when a child is learning and meeting IEP goals alongside their typical peers.** Inclusion is not the same as mainstreaming, where students “earn” the opportunity to be educated in general education classes, perhaps only for a portion of the class.

**Inclusive practices work best when general education and special education teachers regularly co-plan instructional strategies that ensure access to rigorous content.** Some of the most successful of these instructional strategies are Universal Design for Learning, Mastery Learning and Grading, and English Language Development strategies for emergent bilingual students. Through greater collaboration of all our educators and educational support staff, we can achieve greater equity and access for all LAUSD learners.

For more information on inclusion in LAUSD, visit <https://achieve.lausd.net/spedinclusion>

A Guide for Ensuring Inclusion and Equity in Education: United Nations Educational, Scientific and Cultural Organization. A guide for ensuring inclusion and equity in education | United Nations Educational, Scientific and Cultural Organization. (2017). Retrieved October 5, 2021, from [http://www.unesco.org/new/en/media-services/single-view/news/a\\_guide\\_for\\_ensuring\\_inclusion\\_and\\_equity\\_in\\_education/](http://www.unesco.org/new/en/media-services/single-view/news/a_guide_for_ensuring_inclusion_and_equity_in_education/).

Choi, J. H., McCart, A. B., & Sailor, W. (2020). Reshaping educational systems to realize the promise of Inclusive Education. FIRE: Forum for International Research in Education, 6(1). <https://doi.org/10.32865/fire202061179>

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# Equity and Access for Students with Disabilities

## BACKGROUND

Los Angeles Unified School District's (LAUSD) vision is to be “a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.”<sup>1</sup> One of our four core district beliefs focuses on equity and access, specifically that “all students have access to high-quality schools, innovative programs and necessary supports. Distribution of resources will be based on the needs of students, schools and community.”<sup>2</sup>

LAUSD is making continual progress towards these goals. We have increased the number of students taking Advanced Placement classes and raised the four-year cohort graduation rate to an all-time high of 80.9% in the 19-20 school year. These outcomes are a testament to our work at the student, family, community and district leadership levels. We continually develop and improve in ways that are preventative and responsive to the needs of the students we serve. Although this data is encouraging, there is additional work that can be done to increase inclusive opportunities for students with disabilities (SWDs) to be educated with their nondisabled peers.

The federal Individuals with Disabilities Education Act (IDEA) requires that Individual Education Program (IEP) teams determine the least restrictive environment (LRE) for each student qualifying for special education services. This mandate states, “Each public agency must ensure that—to the maximum extent appropriate, children with disabilities... are educated with children who are nondisabled... and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.”<sup>3</sup> **SWDs are to be provided necessary supports and services in a general education setting with maximum access to typically developing peers and are only segregated into separate settings after all other options have been exhausted.**

The vast majority of SWDs in LAUSD are expected to meet grade level standards, working toward earning a high school diploma. Even though most SWDs have processing deficits, which should be able to be addressed in general education classrooms, 45% of all SWDs in LAUSD are in self-contained classroom settings for the majority of the day.<sup>4</sup> Services in a self-contained classroom has a profound impact on the on-track graduation rate; in the 20-21 school year, students spending 0-49% of their time in a special education setting were 50.6% on track for graduation, whereas only 8.6% of the students spending 75-100% of their time in a special education setting were. Additionally, only about 2.6% of SWDs educated in self-contained classes are proficient in English Language Arts (ELA) and 2% are proficient in Math (compared to approximately 48.9% and 37%, respectively for their non-disabled peers).<sup>5</sup>

<sup>1</sup> <https://achieve.lausd.net/strategies>, Retrieved 8/21/19

<sup>2</sup> <https://achieve.lausd.net/Page/474>, Retrieved 8/21/19

<sup>3</sup> 20 U.S.C. §1412(a)(5)(A)

<sup>4</sup> <https://my.lausd.net/opendata/dashboard#> Retrieved 10/21/21

<sup>5</sup> <https://caaspp-elpac.cde.ca.gov/caaspp/> and LAUSD internal data, retrieved 10/21/21

Furthering equity concerns, certain student groups are disproportionately represented within the SWD population. While African American students make up 7.6% of District students, African American students comprise 11.6% of the students served in Special Day Class settings. In contrast, White students comprise 10.5% of the District's students and only 7.3% of the students served in Special Day Classes. English Learners are also disproportionately represented in special education, as 18.9% of the total LAUSD student population are English Learners but represent 28.4% of the special education population.<sup>6</sup>

IEP teams are federally mandated to determine the appropriate supports and services across a continuum of placement options for SWDs and are guided by the IDEA's requirement that segregated classes are only appropriate when the "nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."<sup>7</sup> Nationwide, 64.8% of SWDs are included in the general education setting for 80% or more of the day, whereas 55.8% of LAUSD's SWDs are included at the same rate.<sup>8</sup> The California Department of Education (CDE) monitors all the school districts and has found LAUSD in need of improvement in determining LRE per the Performance Indicator Review (PIR) of the State Performance Plan since 2018. According to the National Center for Education Statistics,<sup>9</sup> some 85-90% of SWDs nationwide are thought to be capable of completing requirements for a high school diploma. However, only 72% of these students graduated in 2020.<sup>10</sup> Students in LAUSD rank even lower than the national average as only 64.9% of SWDs in LAUSD are graduating high school in four years.<sup>11</sup>

Data from the Bureau of Labor Statistics highlight possible lingering effects of limited educational opportunity; only 22.3% of people with disabilities are participating in the labor force, compared to 67% of the total population.<sup>12</sup> The National Longitudinal Transition Study supports that this discrepancy is linked to inclusion in general education classes; after studying the outcomes of 11,000 students with disabilities, more time spent in general education was positively correlated with better outcomes after high school in the areas of employment and independent living.<sup>13</sup>

Increasing inclusive education is well-aligned to California's Multi-Tiered System of Supports (MTSS) framework. The MTSS Vision is that "every P-12 school will meet the educational needs of all students through access to high quality Tier 1 instruction and a layered continuum of interventions and evidence-based practices. The term 'all' applies to all students, including those who are either high achieving, underachieving and/or struggling to meet grade level content, English Learners (ELs), Standard English Learners (SELs), Students with Disabilities (SWD), expelled students, students in foster care and/or experiencing homelessness, students who experience socio-economic disadvantages, and gifted/talented learners." Including students with disabilities in general education classrooms is a key element to realizing the vision of MTSS.

<sup>6</sup> <https://dq.cde.ca.gov/dataquest/> and LAUSD internal data, retrieved 10/21/21

<sup>7</sup> 20 U.S.C. §1412(a)(5)(A)

<sup>8</sup> [https://nces.ed.gov/programs/digest/d20/tables/dt20\\_204.60.asp](https://nces.ed.gov/programs/digest/d20/tables/dt20_204.60.asp) Retrieved 10/21/21

<sup>9</sup> [https://nces.ed.gov/programs/coe/indicator\\_cgg.asp](https://nces.ed.gov/programs/coe/indicator_cgg.asp), retrieved 10/21/21

<sup>10</sup> [https://nces.ed.gov/programs/coe/indicator\\_cgg.asp](https://nces.ed.gov/programs/coe/indicator_cgg.asp), retrieved 10/21/21

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<sup>13</sup> The Segregation of Students with Disabilities. IDEA Series. (2018). Retrieved from [https://www.ncd.gov/sites/default/files/NCD\\_Segregation-SWD\\_508.pdf](https://www.ncd.gov/sites/default/files/NCD_Segregation-SWD_508.pdf)



## LESSONS LEARNED REGARDING INCLUSION

LAUSD is committed to increasing inclusive opportunities for students with disabilities. Instructional delivery models must support all students in achieving maximum educational benefit. We must continue to build the capacity of all teachers to deliver accessible and rigorous instruction and ensure schools have tiers of support for students with unfinished learning.

Thirty years of research studies have analyzed the relationship between class placement and educational outcomes and found increased positive effects for students the greater the time they learn in a general education setting. The benefits for students with and without disabilities being educated together are as follows:

### **Benefits of Inclusion for SWDs:**

- Higher rates of academic performance
- More satisfying and diverse friendships
- Higher student engagement
- Improved communication
- Less disruptive behaviors
- Peer role models for academics, social and behavior skills
- Greater access to general curriculum
- Increased inclusion in postsecondary life
- More successful postsecondary outcomes

### **Benefits of Inclusion for Students without Disabilities:**

- Greater gains in math and reading
- Reduced fear of differences
- Improved self-concept
- Greater empathy
- Increased social cognition
- Better ethical principles <sup>14</sup>

Several schools in LAUSD have already moved to serving all their students in the general education setting and their results mirror these national findings. General and special educators at schools where inclusion is more prevalent report fewer referrals for behavioral concerns, academic gains for all students, and better self-advocacy from students with disabilities- a key indicator of success after high school. Schools have also been increasing opportunities for students with extensive support needs to be with their general education peers through offering modifications in core curriculum classes and ensuring electives, field trips and recreational times are spent together.

<sup>14</sup> <https://www.sipinclusion.org/references/> retrieved 10/21/21

## Collaborative Planning

Simply placing SWDs in the general education classroom is not enough; a school's culture must transform. A lesson learned from successful inclusion efforts is that collaborative planning time between the general educator and special educator is essential. The general educator is the content area expert and the special educator is the expert in making the content accessible to all students. Taking the time to co-plan and strategize the lesson ensures that the expertise of both educators is maximized. The special educator should not function as a special education assistant in the co-taught classroom, but rather as a learning expert who also leads instruction and helps scaffold supports to increase the learning of all the students in the classroom.

When planning learning targets for all students, schools must make a clear distinction between when they will need to ensure access to rigorous content and when they will be providing intervention in critical skills. At successful sites, general education and special education teachers regularly co-plan instructional strategies that ensure access to rigorous content. Some of the most successful of these instructional strategies are: Universal Design for Learning, differentiation, and English Language Development strategies for emergent bilingual students. All three of these strategies ensure that instruction embeds supports for students in need of the most remediation or acceleration, which also provides necessary supports for other students in the class.



## Master Scheduling

Inclusive Master Scheduling is a large part of planning for inclusion, and can greatly facilitate the ability of educators to have time to co-plan during shared conference time. It begins with a school philosophy and adult behaviors that are indicative of equity values and promotes responsible inclusive practices. It recognizes the general education classroom as the first place considered for SWDs as part of the continuum of program options and as appropriately reflected in the student's IEP as the least restrictive environment. Inclusive programs anticipate student needs, based on current data, and link students with school-wide staff and resources. **It is critical that SWDs are scheduled first on the master schedule so that they can be clustered.** Clustering is grouping students with disabilities for services as defined by academic IEP goals; provisions are made for co-planning, co-teaching, and intervention as needed.

## Grouping Students

When providing intervention in critical skills, teachers must collaborate to ensure that this instruction is needs-based, data-informed, targeted, and consistently delivered. Students with and without similar needs should be grouped together to receive this instruction and have access to all tiered interventions as appropriate. Some examples of how this may occur are through collaboration during the Early Literacy and Language Program (ELLP) Academies, small-group targeted instruction within the classroom and/or lesson, or access to intervention in a Learning Center.



## POSITION

The position of LAUSD is to bring more students into inclusive settings commensurate with national standards while upholding the tenets of the federal law: the Individuals with Disabilities Education Act (IDEA 2004).

**Our vision for this work is “We, the LAUSD community, intentionally design and deliver inclusive environments for students at every opportunity.”** Optimizing Specially Designed Instruction (SDI) to increase inclusive opportunities is key. SDI is defined as “adapting, as appropriate to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.”<sup>15</sup> SWDs must have access to the general curriculum, or any other program to which their nondisabled peers have access, to the maximum extent possible based on individual needs. The general education classroom is where the student has the greatest opportunity to be with their nondisabled peers and should be the first educational setting IEP teams consider. **It is important that we remember special education is not a program or setting in itself; special education is intended to provide supports and services to students in the general education program.**

Decades of research and experience have demonstrated that the education of children with disabilities is most effective by having high expectations and ensuring access to the general education curriculum in the regular classroom- there were already 30 years of research on this topic when IDEA was reauthorized in 2004. This is even more urgent after the pandemic; the National Center on Learning Disabilities report, “Promising Practices to Accelerate Learning for Students with Disabilities During COVID-19 and Beyond,” calls on Districts to educate students with disabilities alongside their peers and to prioritize inclusion.<sup>16</sup>

In LAUSD, inclusion is defined as SWDs spending most or all their time in the general education environment, participating fully with general education peers in the classroom, and taking part in the extracurricular life of the school. Inclusion is more than sitting in a general education class; true inclusion takes place when a child is learning and meeting IEP goals alongside their typical peers. Inclusion is not the same as mainstreaming, where students “earn” the opportunity to be educated in general education classes, perhaps only for a portion of the class. Student placement in inclusive settings must align with student IEPs following the IEP process as determined by student IEP teams to address unique student needs.

Additionally, the following elements must exist:

1. General education and special education students are educated together;
2. Supports, accommodations and modifications are present and implemented within general education classrooms;
3. Students experience a sense of belonging, equal membership, acceptance, and feel valued;
4. Collaborative integrated services are provided by education teams (e.g., general educators, special educators, related service providers, special education assistants, etc.) with a common vision;
5. A systemic philosophy or belief system is shared by all stakeholders; and
6. There is a shared sense of responsibility among Special Education and General Education teachers for SWDs.

<sup>15</sup> 34 CFR 300.26(b)(3)

<sup>16</sup> <https://www.nclld.org/reports-studies/promising-practices-to-accelerate-learning-for-students-with-disabilities-during-covid-19-and-beyond/> Retrieved 10/21/21

Inclusive practices are most successful when schools have a leadership team made up of various stakeholders that write a plan with input from all constituencies and supports implementation to proficiency. Individual school site inclusion plans include data analysis to examine student progress as well as the following four elements: family partnership, quality IEPs, staff capacity and engagement, and planning for an inclusive student experience.

## 1. Family Partnership

**Schools engage families in efforts toward inclusion by:**

- engaging the whole school community in order to educate all families about the benefits of more inclusive settings, including their effects on long-term outcomes for success;
- offering opportunities to provide feedback and participate in the development and improvement of increased inclusive programming; and
- maintaining regular communications with families on their child's individual needs, specific strategies to support their child, and offering training and resources on how they can support their child's success in a more inclusive setting.

## 2. Quality IEPs

**Schools conduct IEP team meetings and ensure SWDs are placed in the least restrictive environment by:**

- promoting high-quality conversations about student present levels of performance, educational goals, instructional setting and placement, and needed services through IEPs;
- conducting a least restrictive environment (LRE) analysis to determine the LRE needed for the student to further progress in academic and social emotional skills;
- ensuring students are placed in the least restrictive environment as determined by the IEP team and receive the programming, services, and/or supports that will promote their progress in academic and socioemotional skills; and
- encouraging student participation in the development/implementation of the IEP where appropriate.

## 3. Staff Capacity and Engagement

**Schools increase their staff's capacity and engagement in inclusion by:**

- developing and maintaining a shared vision for the inclusion and success of all students across all school staff;
- providing all school staff with ongoing training on IDEA, IEPs, eligibilities, accommodations, academic/socioemotional supports, and other information that will support high-quality IEP team meeting participation;
- providing data-driven professional development and support for general and special education teachers in Universal Design for Learning, multi-tiered supports, socioemotional learning, team teaching, etc.; and
- providing training for paraprofessionals to deliver academic and socioemotional support to SWDs in general education settings, and helping teachers strategically guide paraprofessionals to maximize student success.

## 4. Planning for an Inclusive Student Experience

### Schools plan for the inclusion of SWDs by:

- developing program offerings that place SWDs first in accessing grade-level content to meet their academic and socioemotional needs in the least restrictive environment possible;
- designing master schedules that promote student inclusion and support, including providing opportunities for teachers to collaborate and co-plan for the academic, behavioral, and social needs of all students; and
- conducting ongoing & annual data-driven progress monitoring with participation of all stakeholders to continue to improve.

## CONCLUSION

LAUSD expects to see more cohesive and engaged school communities as we increase inclusive practices in our schools. We encourage all stakeholders to commit to this work as it will yield academic and social benefits for all our students. To learn more about inclusion in LAUSD and to hear our students' voices about our work ensuring equity and access for all students, visit our website: <https://achieve.lausd.net/spedinclusion>.



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