

FAMILY CONNECTIONS

The Nemasket Group



Issue # 37

March-April 2007

NEWSLETTER

My Family's Journey : By Sherry Amaral

My name is Sherry Amaral and I work as a Family Advisor at Family Connections. I recently was asked to write an article about my family for the newsletter. I have twin sons with autism and though our lives can be quite stressful at times, I feel truly blessed. After being vaccine injured, my sons were diagnosed with autism. My family's focus shifted dramatically. My days were filled with phone calls to acquire services and therapies for our sons. We tried various therapies and diets. A combination of factors helped our sons. One was a positive relationship with school. We found an appropriate placement, a small, public school class focused on children with autism, where I felt my children would learn and be challenged.

One of the most beneficial things that I did was to put my sons on a special diet (specific carbohydrate organic diet). This was key in getting our sons to be the healthiest and happiest they could be. It helped improve "behaviors", sleep and communication issues. They felt better and this in turn helped them to be able to focus better at school and at home. A communication system was also introduced at that time which helped lessen the incidence of frustrations and tantrums. Over time I have learned to trust my instincts about therapies to try to help my sons.

Having a child with a disability has challenged me to look at people differently. It has taught me to look at strengths, not weaknesses. Everyone has something wonderful to contribute. I've met some incredible people - other parents, persons with disabilities, therapists, family support personnel, and teachers, just to name a few. I have always been fortunate enough to have great support from my immediate family. I feel that this has been a key part in helping us maintain a positive, healthy and happy home for our children.

INSIDE THIS ISSUE:

My Family's Journey...By Sherry Amaral	1-2
Labels Fall Short...By Joseph Shapiro	3-4
Golly, What Did Jon Do? By George F. Will	5-6
President's Budget Reveals Broken Promises	6-8
The ARC of Mass Trainings	8-10
TASH Annual Conference	10
Announcing SibKids & SibNet Listservs	11
Welcome to DisabilityInfo.org	11
Addition to Family Connections Library	12-13
Autism Spectrum Disorder Support Group	13
Workshop: Parents Have the Power	14

Family Connections Staff:

Sandra Kinney, *Program Director*
Ross Hooley, *Family Advisor*
Jorge Pagan, *Family Advisor*
Gloria Villalobo, *Family Advisor*
Sherry Amaral, *Family Advisor*
Emily Murgo Nisenbaum, *Associate Executive Director*
Louis Nisenbaum, *Executive Director*

My Family's Journey *(Continued)*

One of the most challenging things that my family had to face was how to make sure that our children's future would be secure. We started to think about goals for our family. One of the most empowering experiences that we had was attending The Family Leadership Series offered through Mass Families Organizing for Change. As it states in the MFOFC mission statement, The Family Leadership Series focuses on supporting families and individuals to live in their communities as naturally and typically as desired.

The Series offered my family info on the most beneficial practices for people with disabilities and encouraged me to change my perception of what our family life would be like in the future. It helped my family create a vision for my sons. It also gave me practical tools in advocating not only with the school system but also in advocating for my children for the services that they need and understanding how the legislation can play a role in that. I also liked the dynamic of networking with other families that had children with disabilities. It was very comforting and empowering to realize that you are not alone, but that other families have gone through what you have.

My focus before that was trying to network with other families with ASD, especially those with twins. While maintaining networks with other families who have a child on the spectrum has also been important, the Leadership Series taught me that when you have a child with a disability you share common issues regardless of the type of disability. I found this experience to be very instrumental in changing my attitude and direction for my family. I feel like I was given accessible and practical tools in helping my family develop important connections with other parents and professionals. This has benefited our family greatly.

We are now in the process of planning our sons transition to middle school and, though it has proven to be challenging thus far, I am committed to sharing my vision for my children's future to make sure all the right supports are in place to help them succeed to the best of their ability. In this important and eventful transition, I know that my family is on the right path. We can only help our children by showing others their ongoing potential. Our children have great possibilities in their future. I feel it is my personal mission to make sure that others see that vision, too.

For more information on the Family Leadership Series: www.mfofc.org or call 1-800-406-3632.



Label Falls Short for Those with Mental Retardation (by Joseph Shapiro)

All Things Considered, January 22, 2007.

Minority groups often object to, and then change, the words that are used to describe them. That's been true, too, for people with mental retardation. In the past, they've been called by some ugly words: idiot, moron, feeble-minded. And those were official and legal definitions.

The term mental retardation was supposed to be an improvement. But the fight over language keeps going on. That becomes clear if you ask those with mental retardation what they think about that description.

"I hate that word - mental retardation," says Thelma Greene of Washington, D.C. "I wish they would change that one, because it sounds so institutional, like you can't do nothing for yourself and you're depending on somebody else to do everything, from putting on all your clothes down to your shoes. And that's not right."

"Retardation is not the good word," Anthony Vessels, also of Washington, says in agreement.

"I never did like that word 'retardation' or 'mental retardation,' adds Victor Robinson. "Because everyone has called people names about that. And no, none of my friends did like that name or any other name, being called 'stupid, dumb.' And it hurts a person very much."

Sometimes it helps to have the label of mental retardation. It is a diagnosis that leads to services, such as special education, job support and housing.

But it is also commonplace to hear the term, especially its abbreviations "retarded" or "retard," used as an insult in schools, movies and music.

"Some people who are kind of nasty, they would make fun of you and play at, you know with you and make you look like if you are a stupid person," says Robinson. "But a person who has a disability is not that. They are very wise on some things, and they can be very knowledgeable about some things."

Nancy Ward, who has mental retardation, works for a group of disability attorneys in Oklahoma City. She says there's a lot more to her than that label. She says her work and her hobbies define her, not her IQ.

The definition of who has mental retardation isn't precise; it's not like determining a person's blood type. Officially, anyone with an IQ of 70 or under is considered to have mental retardation. A generation ago, the official definition applied to IQs under 85. And other things are measured, including how well a person functions in the world.

There have long been attempts to replace the term "mental retardation" with something more friendly. But Ward hasn't liked most of them.

Label Falls Short for Those with Mental Retardation *(Continued)*

The term "mentally challenged"? "I think it's just another label," she says, "Because what does that mean? How does that define us? It doesn't define us." Nor does she like the term "special."

"I don't want to be treated any different than anybody else," she says. "I want to have, you know, the same consequences for my actions that somebody else would have." Ward adds that there are people who can't understand actions and consequences. "If somebody didn't understand that, then I don't think it's fair for them to have consequences," she says. "But I would understand stuff." Most people with mental retardation, such as Ward, have mild mental retardation. Many push for change. They serve on various boards, including those for government agencies and for organizations of the professionals who work with people with mental retardation.

On Jan. 1, 2007, the nation's oldest group in the field, The American Association on Mental Retardation, took on a new name: The American Association on Intellectual and Developmental Disabilities. Hank Bersani Jr., the group's president, said the name change showed that the professionals in the organization were listening to the concerns of the people they serve. But he notes that it was easier to agree to dump the term "mental retardation" from the group's name than to reach a consensus on the best replacement.

At a recent national convention of TASH (formerly The Association of the Severely Handicapped), a group of people with developmental disabilities gathered to discuss the language used to describe them. They applauded the American Association on Intellectual and Developmental Disabilities for taking "mental retardation" out of its name. But they weren't so sure about the new term, "intellectual disability." "When you talk about intellectual disabilities, that make you sound like you're dumb," says Lucius Mangrum Jr., a member of the Washington, D.C.-based self-advocacy group Project ACTION!

Bersani, who is also a professor of special education at Western Oregon University, says he is not surprised that there's less consensus about replacing mental retardation with intellectual disability. "Right, they said they don't like that either," he said, when told of the response by the group at the convention. "And so then I say to them, 'Well, what would you like to be called?' And they usually say their first name: 'I'd like to be called Liz.' 'I'd like to be called Rafael.' And that's what's really important. One of the things that they are telling us, in their own way, is that we spend too much time thinking about them by their diagnosis."

But the term mental retardation isn't going away - not yet. Even though Bersani's group has changed its own name, the legal name of the disability is still mental retardation. Lucius Mangrum says it's going to take more than a word change to make a real difference in his life.

"Changing the word could possibly make it better," he says. "But also you got to change the attitudes. You know, because the attitudes is not changed, the word is not really going to matter. I don't look down on myself. I don't think anybody's better than me or less than me. You see, but others, they do see themselves as being better."

<http://www.npr.org>

Golly, What Did Jon Do? By George F. Will-Newsweek, July 29, 2007

What did Jon Will and the more than 350,000 American citizens like him do to tick off the American College of Obstetricians and Gynecologists? It seems to want to help eliminate from America almost all of a category of citizens, a category that includes Jon.

Born in 1972, Jon has Down syndrome. That is a congenital condition resulting from a chromosomal defect that causes varying degrees of mental retardation and some physical abnormalities, such as low muscle tone, small stature, a single crease across the center of the palms, flatness of the back of the head and an upward slant to the eyes (when Jon was born, Down syndrome people were still commonly called Mongoloids). There also is increased risk of congenital heart defects, childhood leukemia and Alzheimer's disease. Down syndrome, although not common, is among the most common congenital anomalies—47.9 per 100,000 births (compared with 77.7 with cleft lips or palates, which also can be diagnosed in utero, and which sometimes result in abortions).

As women age, their risk of having a Down syndrome baby increases. It has become standard practice for women older than 35 years old to be offered genetic counseling and diagnostic testing. But because of the higher fertility rates of women under 35, such women have 80 percent of Down syndrome babies. So new ACOG guidelines recommend that all pregnant women, regardless of age, be offered such counseling and testing.

The ACOG guidelines are formally neutral concerning what decisions parents should make on the basis of the information offered. But what is antiseptically called "screening" for Down syndrome is, much more often than not, a search-and-destroy mission: At least 85 percent of pregnancies in which Down syndrome is diagnosed are ended by abortions.

Medicine now has astonishing and multiplying abilities to treat problems of unborn children in utero, but it has no ability to do anything about Down syndrome (the result of an extra 21st chromosome). So diagnosing Down syndrome can have only the purpose of enabling—and, in a clinically neutral way, of encouraging—parents to choose to reject people like Jon as unworthy of life. And as more is learned about genetic components of other abnormalities, search-and-destroy missions will multiply.

Jon, a sweet-tempered man, was born the year before *Roe v. Wade* inaugurated this era of the casual destruction of pre-born babies. And he was born just as prenatal genetic tests were becoming routine. Since then, it has become routine to abort babies like Jon because they are like Jon. Without this combination of diagnostic advances and moral regression, there would be more people like Jon, and the world would be a sweeter place.

America has, however, become a more congenial, welcoming place for its Down syndrome citizens who have escaped "screening." On the second day of Jon's life, the hospital's geneticist asked his parents if they intended to take him home. Nonplused, they answered that taking a baby home seemed

Golly, What *Did* Jon Do? *(Continued)*

Jon was born at the end of the era in which institutionalization of the retarded was considered morally acceptable, but in what was still an era of gross ignorance: In the first year of Jon's life, a network-television hospital drama featured a doctor telling parents of a Down syndrome newborn that their child would probably never be toilet-trained. But ignorance lingers. There are doctors who still falsely counsel parents that a Down syndrome person will never read, write or count change. Such doctors should not try to get between Jon and his USA Today sports section.

In 1972, the odds were heavily against Jon's living as long as he already has lived. Just 25 years ago, the life expectancy of Down syndrome people was 25. Today, because of better health care, better mental stimulation in schools and homes, and better community acceptance, their life expectancy is 56.

Jon has a disability, but he also has some things most men would like to have—season tickets for Nationals and Orioles baseball, Redskins football, Capitals hockey and Georgetown University basketball. He gets to and from games (and to his work three days a week for the Nationals at RFK Stadium) by himself, taking public transportation to and from his apartment.

Jon experiences life's three elemental enjoyments—loving, being loved and ESPN. For Jon, as for most normal American males, the rest of life is details.

© 2007 Newsweek, Inc. | <http://www.msnbc.msn.com/id/16720750/site/newsweek/>

President's Budget Reveals Broken Promises and Wrong Priorities

Statement of the Consortium for Citizens with Disabilities on the President's FY08 Budget Proposal

(February 6, 2007, Washington, DC) – At the 16th Anniversary of the Signing of the Americans with Disabilities Act last July, President Bush stated his “commitment to ensuring that the fundamental promises of our democracy are accessible to all our citizens.”

The Administration's fiscal year 2008 budget breaks this promise of full citizenship. President Bush's budget and tax policy, emphasizing wealth over opportunity, simply fails to match his rhetoric.

“It is obvious from the abysmal FY 2008 budget request that this Administration indeed does plan to finance an unpopular war and tax cuts as well as achieve a balanced federal budget on the backs of people with disabilities,” said Marty Ford, Chair of the Consortium for Citizens with Disabilities.

The services and supports targeted by the Bush Administration enable millions of Americans with disabilities to learn, work, pay taxes, live in their communities, and make significant contributions to our society.

Among the key disability related federal programs targeted for elimination, cutbacks, or freezes in funding include:

(continued on page 7)

President's Budget Reveals Broken Promises and Wrong Priorities *(Continued)*

Broken Promise: Medicaid and Medicare

During the President's State of the Union Address, he stated that "When it comes to health care, government has an obligation to care for the elderly, the disabled and poor children." However, the President's budget includes legislative proposals that would cut key entitlement programs by \$101.5 billion over the next five years — \$75.8 billion in Medicare and \$25.7 billion in Medicaid. Some of these cuts, \$10.2 billion in Medicare and \$12.7 billion in Medicaid, would be achieved through administrative actions by the Centers for Medicare and Medicaid Services (CMS) while the remaining cuts would need to be enacted by Congress.

Broken Promise: Children's Health

Although nearly six million low-income children remain uninsured today, the budget fails to provide sufficient funds for the State Children's Health Insurance Program simply to maintain current levels of coverage and represents a step backward from the goal of covering all low-income children. In addition, small health prevention programs that provide a big impact such as the traumatic brain injury and children's newborn hearing screening program are zeroed out.

Broken Promise: Human Services

During the signing of the Combating Autism Act, President Bush stated that "for the millions of Americans whose lives are affected by autism, today is a day of hope. The Combating Autism Act of 2006 will increase public awareness about this disorder and provide enhanced federal support for autism research and treatment. By creating a national education program for doctors and the public about autism, this legislation will help more people recognize the symptoms of autism. This will lead to early identification and intervention, which is critical for children with autism." However, the President's budget provides no funding for this new law.

Broken Promise: Employment

After promising to expand employment opportunities for people with disabilities as part of his New Freedom Initiative, the President proposed for the seventh year in a row to eliminate the supported employment program that successfully assists people with significant disabilities to work in the community and be productive tax-paying citizens. For the first time since the Congress added a mandatory increase to the Vocational Rehabilitation State Grant program based on the Consumer Price Index more than two decades ago, this Administration even failed to add the CPI increase to its budget request. Total VR Act funding is cut by \$54 million while millions of Americans with disabilities remain unemployed. In addition, the President again proposes to cut the Assistive Technology program that assists individuals with disabilities to be successful and included in classrooms and at work by over \$4 million.

Broken Promise: Education

The President seeks to level fund the Individuals with Disabilities Education Act (IDEA) State Grant, the Preschool Grant and the Part C Early Intervention programs and cut the IDEA National Activities

President's Budget Reveals Broken Promises and Wrong Priorities *(Continued from pg 7)*

programs by \$64 million. The IDEA State Grant request would actually decrease the per pupil federal share of funding for students with disabilities below 17%, well below the authorized amount of 40%. That share has dropped about 3% in the last several years. The special education teacher preparation program is frozen at a critical time when school systems grow desperate to hire highly qualified teachers to implement the requirements of No Child Left Behind. A large proportion of special education students are taught every day by unqualified teachers, let alone those who are highly qualified.

Broken Promise: Housing

For the third consecutive year, the President's budget proposes to slash the Section 811 Supportive Housing Program for Persons with Disabilities, a 46% cut. Most of the \$113 million cut would come from the program's capital advance component - the only federal program that produces affordable and accessible housing for low-income persons with significant disabilities.

Broken Promise: Research

For the National Institutes of Health, the Administration proposes \$28.6 billion for FY 2008, which is \$310 million less than the funding level in the final FY 2007 Joint Funding resolution passed by the House last week. In addition, the Administration proposes to increase the Global AIDS Transfer out of NIH by \$201 million, effectively cutting the agency's budget by \$511 million in FY 2008 and reducing it to its FY 2005 funding level.

The President's fiscal year 2006 budget reveals broken promises and wrong priorities. The Consortium for Citizens with Disabilities urges the U.S. Congress to reject the Administration's budget cuts and to reaffirm the promise of full citizenship for America's citizens with disabilities.

.....
The Consortium for Citizens with Disabilities is a coalition of over 100 national consumer, provider, and advocacy organizations working together to advocate for national public policy that ensures the self-determination, independence, empowerment, integration, and inclusion of the 54 million children and adults with disabilities living in the United States.

The Arc of Massachusetts Trainings

The Arc of Massachusetts and its chapters across the Commonwealth offer many educational programs throughout the year. Here is a list of upcoming seminars and workshops, with contact information. Since additional programs are frequently added, check The Arc website www.arcmass.org for up-to-date information on educational opportunities.

Transition Training Series: Planning for Life's Changes

Life changes are difficult for us all. Change is especially difficult for individuals with disabilities and their families. Having a solid plan for the future, therefore, is essential for an individual's happiness and

The Arc of Massachusetts Trainings *(Continued)*

well being. These workshops are designed to provide family members and their loved ones with the tools they need to develop their plans for their futures and to ensure that those futures become realities. Each workshop provides essential information to help prepare for and negotiate life's critical changes.

School Dayz: Transition Planning – Turning 22 provides important information about the high school transition process which guides a student's emergence from high school to adulthood. This workshop is for parents of children between the ages of 14 and 22 and is geared to those eligible for receiving supports from DMR.

Future Planning, Trusts and Legal Alternatives provides participants with information on trusts, government benefits and how to effectively use family assets.

Likewise, **Sooner Than Later** explains how to plan a "good life" for your child with disabilities when parents are no longer able to do so. It explores thorny issues related to community services, entitlements and service plans.

Tools for Tomorrow is designed to help families and individuals to envision the kind of lives they desire and to help them to gather information about the type of services and supports they need and want. Materials and fact sheets are available at each workshop.

School Dayz (1/2 Day; Fee \$25; \$15 for members of The Arc)

April 7, 2007: Plymouth Public Library
132 South Street, Plymouth
10:00 a.m. to 2:00 p.m.
Hosted by The Arc of Greater Plymouth
(508) 732-9292

Sooner Than Later (1/2 Day; Fee \$25; \$15 for members of The Arc)

March 31, 2007: Stonehill College, Brocktonian Room
Center for Non-Profit Management
16 Belmont Street, Easton
10:00 a.m. to 2:00 p.m.
Hosted by Brockton Area Arc
(508-583-8030)

Future Planning, Trusts and Alternatives (1/2 Day; Fee \$25;
Full Day; Fee \$35; \$20 for members of The Arc)

(Continued on pg 10)

The Arc of Massachusetts Trainings *(Continued from pg 9)*

June 16, 2007: Plymouth Public Library
132 South Street, Plymouth
10:30 a.m. to 3:00 p.m.
Hosted by The Arc of Gr. Plymouth
(508) 732-9292

Tools for Tomorrow (Full Day; Fee \$75; Group Discount Available)

February 10, 2007: Plymouth Public Library
132 South Street, Plymouth
10:30 a.m. to 4:30 p.m.
Hosted by The Arc of Greater. Plymouth
(508) 732-9292

TASH Annual Conference

New England TASH is holding its Annual Conference on March 16, 2007

**"Live, Learn, Work: The Journey to Inclusion"
at the College of the Holy Cross in Worcester, MA
on March 16th (Friday)**

Keynote Address: *Punishments and Aversives: What Happens Under the Radar Can and Does Hurt*

By: Fredda Brown, Ph.D, Professor, Queens College CUNY and nationally known advocate for positive behavioral supports.

Come hear about innovative practices across New England!

The Journey to Inclusion Begins with Relationships in the Community

Sheltered Employment, Sheltered Lives: An Agency's Journey to Community Inclusion

Positive Behavior Supports in School Settings

Let it Grow, Building a Life and our Similarities and Differences

Individuals with autism and other disabilities sharing stories about their lives in the community

Skill-building workshops for parents, school staff, employment specialists, residential providers and others

******There are scholarships available for individuals or family members who want to attend******

For more information or a conference brochure:

contact Family Connections @ 508-999-0077

Announcing the SibKids and SibNet Listservs

The Sibling Support Project of the Arc of the United States is pleased to announce SibNet and SibKids. SibNet and SibKids are the Internet's only listservs for and about brothers and sisters of people with special health, developmental, and emotional needs.

Both SibKids (for younger brothers and sisters) and SibNet (for older siblings) allow brothers and sisters an opportunity to connect with their peers from around the world. Both listservs have members from the US, Canada, Australia, England, Japan and elsewhere. SibNet (started in 1996) and SibKids (started in 1997) are remarkably warm, thoughtful, and informative communities where young and adult brothers and sisters share information and discuss issues of common interest.

Anyone who has email can subscribe to SibKids and SibNet. For a no-cost subscription and to learn more about SibKids and SibNet, please visit the Sibling Support Project's Web Page (see address below). Finally, if you have further questions about SibKids, SibNet, our Sibshops, or the work of the Sibling Support Project, please contact:

Don Meyer, Director
Sibling Support Project
6512 23rd Ave NW #213
Seattle, WA 98117
206-297-6368
donmeyer@siblingsupport.org

Welcome to DisabilityInfo.org



Welcome to DisabilityInfo.org maintained by New England INDEX. Contained within this site is a wealth of information for people with disabilities, their friends, families and the people who serve them. Information within this site focuses on Massachusetts.

Check out the site's new features!

Search Our Databases

for disability programs and services in Massachusetts.

Find an Information Specialist in Your Area

Find an Information Specialist by Subject

Open Our Fact Sheet Library

with information on disabilities, laws, working-the-system, etc.

Locate Emergency Services

for all people in Massachusetts, including those with disabilities

Read Disability News

related to Massachusetts, the nation, etc.

Learn About State Agencies Serving People with Disabilities

who live in Massachusetts

"Ask INDEX" for Information

Submit an Information Request to New England INDEX

INDEX Coordinates:



Addition To The Family Connections Library!

Please call or visit if you would like to borrow this book or would like purchasing information.

Legal Planning for Special Needs in Massachusetts
by **Barbara D. Jackins**

NEW Here's a new book filled with useful information. Below is a letter describing the book, written by the publisher.

Dear Colleague:

A practical guide to legal planning specifically for Massachusetts parents of children with special needs and those who counsel parents is now available.

Attorney Barbara D. Jackins first became interested in planning issues many years ago when her son, who has developmental disabilities, was a young child. Eventually her law practice became almost completely centered on areas of the law that are important to families like her own: disability, public benefits, and estate planning. In 2005, Barbara was the lead author of the Special Needs Administration Trust Manual: A Guide for Trustees.

Legal Planning for Special Needs In Massachusetts: A Family Guide to SSI, Guardianship, and Estate Planning represents what Attorney Jackins has learned in over 25 years of practicing law. In a relaxed, conversational style, she explains the essential elements of SSI (Supplemental Security Income), guardianship and estate planning when there is a child with a disability in the family.

In this new 327 page book, parents can find the information they need to:

- Obtain SSI benefits for a son or daughter who is age 18 or over.
- Contribute to an adult son's or daughter's financial support without reducing SSI.
- Understand the court process for guardianship, including what must be done when an adult son or daughter takes any antipsychotic medication.
- Learn about alternatives to guardianship.
- Protect a son's or daughter's inheritance from being lost or mismanaged while assuring continued benefits.
- Coordinate life insurance and retirement assets with an overall estate plan.

Barbara's new book has already been widely praised:

"Legal Planning for Special Needs is an excellent planning guide. Parents...will benefit by having this book at hand."

~ From the Foreword by Theresa M. Varnet, J.D., LCSW, Attorney, Parent Past President, The Arc of Massachusetts

"This book is a 'must have' reference manual for all parents who have children, teens, and adults with Asperger Syndrome."

Addition To The Family Connections Library! *(Continued)*

~ Dania Jekel, Executive Director, Aspergers Association of New England

"This easy-to-read guide answers the questions you didn't know you needed to ask."

~ Susan Nadworny, Chairperson, Families Organizing for Change

"The author's expertise, empathy, and easy writing style all combine to create the relaxed intimacy of a conversation over coffee with a very good, knowledgeable friend."

~ Carol Beard, member, DMR Citizen Advisory Board, DMR Citizen Review Board, past President, Greater Boston Arc

"This comprehensive guide is an amazing resource. You are going to see this book on the shelf of every professional advocate in the state."

~ Jerry Silbert, Autism Society of America National Board President, ASA Massachusetts Chapter
Stanley D. Klein

DisABILITIESBOOKS, Inc.,
33 Pond Avenue, #807,
Brookline, MA 02445

Autism Spectrum Disorder (ASD) Parent Support Group

The Autism Spectrum Disorder Parent Support Group usually meets once a month. Due to lack of attendance, we are changing the schedule for the ASD Support Group to every other month. We are open to any suggestions from families to help us increase your interest in attending the support group. If you have any suggestions, cares or concerns, please contact:

Sherry Amaral at
508-999-4436 extension 125

Thank You!



We invite you to join with other parents in our community to learn how you can be a part of your children's education. This workshop is sponsored by Massachusetts Parent Information & Resource Center (PIRC) of the Federation for Children with Special Needs

Parents Have The Power

Parents have the power of many rights and options under both federal and state educational laws. But how can parents use this power to strengthen their role and involvement in their child's education and support their child's academic success? This workshop explores what parents can do at home, in school and at the school district level to ensure their child receives a quality education. The workshop informs parents about how educational reform in Massachusetts can positively affected their children's learning experiences in school.

Please call Gloria Villalobo or Jorge Pagan at 508-999-4436 if you are interested in participating in this type of workshop or event.

the
nemasket
group

Family Connections

*Creating a network of family support
for individuals with developmental
disabilities and their families*

A Joint Project of The Nemasket Group and DMR

56 Bridge Street

Fairhaven, MA 02719

Phone: 508-999-0077 Fax: 508-997-9239

Website: www.nemasketgroup.org

