



# A Parent's Perspective

TxP2P Quarterly Newsletter

## Happy Holidays to You All & Happy 10th Birthday to TxP2P! Onward to Our 20th!!

Laura J. Warren, TxP2P



With Thanksgiving just behind us and the beginning of a new year just around the corner, it's a good time to take stock and count our blessings. TxP2P is now officially **10 years old** and as Dr. Seuss says, "Oh, the Places You'll Go." With some very dedicated and talented people and a \$15,000 donation, we launched TxP2P just 3 months after the horrifying events of 9/11 - many told us not to start right then with a war looming but we were not deterred. We got our nonprofit 501(c)(3) status in March 2002 and thought we were set - the donations and grants would just start rolling in. We got

our first grant the next month and the second 3 years later. . . that was a long wait but a good learning opportunity on the reality of nonprofits. We held to our belief that Texas families could benefit from a statewide parent to parent organization and our tenacity made it a reality. We've all learned a lot over the past 10 years, grown in our nonprofit knowledge, and our goal now is to build the sustainability that Texas families deserve!

A snapshot 10 years later:

- providing support to over 3,700 families a year, with 500-600 new families signing up each year,
- our annual budget is \$415,000,
- 15 staff & contractors: 4 full-time, 9 part-time, 2 contractors - most are parents of children with disabilities,
- 1 federal grant and 2 state grants.

Grant funding is not a stable option for long-term sustainability. We recently lost 15% of a state grant due to the state cut-backs in Health & Human Services. TxP2P is pursuing funding for a Development Coordinator to help raise awareness of TxP2P for potential funders and families and to help raise unrestricted funding. We have submitted a grant to a foundation for this position. This will be a critical piece on our journey to sustainability.

So, how can you help? We need monthly donors! Monthly donors provide us with a predictable revenue stream, cost less in fundraising time, effort and expense, and you can give as little as

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### TxP2P Staff

**Amy, Cynda, Debbie, Jan, Jeanine, Laura, Linda, Mary Jane, Mary Jo, Patty G., Patty L., Rosalba, Rosemary, Sue, Susan**

## Legislative Update – The Journey Begins

Linda Litzinger, TxP2P

Hopefully by now, most of you are aware of the cuts in the Texas budget for Health and Human Services (HHSC) and Education. Many of you have already felt the effects of these cuts. Now the U.S. Legislature is looking at cuts in Children's SSI and Medicaid on the federal level. If you are concerned about these issues, you might want to join our Advocacy Network. Our work under this Texas Council for Developmental Disabilities grant on advocacy is going strong – see below for an update on our activities. Contact Linda Litzinger at [Linda.Litzinger@txp2p.org](mailto:Linda.Litzinger@txp2p.org) if you are interested in helping with this effort.

In October, thirty parents and teen self-advocates (teens with disabilities) increased their advocacy skills at the Texas Capitol via our first official Advocacy Network Training – an intense workshop where participants learned to deliver testimony in a bill hearing, how to give an 'elevator speech' to a legislator, and how to file and pass a legislative bill.

Our event culminated in a mock hearing portraying how current disability policy affects our families. Each participant recommended changes that are needed in the areas of education, community

supports, or health care, via a 3-minute testimony in the hearing. The hearing committee, who were public policy directors working for Senators Carona, Ellis and Watson, learned a lot from us and were very helpful in their advice to us.

Also in October, parents from the Central Texas Autism Network in San Marcos received similar training. We are willing to present this training for any group of parents and/or family members and young self-advocates interested in becoming volunteers for this effort.

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# Happy 10th Birthday to TxP2P!

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\$10 per month. We are receiving 1/2 our rent through our current monthly donors. If each of you who receive this newsletter becomes a monthly donor at \$10 per month, we could pay all of our staff and hire new staff to help with the parents who need our assistance.

It's very simple to set up a monthly donation using a credit card or check. If you use online banking, it's easy to have a check sent for a fixed amount as an automatic monthly payment. Or you can provide us with credit card information that we can bill each month. We can provide your preference of monthly or annual receipts acknowledging your donation for tax purposes.

OUR ANNUAL DONORS ARE ALSO VERY CRUCIAL TO TXP2P'S SUSTAINABILITY SO IF THIS IS YOUR PREFERENCE, WE ARE ALSO VERY GRATEFUL FOR YOUR DONATION OF ANY AMOUNT.

## TxP2P Services – Do You Know What They Are?

We are required through our grants to survey families about their satisfaction with our services. Some of the responses indicate that the families don't receive services from TxP2P, even though they are on our mailing list. Here's an example: "I love the newsletter but don't receive services from TxP2P." Well, the newsletter is one of our services. So what are our TxP2P's services? We provide services for the parents and family through support, information, resources, and education. Here are TxP2P Services:

- Parent support through information, resources, and another parent to talk to via parent staff through toll-free phone number, email, and Ask Rosemary feature on our website
- One-on-one parent-to-parent matches
- Parent connections via area, disability specific or issue specific listservs and Facebook
- Quarterly newsletter
- Annual conference
- Local trainings through our Family to Family Health Information Center
- Volunteer Opportunities (see next section)

So, as you can see, TxP2P doesn't provide services to the child with a disability but to the families. We offer support and information to help families connect with other families, to help parents find resources for their families, and to share the joys, sorrows, and hope.

## New TxP2P Volunteer Extravaganza Coming to Your Area Soon!

We're trying something new for 2012. Instead of each of our programs training volunteers in separate trainings, we will pool our resources and talents and provide training together for our Supporting Parent Volunteer trainings (including NICU Network), Pathways to Adulthood (Transition), Speaker & Outreach Network, Medical Education Program Volunteers, and Advocacy Network Volunteers. We will still provide childcare and lunch and possibly an extra resource presentation. Here's the schedule to date:

Saturday, January 21st - San Antonio  
Saturday, March 24th – Corpus Christi  
May: Amarillo  
July: Rio Grande Valley  
October: Dallas area



Saturday, February 4th - Dallas  
April: Houston  
June: San Marcos (conference)  
September: Austin  
November: El Paso

You can sign up for any of these trainings by calling the office at 866-896-6001 or local to Austin 512-458-8600 or sign up on our website, [www.txp2p.org/registerfortraining](http://www.txp2p.org/registerfortraining)

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Please remember to sign up for TxP2P Listservs. Contact Susan.Prior@txp2p.org if you want to join the Advocacy, ADD/ADHD, Autism, Bipolar, Dad's, Homeschoolers, Medical Home, NICU, Transition, or local area Listservs (Austin, Bryan/College Station, Coastal Bend/Corpus Christi, Dallas/Ft. Worth, Houston, San Antonio, San Marcos, Rio Grande Valley, & Waco/Temple). **We recently added a Spanish Listserv and one for El Paso.** If you want to moderate a local listserv for your area, we'd love to set up more of these local groups. Contact Laura at Laura@txp2p.org to discuss moderating one for us.

Save our trees and a little money - get the newsletter via email! It prints out well or is easy to read as an email. If you are currently getting this by mail but would read it as an email or print it out, please contact Susan Prior (512-458-8600 or 866-896-6001 or susan.prior@txp2p.org) and ask to receive the TxP2P Newsletter via email. If you leave a voice mail, please remember to give us your email address. Thanks!!

Make a donation to TxP2P - we've added an envelope to make it easy for you! Our annual direct mail campaign will be out in November but you don't have to wait until then. Or become a monthly donor - no amount is too small!

# Legislative Update: Advocacy Network

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On the heels of this experience, our newly-trained Advocacy Network Volunteers heard about wage cuts through Texas Medicaid to PT, OT and speech therapists who serve our children, cuts that might cause therapy businesses to close and families to have to drive much farther to see a therapist. Armed with their new skills, families testified and sent letters to the HHSC.

Concurrently in Washington, the U.S. House of Representatives was proposing the elimination of Children's Social Security Insurance (SSI). Eight of our parents contributed their family stories telling how their young children with disabilities makes it

difficult to impossible for them to find employment and childcare. Rep. Lloyd Doggett from Texas worked with one of our volunteers after reading her story and quoted her in his presentation to the committee. His awesome presentation is recorded for posterity on YouTube at <http://www.youtube.com/watch?v=ZOOYxOwrl2s&feature=youtu.be>.

Here's what Rhonda had to say about the experience: "Representative Lloyd Doggett's office was very helpful in working with me. I spoke to two attorneys, and then traded about 25 emails with Sonja Nesbit, Democratic Deputy Staff Director, Subcommittee on

Human Resources, Committee on Ways and Means, US House of Representatives. She was very hands-on, lovely, and supportive. She was interested in getting my story right and offered me an opportunity to omit any part of it from Rep. Doggett's planned testimony, such as the boys' names and my locale. I asked her if she preferred professional shots of my twin sons, or spontaneous activities. She provided Rep. Doggett with the professional shots for his testimony, then later he used another picture of my son flapping his arms." Again, if you are interested in helping with this effort, contact Linda Litzinger at [Linda.Litzinger@txp2p.org](mailto:Linda.Litzinger@txp2p.org).

## KRISTI'S STORY

Parents of children with special health care needs think and see life differently. The dreams and expectations that we have for our children are different than those of parents with typically developing children. We learn to accept and believe that our children will live a life with limits. Certain achievements are not expected or even imagined. The world rotates differently for us. In Kristi's Story, this belief of a world with limits did not exist for her at least for one week.

Kristi Lynn Davis is an eighteen year old senior at Hebronville High School in Hebronville, TX. Kristi has been diagnosed with Autism, Obsessive Compulsive Disorder, Delayed Speech, Mental Retardation and Hemiplegic Cerebral Palsy. Kristi can understand some of what is told to her, but her ability to verbalize is extremely limited. She communicates in single words or directs you to what she wants or needs. Her life consists of school and family. She enjoys going to school and participating in activities such as bowling and track with Special Olympics. Kristi loves school so much that she is never happy to hear that there is no school due to holidays, spring break or summer.

At Hebronville High School, girls from the senior class are eligible to be nominated as Senior Class Representatives and run for Homecoming Queen. The senior

class is given a ballot with the names of all the girls in the senior class. Only seniors are allowed to vote and the top four with the most votes are the representatives that compete for Homecoming



Queen. I was at high school the day the announcement was made about the four girls who would be representing the senior class for Homecoming this year. I was overcome with surprise and emotion when I heard Kristi's name announced. I could not believe what I had heard. Kristi had fulfilled a milestone that was not thought of for her. Keep in mind Kristi's social life is limited to time with her family and attending respite and summer camps. I came home ecstatic and gathered

### Nora L. Davis, TxP2P Parent Volunteer

our family members to inform them that Kristi had been elected by the senior class as one of the nominees vying for the title of Homecoming Queen and she was going to need all our support to help her get it done. Everyone was so excited and happy for Kristi. None of us had ever imagined this was possible.

Not much time had passed before the parents of the senior representatives had a meeting with the school principal. The parents were informed of the rules and requirements. The information consisted from decorating to participating in Homecoming activities. Before I could begin to sort my thoughts on how to decorate and campaign, I had to put my thoughts together on how to explain to Kristi what she was being challenged with. I explained to her that she was running for Homecoming Queen and that she was going to have to do some things differently at school for this event. Keep in mind that routine is important for Kristi due to her Obsessive Compulsive Disorder (OCD). It's hard to know how much Kristi actually understands, but I knew that she understood this event would be leading to something special and most of all, she would be getting attention. Kristi loves and enjoys being the center of attention. She's also a fashionable girl that loves looking

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## KRISTI'S STORY

pretty and getting all dressed up.

The theme for Homecoming week was "Let's be Electrifying." The school was decorated and each day the students were allowed to dress up according to the theme of that particular day. Monday was "Black Madness", Tuesday was "Neon Day", Wednesday was "Western", Thursday was "Black and Gold" (school colors) and Friday was "Dress Up". Kristi enjoys dressing up and gladly participated each day. I think her favorite day was Neon Tuesday. She wore neon green leggings with a blue jean skirt and a neon green top with plenty of "bling". She accessorized with huge neon pink earrings and neon extensions in her hair. Her sequenced pink tennis shoes definitely stood out. She looked adorable! Throughout the week the candidates were responsible for passing out campaign stickers to the students. Students from every grade level helped Kristi pass hers out. The students were very supportive of her and her needs. I feel these students helped instill confidence in Kristi and allowed her to feel that she was a special part of the student body. Thursday was Election Day and the students voted for their choice for queen. The Homecoming Parade also took place that evening. The four representatives rode together on a float and threw candy to the audience along the parade route. The girls looked darling!

Friday finally arrived; the four representatives were seated

on a platform at the football game looking glamorous in their beautiful long dresses with smashing hairdos and makeup until halftime when the ceremony was to take place. The representatives were escorted by their fathers and presented in front of the crowd. Each waited patiently for the big announcement, I knew regardless



of the outcome, it had been a great week for Kristi and had already accomplished something I had never dreamed for her. Finally the announcer says, "The moment we all have been waiting for. The 2011 Homecoming Queen for Hebronville High School is Kristi Lynn Davis!!" Oh my, she did it!!! The entire audience stood up for a grand ovation and

cheered. Family and friends were crying and applauding. We were all beside ourselves with pride and joy. Kristi had been crowned Homecoming Queen! You could see the joy on her face. Her smile spoke volumes. She took pictures with anybody that wanted a picture and gave kisses and hugs to all. Kristi had accomplished something that we never had imagined possible. This success was due to the support and compassion of the student body of Hebronville High School. They allowed her an honor that is so special and meaningful. Through their kindness and understanding, Kristi had an experience that will be hard to top for the rest of her life. This will be a moment of a lifetime that will never be forgotten and is greatly appreciated

I would like to acknowledge the other class representatives: Theresa Garcia, Betina Maldonado, and Kasey Sorrells. These are exceptional young ladies and we are eternally grateful to them for being great friends to Kristi and helping her throughout this event.

As a parent of a child with special health care needs, this event was quite overwhelming and unexpected. We never imagined that this would happen for Kristi. To see the joy in her eyes and in her smile was one the greatest blessings that we could experience as a family. For one week Kristi was a different kind of "special." If you ask Kristi about her experience she proudly claims, "I am the queen" with an instant smile.

## Transition to Adulthood: Using the School Years to the Maximum

Rosemary Alexander, TXP2P Transition Coordinator

**T**hese last few years of school are crucial for preparing for life after graduation. Collaborate with school staff, your child, your community and other parents to ensure that the life your child pursues after graduation is full of opportunities for meaningful work, health, fun and friendship.

**First the facts:** Public school is the last mandated service that a person with a disability can access. After graduation, a person must apply to get services and supports

and prove eligibility through income as well as disability. There is certainly not an equivalent to IDEA for any other area of services, whereby parent participation is required and parent opinion is solicited. Public school is the last opportunity for free education, with a wide range of modifications. So families should make the most of public school services as they plan for their child's transition to adulthood.

The first thing to do is learn

about **IDEA regarding the school transition process**. There is a wealth of information on school and transition at <http://www.wrightslaw.com/info/trans.index.htm>

Here is what IDEA says about transition:

Section 1400(c)(14) of IDEA describes the need to provide "effective transition services to promote successful post-school employment and/or education.

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# Transition to Adulthood

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Congress made significant changes in the legal definition of “transition services” in IDEA 2004:

(34) Transition Services - The term “transition services” means a coordinated set of activities for a child with a disability that -

(A) is designed to be a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including post-secondary education, adult services, continuing and adult education, vocational education, integrated employment (including supported employment), community participation, independent living, or;

(B) is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests;

(C) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation. (See “Definitions” in Section 1401, Wrightslaw: Special Education Law, 2nd Edition, page 56: <http://www.wrightslaw.com/bks/selaw2/selaw2.htm>)

Transition goals should be addressed in the IEP by the time a child is 14; like all IEP goals, they should be updated annually and be measurable, based on appropriate assessments, and provide appropriate services. The goals may cover a wide range of learning areas including independent living and community participation. Also note that goals should be based on a student’s strengths, preferences and interests. That means that schools should provide ways to learn what a student is good at and wants to do!

Here is an IDEA 2004 Transition Check List: <http://www.wrightslaw.com/info/trans.plan.graham.htm>

**Next find out when and how your child will graduate.** All students must successfully complete the

courses required for graduation. Remember that your child can walk across the stage with his or her graduating peers but not actually graduate and then continue to be eligible for special ed services up to age 22. The following websites explain the 4 graduation plans. Talk to your child’s teacher to get the details.

<http://ritter.tea.state.tx.us/special.ed/guidance/graduation.html>

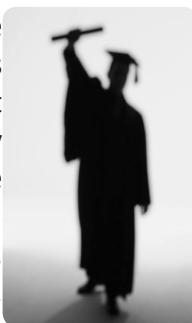
<http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089aa.html#89.1070>

Work with your ARD team to decide when and how a student will graduate.

**Get involved in the planning process.** What are your child’s goals for life after graduation? Request that the school initiate a planning process where your child is present; talk about all areas of life but get specific about what your child wants to do for work, a place to live, and what services will be needed, etc. Look at all aspects of life, not just work, but also life-long learning, independent living skills and recreation. IEP goals should flow from this planning session. Include academic, social, and functional goals in the IEP, along with vocational goals. Then be sure that your child’s teachers are aware of these long-term goals and helping your child to accomplish them.

**How can you use school time to prepare your child to fulfill these goals?** Make all decisions

in secondary school based on whether or not a given option will help your child after graduation. Most schools use some kind of student/family questionnaire to find out about a student’s strengths, preferences and interests; if these tools aren’t being used, ask for them. If you feel that your school is not aware of your child’s transition goals or not focused on carrying them out, call a meeting (not an ARD) to talk about the need for specific steps, including who will do what by when! Better yet, have your child talk about his or her goals at the meeting.



**Build a team with your school staff to work on your child’s goals for the future.** Learn who does what in your district regarding transition: is there a transition coordinator? A VAC or vocational adjustment counselor? A planning team? A supported employment team? What are the options for 19+ programs? Ask that key people attend your planning sessions and get involved in carrying out your child’s goals for the future.

**Be sure your son or daughter is learning how to be involved in the ARD/IEP process so that eventually he or she can lead the ARD meeting and help write goals.** The ARD meeting is a perfect opportunity for your child to develop self-advocacy skills. See below for information on student-led ARDs:

<http://www.pacer.org/tatra/resources/POD/studentlediep.asp>  
<http://hawbaker.pls.iowapages.org/id2.html>

<http://extraordinarystudents.schools.officelive.com/studentledIEP.aspx>

**Be sure that your child is gaining vocational skills and experience.** Ideally vocational training follows this sequence: (1) vocational training and work experience on-campus, (2) a chance to sample different work environments and kinds of work off-campus, (3) experience as a volunteer or intern off-campus, and (4) paid employment by the time he or she graduates.

The biggest obstacle to off-campus work experience is sometimes transportation; can your student learn to ride the city bus? Find sites near enough to walk to? Can the staff drive the student there? Or use a school bus?

Help the school staff to connect with businesses and non-profits in the community that you know about where students could get work experience; share your connections in the community with school staff.

**If your child will stay in school after age 18, find out what your school district provides for students between ages 18 and 22.** There are creative 19+ programs

# Transition to Adulthood

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for students in some school districts, with classrooms in settings outside the high school campus or with a majority of time spent in the community. If your district doesn't have such a program, talk to the Special Ed Director about expanding options for students between 19 and 22. Be sure that the 19+ program is truly focused on what a person will do after graduation, not just a re-hash of what he or she has been doing for the last 4 years of high school. Use this opportunity so that your child is ready for the day after graduation.

**If your child plans to go to college,** learn about the requirements to get in and what assistance is available at the college level. Start planning for college by 9th grade so that your child is taking classes appropriate for college-bound students. Talk to your high school registrar and visit college campuses; check on campus supports and services; learn about Section 504, since IDEA only applies to public school. Helpful websites are:

[http://www.nclد.org/college-aamp-work/post-high-school-options/transitioning-to-college/planning-for-college-success-for-](http://www.nclد.org/college-aamp-work/post-high-school-options/transitioning-to-college/planning-for-college-success-for-students-with-learning-disabilities)

[students-with-learning-disabilities](http://www.nclد.org/college-aamp-work/post-high-school-options/transitioning-to-college/planning-for-college-success-for-students-with-learning-disabilities)  
[https://www.disability.gov/education/student\\_resources/preparing\\_for\\_college](https://www.disability.gov/education/student_resources/preparing_for_college)

**As your child approaches graduation, obtain the most up-to-date evaluation or Summary of Performance** to use as proof of disability in applying for services, going to college, or adapting future programs to accommodate your child.

Here is information on Summary of Performance from a very helpful article at: <http://www.nclد.org/at-school/your-childs-rights/iep-aamp-504-plan/idea-2004-improving-transition-planning-and-results>

IDEA '04 creates a new requirement for schools that is sure to help students with learning disabilities. Now, schools must provide a "Summary of Performance" to students whose special education eligibility is terminating. This new "summary" must include information on the student's academic achievement and functional performance and include recommendations on how to assist the student in meeting his/her postsecondary goals. Congress intended for this "summary" to provide specific,

meaningful, and understandable information to the student, the student's family, and any agency, including postsecondary schools, which may provide services to the student upon transition. While schools are not required to conduct any new assessments or evaluations in order to provide the "summary," students and their parents should expect that the information provided in the summary is adequate to satisfy the disability documentation requires under other federal laws such as the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

**Start building a team of people for support and friendship for your child in the community:** Don't depend on school for everything--begin to look beyond public school for services and connections. Start forming alliances outside of school with service providers, advocates, parent groups and other organizations that you have replaced school supports by the time your child graduates. Find a way for your child to continue friendships made at school, so that your child will have peers to enjoy after everyone scatters at graduation.

## Angel's Story

Shellie Pearce, TxP2P Parent Volunteer

Hello to everyone, my name is Shellie. I have three amazing children named Benjamin, Alexis, and Angel. Benjamin and Alexis are eight year old twins and Angel is five going on six. Angel is the driving force that turned my life upside down; or more rightly, bottom side up. She was born in Indianapolis, Indiana at Wishard Hospital then transported down the street to Riley Children's Hospital. In utero we were not exactly sure what we were looking at; she had an enlarged heart and fluid on the brain. It somehow resolved itself through the pregnancy and she was born via caesarian. She was at a low birth weight at three pounds and ten ounces. She had to eat through a nasogastric tube and now has a MIC-KEY button. This is from her laryngomalacia. Angel has been diagnosed with epilepsy, hypotonia, laryngomalacia, and has several physical anomalies. She is displaying physical signs of puberty which is a recent development. Angel is non-mobile and non-verbal although she can kick and squirm, sing and get loud.



The syndrome Angel has been diagnosed with is called Diploid/Triploid Mixoploidy syndrome aka Mosaic Triploidy Syndrome and is not associated with Down syndrome. It happens when two sperm fertilize one egg. It is an extremely rare condition and has left doctors scratching their heads at times. There is no prognosis so we live one day at a time (not to sound too cliché).

Angel is a very happy child when she isn't fighting off seizures. That humongous smile she has could chase away any rain cloud. She loves to listen to her brother and sister run about the house and enjoys the sound of our dog barking. She likes to relax with grandma on the couch and absolutely loves her music. Grandpa plays the guitar and she smiles and smiles when she hears it. She usually smiles at the sound of grandpa's voice (and that may be because she knows a snack is near).

I feel like I have literally been given an angel to take care of here on earth. How could this little blue-eyed, fair-skinned, collection of joy come into my life and change everything without saying a word? My little Angel... what a fitting name she has!



# New ECI Videos, Materials and Resource Guide

In recent months, DARS Early Childhood Intervention (ECI) has launched new ways for families, professionals, community supporters and stakeholders to access the following ECI resources: **ECI videos, the ECI Materials Online Ordering System, and the ECI Resource Guide.** We would also like to highlight an existing online resource, Library Matters.

## ECI Videos

In July 2011, we debuted two videos, "About Texas ECI" and "Texas ECI: Family to Family." These videos help educate and inform families and professionals about ECI's unique service delivery system.

The videos:

- Explain who we are and what we do;
- Help demonstrate to families, daycare and healthcare providers, and community resources the importance of family participation and how ECI and families work as a team; and
- Provide an overview of ECI services and processes.

The videos are available on YouTube and can be accessed via laptops, smart phones, and other devices. Accessibility features include closed captioning and online transcripts in English and Spanish. To view the new videos, select the "ECI Videos" tab on the right-side navigation bar of the ECI Web page <http://www.dars.state.tx.us/ecis> Below is a summary of each video.

### "About Texas ECI" (10 minutes)

The "About Texas ECI" video provides a brief overview of our services and explains how ECI partners with families to support their child's development. In this video you will learn how ECI professionals work with parents to meet a child's needs. You also will learn about the enrollment process, how and where services are provided, how services are paid for, and other ways that ECI provides value to children and families.

### "Texas ECI: Family to Family" (8 minutes)

The "Texas ECI: Family to Family" video offers a parent's perspective

for families who have been or may be referred and who would like to learn more about ECI services. Families talk about their experiences with the program and how their child and family benefited from ECI. You will hear how important the parent or caregiver is to their child's success and how ECI staff work together with the parent or caregiver to help their child.

## ECI Materials Online Ordering

ECI has implemented an online ordering system for anyone interested in obtaining our informational and educational materials. The system is user-friendly and allows for orders to be placed quickly and efficiently. ECI currently offers publications and materials for parents, caregivers, professionals, and community supporters. Many of the publications are available in Spanish and Vietnamese as well as English. Visit <http://www.dars.state.tx.us/ecis/publications/index.shtml> to preview ECI publications and materials. If you're interested in placing an order, visit <http://www.dars.state.tx.us/ecis/materials.shtml>. If you have any questions regarding either of these sites contact Pam McCroskery at [pam.mccroskery@dars.state.tx.us](mailto:pam.mccroskery@dars.state.tx.us).

## The ECI Resource Guide

The ECI Resource Guide contains contact information about resources of interest to families of children with developmental delays or disabilities, professionals who work with families and anyone interested in the well-being of young children and their families. The Resource Guide can be located on the web site at <http://www.dars.state.tx.us/ecis/resources/resourceguide/index.shtml>. Resources are categorized by topic of interest. They include Advocacy and Legal Assistance, Auditory, Child Abuse, Child Care, Crisis Hotline for Parents, Developmental Information, Disability Specific Information, Education Services, Financial and Medical Assistance, General Health, Parent Education, Parent Support, Social and Emotional Development, & Women's Health Information.

ECI has no control over the content of the web sites linked to in the ECI Resource Guide. If you discover an error on one of these third party sites, please contact the webmaster of that particular site. ECI will continue to update and expand these resources.

For additional resources, dial 2-1-1. Texas 2-1-1 Area Information Centers are local organizations that maintain a list of resources available in your community. They serve as a link between people who need assistance and the organizations that provide services.

## Library Matters

ECI and the Department of State Health Services (DSHS) Audio Visual Library Services collaborate to produce Library Matters. This publication provides readers with a list of articles, books, videos and journals for particular subjects, for example, seizure disorder, Down syndrome, autism, and infant mental health and behavioral issues. Visit <http://www.dars.state.tx.us/ecis/resources/librarymatters/index.shtml> for a list of resources.

Also, the ECI Library collection contains a wealth of information on all aspects of early childhood intervention. This collection is housed at the DSHS Audio Visual Library, located at 1111 North Loop Blvd., Austin, Texas 78756. Materials can be checked out and are available to any Texas resident. For information on borrowing materials from the DSHS Audio Visual Library, visit <http://www.dshs.state.tx.us/avlib/default.shtml>.

The ECI Library collection includes books, videos and journals related to early childhood intervention, disabilities and developmental delays, families and siblings, assessment and evaluation (including tools and kits), advocacy, child development, laws and legislation affecting children with disabilities and developmental delays.

Contact Information for the ECI Library collection at the DSHS Audio Visual Library:

Toll Free: (888) 963-7111 x7260  
Phone: (512) 458-7260

Texas Parent to Parent  
 3710 Cedar Street, Box 12  
 Austin, TX 78705-1450



Toll Free: 866-896-6001  
 Local: 512-458-8600  
 Fax: 512-451-3110  
 Website: [www.txp2p.org](http://www.txp2p.org)  
 Email: [txp2p.org](mailto:txp2p.org)

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Texas Parent to Parent is committed to improving the lives of Texas children who have disabilities, chronic conditions, and/or special health care needs. We accomplish this by empowering families to be strong advocates through parent to parent support, resource referral and education, and by educating professionals about the unique needs of our children.



DATE	NAME OF CONFERENCE	CITY	REGISTRATION INFORMATION
Wednesday, Feb. 1 to Saturday, Feb. 4, 2012	19th Annual Inclusion Works! Conference: From Disability to Possibility . . .	Austin	Regular registration ends 12/24/11: <a href="http://www.thearcoftexas.org/site/PageServer?pagename=events_inclusion_conference">http://www.thearcoftexas.org/site/PageServer?pagename=events_inclusion_conference</a>
Thursday, Feb. 9 to Friday, Feb. 10, 2012	Social Thinking Workshops: Preparing for the Transition Into Adulthood Skills You Need to Learn in School to Help You Live as an Adult	Houston	For more information: Call Kristine at 408.557.8595 ext. 309 <a href="http://socialthinking.com/workshops/workshops/houston-workshops">http://socialthinking.com/workshops/workshops/houston-workshops</a>
Friday, Feb. 17 to Saturday, Feb. 18, 2012	ADDA - Southern Region's 24th Annual Conference: Survive and Thrive with ADHD	Houston	For more information: <a href="https://www.adda-sr.org/2012_Conference_brochure.pdf">https://www.adda-sr.org/2012_Conference_brochure.pdf</a>
Monday, Feb. 20 to Tuesday, Feb. 21, 2012	Texas Transition Conference: Empowering Students in an Environment of Change	Austin	For more information: <a href="http://ttc.tamu.edu/">http://ttc.tamu.edu/</a>
Sunday, Feb. 26 to Tuesday, Feb. 28, 2012	2012 Texas Advanced Leadership & Advocacy Conference (TALAC)	Austin	For more information: contact Jaime Duran, Project Coordinator, 979-845-1884 or <a href="mailto:talac@tamu.edu">talac@tamu.edu</a> <a href="http://talac.tamu.edu/index.htm">http://talac.tamu.edu/index.htm</a>

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