

5-2020

Resources and Services for Parents with Children with Disabilities

Dora A. Trueba Plascencia
California State University, Monterey Bay

Follow this and additional works at: https://digitalcommons.csumb.edu/caps_thes_all



Part of the [Disability and Equity in Education Commons](#)

Recommended Citation

Trueba Plascencia, Dora A., "Resources and Services for Parents with Children with Disabilities" (2020).
Capstone Projects and Master's Theses. 740.
https://digitalcommons.csumb.edu/caps_thes_all/740

This Capstone Project (Open Access) is brought to you for free and open access by the Capstone Projects and Master's Theses at Digital Commons @ CSUMB. It has been accepted for inclusion in Capstone Projects and Master's Theses by an authorized administrator of Digital Commons @ CSUMB. For more information, please contact digitalcommons@csumb.edu.

Resources and Services for Parents with Children with disabilities.

Dora A. Trueba Plascencia

A capstone project for the Bachelor of Arts in Human Development and Family Studies

California State University, Monterey Bay

Introduction

All parents and legal guardians of disabled youth face numerous challenges daily, but for the Latino community, these challenges are particularly hard. The language barrier often prevents them from learning about available resources that could help them and their loved ones with disabilities. Therefore, to address this need, I have created a two-and-half-hour lesson about the different agencies and services found at the local, state, and federal level for families with youth who have special needs at the Parents Helping Parents organization in Gilroy, California.

Needs Statement

Latino families with children with disabilities often have unequal access to information. Williams, Perrigo, Banda, and Goldfarb (2013) found that children and parents that speak Spanish exclusively have a much more difficult time accessing services. More specifically, research has shown that when it comes to finding resources for Hispanic children with autism, it is a significantly more difficult task for Hispanic families in comparison to other groups (St. Amant, Schragger, Peña-Ricardo, Williams & Vanderbilt, 2018). Lindsay, Cagliostro, and Carafa (2018) reported in their findings, “some [Latino] families still wanted more information about classroom activities and expressed frustration with communication citing their limited English skills as the primary source of the difficulty.”

Not only do Latinos have a difficult time finding services, but they are also sometimes unaware that they need them in the first place because there are significant disparities in the diagnosis of disabilities between Latino children and other ethnic groups, according to Magaña, Parish, and Son (2016) and Zuckerman et al. (2017).

Another deficit in the Latino community for parents of children with disabilities is the lack of knowledge about their rights. In education, for example, there are 6.6 million people who receive special education (“Children and Youth,” 2019). Since Latino students are 22.7 percent of all students enrolled in schools nationwide, they represent at least a fifth of all those kids in special education (School Enrollment, 2017). Latino parents with children with disabilities sometimes are not aware of their rights; they may not know what accommodations are available to help their loved ones. IDEA (Individual with Disability Education Act) American legislation that ensures students with a disability are provided with Free Appropriate Public Education IDEA (2019). In the Latino culture, parents face unfair experiences because they do not have the information needed to access necessities and they do not know their rights or understand how to get help for their children. Thanks to the ADA (Americans with Disabilities Act), there is a long list of accommodations that can be provided for all Americans, regardless of their ethnicity or language. Unfortunately, request for accommodations is not easy for parents when they are facing discrimination and a lack of knowledge on how to ask for the right course or the right classes, or how to advocate for the benefits of their children.

In the United States, immigrant parents ask for the same quality of education for their children with disabilities; sadly, these families often have a negative response from teachers and other people involved in the education of their children. Immigrant parents believed the difference in language, and cultural barriers block access to the communication between specialized education professionals and teachers who direct the everyday curricula. However, the participation of immigrants’ parents is essential in the development of children with special needs to be successful at school (Seo. H. L., Rocco D., French, R., & Kyungjin K. (2018).

Some Latino parents are not aware of how to use resources and services to the benefit of their children with disabilities. In order to increase their knowledge and awareness to use these resources and services, I provided a two hour and thirty minute lesson on the different agencies and services that provide assistance with resources for children with disabilities at Parents Helping Parents in the Gilroy office.

Theory

The concept of the social learning theory of Bandura teaches us that we learn by modeling and observing the behavior of other people. From observing others, one forms an idea of how new behaviors are performed, and on later occasions, this coded information serves as a guide for action (Bandura 1977). Latino parents with children that have learning disabilities can acquire knowledge, when meeting with other parents in the same situation, to take advantage of their experiences to adapt to the world around them effectively. Thanks to our ability to learn, we can rectify our behavior, shape our personality, acquire social skills, manage fears, or modify our beliefs and attitudes.

Since the motivation for social learning is the process that instigates and sustains goal-directed activities (Dale L. S., DiBenedetto, M. K. 2020) Latino parents were able to help support each other within their groups to reach the goal for the meeting. Because parents may not become familiar with the information provided, they benefited from being in groups and having support from each other. Besides, according to Bandura's social learning theory, this conceptualization, motivation comprises internal (personal) processes that manifest themselves overtly in goal-directed actions (Dale L. S., DiBenedetto, M. K. 2020). Parents were able to participate in groups and think and memorize the names of the agencies and services and fully

engage in participation to motivate themselves to learn to help their children with more support in the areas they need.

Consideration of Diversity

The project was conducted at Parents Helping Parents office in Gilroy. Taking into account that the Gilroy Unified School District had many K-12 students in special education in the 2018-19 school year, 1,190 were enrolled Ed Data (2020). The participants in my project included 16 parents with children with disabilities who attend GUSD. The Parents Helping Parents Gilroy office services a diversity of ethnic groups. I chose to do my project with Latino parents in the community, in which 15 of 16 people spoke only Spanish, and only one was bilingual. This group of parents are also considered socioeconomically disadvantaged. Demographic factors, such as immigration status, limited access to healthcare, and poverty Cohen, S. R.(2013), are some of the obstacles parents are facing and they are less capable of helping their children. As a result, the information was designed to give support and guidance to parents with children with disabilities, all in Spanish, because none of the participants were proficient in the English language. I did not expect to have any other parents from a different ethnicity come to my lesson because my project was designed to focus on Latino parents with children with disabilities.

I could make changes to do this project to reach an audience that speaks English. I would need to translate all the materials and the presentation. I want to mention that my content could not apply to other participants because they were designed only for parents with children with disabilities.

Learning Outcomes

I will provide a 2 hour, 30 minute lesson to Latino parents of children with disabilities at the PHP office in Gilroy. By the end of the lesson, parents will be able to:

1. Identify at least three resources: local, state, or federal agencies to help their children. (e.g., SARC, Community Solutions, Rebeka's IHSS, DOR, HOPE, SSI).
2. Describe two rights for disable children and adults with disabilities. (e.g., accommodations, employment opportunity, IDEA).
3. Parents will be able to explain at least two accommodations for school age children. (e.g., physical equipment, technical talk support, class curriculum accommodation, BIP).

Method

First, I introduced myself to the audience, explained the reasons why I was doing the project and listed the resources and services available for the parents with children with disabilities. I handed out the agenda, for the project See Appendix A. My project was divided into two parts, with a 10 minute break. I had the parents form groups that were classified by colors; I made four baskets yellow, blue, pink, green, and each basket was filled with pencils, markers, and sticky notes. I gave them time to communicate with each other, and help each other as well, I also told them that whichever team had the most correct answers would I be rewarded with a gift by the end of the project. I apologized for not presenting the PowerPoint, because the internet connection did not work. See Appendix B. I proceeded with my project.

First, I gave a three-question questionnaire about what they knew about the agencies, services, and resources available. See Appendix C. I started explaining the importance of being informed about all the resources and services. I explained that different agencies provide help for

families with children with disabilities that need it. I asked if they knew how many agencies existed, and if they knew that some of these agencies are from the federal or state government, and others are nonprofit organizations. I mentioned to the parents that they were going to learn in the same way that I teach their children in the classroom. Parents had to identify the names and acronyms of agencies that offer assistance and guidance on services they offer and where to go to ask for help if they need it. I introduced the legal aspect of the IDEA (Individuals with Disability Education Act). With an explanation about how their children are protected when it is concerning education, and the accommodations available in school settings, such as an IEP, (Individualized Education Plan) and a 504 plan, which alerts a teacher to accommodations. Also, I talked about ADA (Americans with Disabilities Act). I mentioned to the parents that they can visit the web pages explaining these laws <https://www.ada.gov> and IDEA <https://sites.ed.gov/idea/>. Lastly, I talked about all the benefits of SSI (Supplemental Security Income), which provides supplemental income for people that are low income or may qualify to receive financial help for people who are disabled, blind, and or age 65 or older.

I continued to present the state agencies, SARC (San Andreas Regional Center), DOR (Department of Rehabilitation) IHSS (In-Home Support Services), CALfresh, Medi-Cal. Then I moved to nonprofit organizations such as PHP (Parents Helping Parents), Community Solutions, Rebekah's Children's Services, and Independent Solutions. I gave the participants 15 minutes to discuss in their groups. Unfortunately, the illiteracy of some parents made it difficult for them to participate, socialize or be able to identify the agencies. I gave them a card so that we could play Bingo. See Appendix D. Parents raised their hands because they had many questions. However,

because time was limited I had to tell them to please wait until the end of the meeting for any further questions.

Then I gave them 12 wood sticks that represented the rights that are most common and useful for them to know. Each group read the rights five to six times each. I let them read about 15 minutes, memorizing as many rights that they could. Then I started asking each person to name a right, but some of the parents were limited in reading, so I had to adapt the game. We formed teams so everyone could participate. Parents were engaged in the game. See Appendix E. As parents started naming the rights from the wood sticks, I was writing on the board and using tally marks to count the team's answers. We moved on, and time passed. We took a break and drinks and appetizers were provided.

Then I started the last game and parents were able to explain at least two accommodations that their child with disabilities could have to perform better at school, home, and in society. I gave instructions to use sticky notes that were in the baskets and the parents wrote down all the accommodations that they could remember and put it in the folder. The team that wrote down the most accommodations that I had mentioned earlier from the pictures I had shown them would get more points. Appendix F.

Afterward, I gave them four questions to let me know what they thought about the meeting and if they had learned something positive from my project. See Appendix G. Then I presented resources and services for parents with children with disabilities. See Appendix H.

Results

Learning Outcome 1 was that parents would identify at least three resources --local, state, or federal --to help their children(SSI, IHSS, IDEA, SARC, DOR, etc.). I believe this outcome was met because 12 of the 16 participants were able to identify more than three resources and agencies. They did well in this outcome, identifying more than three resources meeting the outcome.

Learning Outcome 2 was that participants were able to describe two rights for children and adults with disabilities. Participants interacted in small groups to memorize their rights. From the groups, three got more correct answers, only one group did not do well due to the disadvantage of the illiteracy of the participants. See Figure 1 for the tally mark and Figure 2 with a graph of the answers. Overall, learning outcome 2 was met because three of the four groups were able to describe two rights.

Learning Outcome 3 was that participants are able to explain a least two accommodations for school-aged children with disabilities. The average of the answers was more than five accommodations that parents were able to write on the sticky notes. See Table 2 to see the answers. This learning outcome was met because all the participants wrote more than two accommodations for school-aged children.

Discussion

I believe the project overall was successful, but some things could have been better, such as the internet working so I could have shown them my PowerPoint. The parents were engaged in the topic and learned a lot from each other. The participants were able to model Bandura's social learning because they gathered and socialized with others to learn. I think the project

helped the participants identify services and how to use the resources to help their children to acquire proper education and services. At the same time, this project helped Latino parents to meet other parents with similar necessities and join a group where they could find answers to their questions on how to get information when they need it. When I reviewed the benefits of these agencies and what they can offer children with disabilities, the parents did not realize how much support they could find, and all they had to do was ask and follow the steps to get it. Regarding the adverse outcomes of this project, not all parents who participated had the same level of understanding and that could be the problem for not asking for help. Also, illiteracy was an obstacle. Another negative issue during the day of the presentation was the internet connection not working, hence the PowerPoint presentation could not be watched. In terms of diversity, my project included only Latino parents who were low income and not English proficient. However, the project could be more inclusive if this information was translated in English and presented to parents who have children with disabilities from different ethnicities that speak English.

If I had to do this project again, I would print the presentation on paper so the participants could follow along when I was talking. Also, I would divide the project into two meetings because it was too much information and some parents left the meeting with more questions that could not be answered because of time. Some parents called me and I answered their questions about the names of agencies and phone numbers even days after the lesson plan had been concluded.

References

ADA.gov (2020). Information and technical assistance on the Americans with Disabilities Act.

Retrieved from https://www.ada.gov/doj_hhs_ta/child_welfare_ta.html

Balcazar, F. E., Suarez-Balcazar, Y., Adames, S. B., Keys, C. B., García-Ramírez, M., & Paloma, V. (2012). A Case Study of Liberation Among Latino Immigrant Families Who Have Children with Disabilities. *American Journal of Community Psychology*, 49 1/2, 283–293. <https://doi.org/10.1007/s10464-011-9447-9>

Bauman, K., (2017). School Enrollment of the Hispanic Population: Two decades of growth.

United States Census Bureau. Retrieved from

https://www.census.gov/newsroom/blogs/random-samplings/2017/08/school_enrollmentof.html

Children and Youth with Disabilities. (2019). The Condition of Education. *National Center for Education Statistics*. Retrieved from https://nces.ed.gov/programs/coe/indicator_cgg.asp

Cohen, S. R. (2013). Advocacy for the “Abandonados”: Harnessing Cultural Beliefs for Latino Families and Their Children With Intellectual Disabilities. *Journal of Policy & Practice in Intellectual Disabilities*, 10(1), 71–78. <https://doi.org/10.1111/jppi.12021>

Dale, H S. Dibenedetto, M.K. (2020). Contemporary Education Psychology. *Motivation and social cognitive theory*. Vol.60. Elsevier. <https://doi.org/10.1016/j.cedpsych.2019.101832>

Education Data (2020). Gilroy Unified School District. Santa Clara County. Retrieved from

<https://www.ed-data.org/school/Santa-Clara/Santa-Clara-County-Office-of-Education/Santa-Clara-County-Special-Education>

Flores, A. (2017). Factank News in the Numbers. How the U.S. Hispanic Population is

Changing. *Pew Research*. Retrieved from

<https://www.pewresearch.org/fact-tank/2017/09/18/how-the-u-s-hispanic-population-is-changing/>

Individuals with Disability Education Act (2019). Information about IDEA. *IDEA.gov*,

Retrieved from <https://sites.ed.gov/idea/>

Lindsay, S., Cagliostro, E., & Carafa, G. (2018). A Systematic Review of Barriers and

Facilitators of Disability Disclosure and Accommodations for Youth in Post-Secondary

Education. *International Journal of Disability, Development & Education*, 65(5),

526–556. <https://doi.org/10.1080/1034912X.2018.1430352>

Ramer, H. (2017). Survey: Only 28 percent of Companies have disability Hiring Goals. The vast majority of people with disabilities in the working age population are not employed.

INC.HR/Benefits. Retrieved from

<https://www.pewresearch.org/hispanic/2019/06/03/facts-on-u-s-immigrants/>

St.Amant, HG., Schragar, SM., Pena, RC., Williams, ME., Vanderbilt, DL. (2018). Language

Barriers Impact Access to Services for Children with Autism Spectrum Disorders. *U.S.*

National Library of Medicine National Institute of Health, 48(2):333-340.

doi:10.1007/s10803-017-3330-y. <https://www.ncbi.nlm.nih.gov/pubmed/28988384>

Seo Hee Lee, Rocco Dillon, S., French, R., & Kyungjin Kim. (2018). Advocacy for Immigrant Parents of Children with Disabilities. *Palaestra*, 32(2), 23-28 Retrieved from:

<http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=130206299&site=ehost-live>.

Williams, M. E., Perrigo, J. L., Banda, T. Y., Matic, T., & Goldfarb, F. D. (2013). Barriers to Accessing Services for Young Children. *Journal of Early Intervention*, 35(1), 61–74.

<https://doi.org/10.1177/1053815113507111>

Zuckerman, KE., Lindly, OJ., Reyes, NM., Chavez, AE., Macias, K., Smith, KN., Reynolds, a. (2017). Disparities in Diagnosis and Treatment of Autism in Latino and non-Latino white families. U.S. *National Library of Medicine National Institute of Health*. 139(5). pii: e20163010. doi: 10.1542/peds.2016-3010. Retrieved from:

<https://www.ncbi.nlm.nih.gov/pubmed/28557734>

Table 1

List of names and acronyms of the resources and services. Participants identify at least two.

DOR (Department or rehabilitation) XXX	SSI (Supplemental Security Income) XXXX	IEP (Individual Education Plan) XXXX	Federal Agency XXXX
MEDICAL XXXX	CalFresh (Supplemental Nutrition Assistance) XXXX	IDEA (Individuals with Disability Education Act) XXXX	Rebekah's (Services Adoption and Foster Care) XXXX
SARC (San Andreas Regional Center) XXXX	PHP (Parents Helping Parents) XXXX	Independent Solutions (Assistance with Adults with Disabilities) XXX	Local Agency XXXX
504 (Support for Student to be in Reg.ed.) XX	Community Solution (Behavioral Health Services) XXXX	State Agency XX	IHSS (In-Home Support Services) XXXX

Table 2

List of the questions and answers of children with disabilities rights.

CHILDREN RIGHTS	Number tiemes mentioned
Appropriate Assessments	16
Participation in a Regular Ed Classroom	9
Fair Education to be Independent	12
Least restrictive environment	9
Independent Life	16
Parent involvement to make any decision	16
Procedural guarantees	10
Access to technology in schools and public places	16
Individual Education Plan (IEP)	16
Equal Education	16
Support at work	12
Free Appropriate Public Education	16

Table 3

List of the parents responses to accomodations for children at school age.

Accomodations	Answers
Access in public and private schools (Ramps, elevators, parking spaces).	IIII
Access to technology in schools and public places (TTY, Sound Blocking Headphones)	IIII
Accommodations at school (seats, tables, access to health clerk,)	III
BIP (Behavior Individual Plan)	IIIII
Extra Time (taking tests, food administration,school work).	IIIII
health monitoring assistance. (glucose checkup, medication administration, feeding tube).	II
IEP (Individual Education Plan)	I
Personal assistance (1: 1 assistance, small groups, Paraeducator in a classroom)	II
Resources in school(academic, financial, personal).	II
Public transportation (Free VTA).	I
School transportation	II
Technological assistance (Ipads, Icons, adaptable computer board, screen magnifier)	IIII

Figure 1

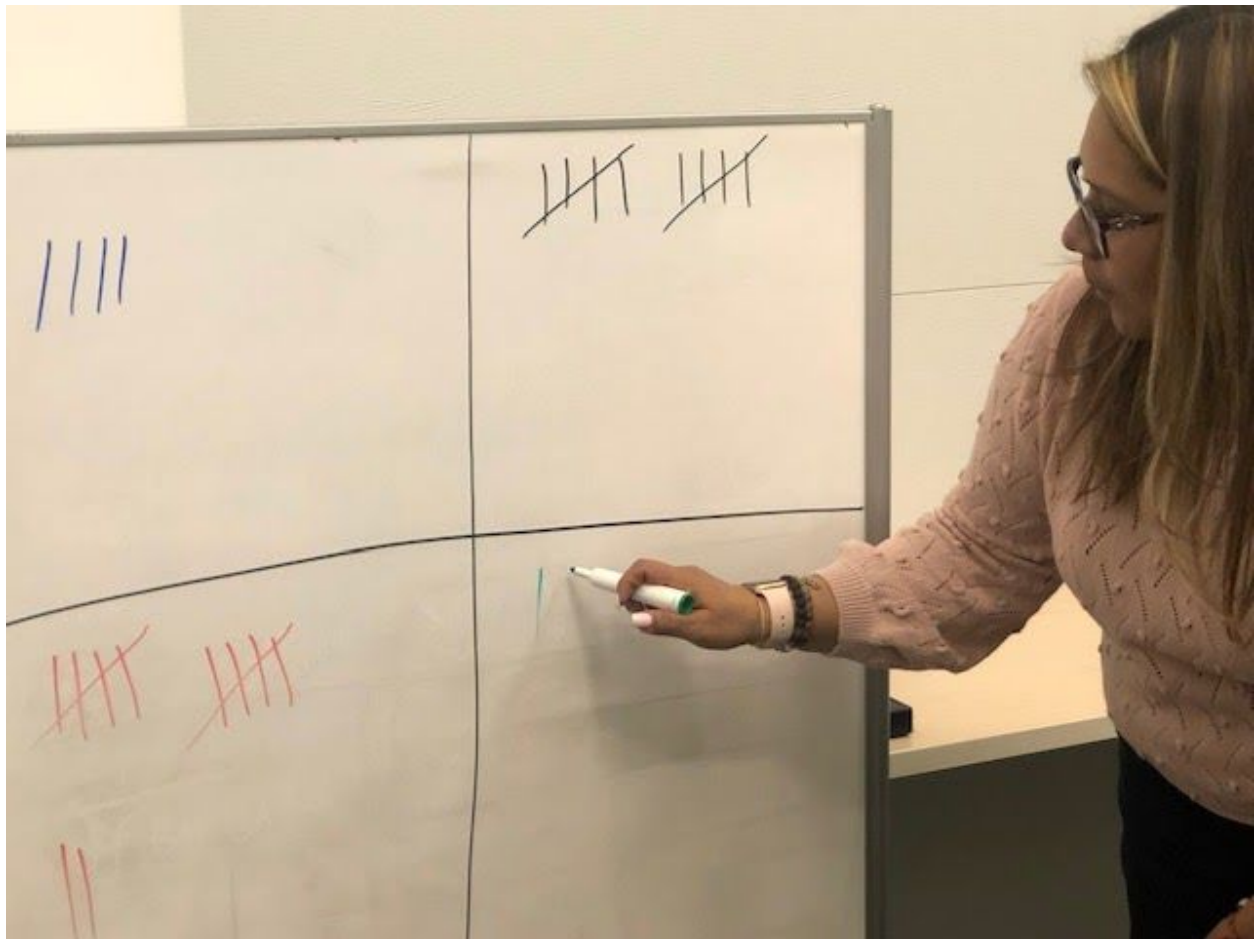
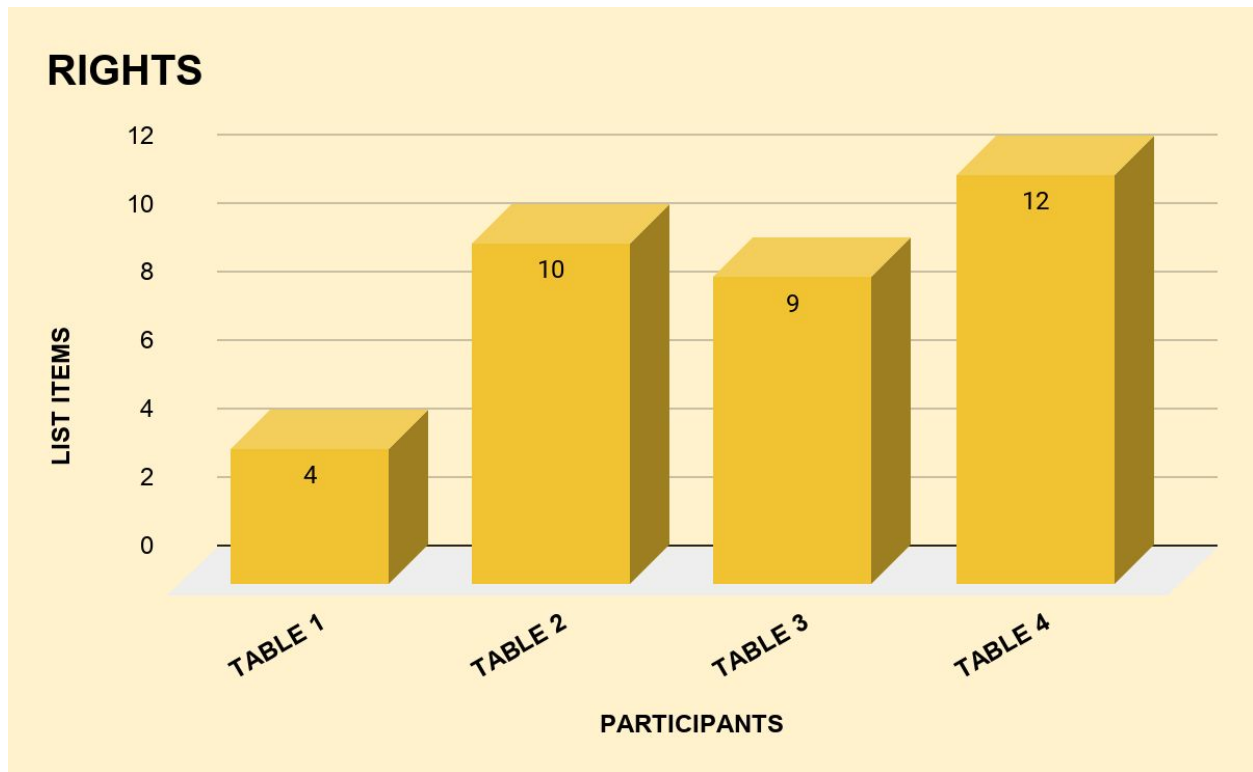


Figure 2



Appendix A

AGENDA

1. INTRODUCCION

- Anfitriona
- Participantes

2. PRESENTACION

- PowerPoint

3. BINGO JUEGO

- Instrucciones del Juego

BREAK

4. JUEGO, CUÁNTO SABEMOS DE LOS DERECHOS?

- Instrucciones del Juego

5. JUEGO CUANTAS ACOMODACIONES CONOZCO?

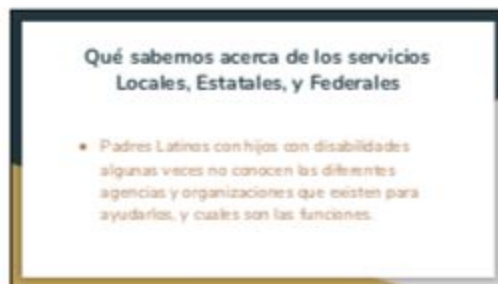
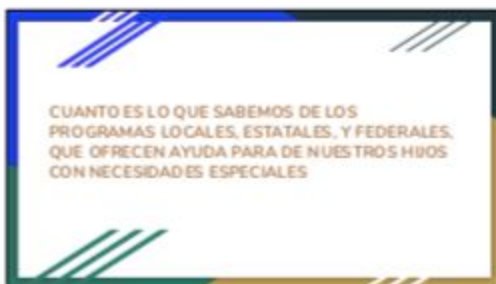
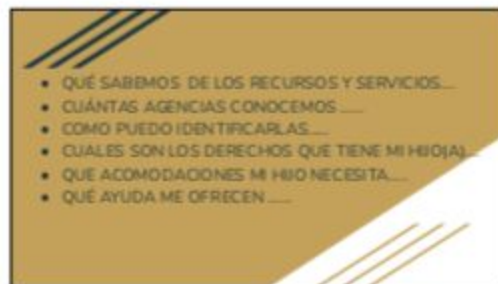
- Instrucciones del Juego

6. DESPEDIDA

- SORPRESA!!!

Appendix B

Powerpoint on Resources and services for parents with children with disabilities



Recursos Locales.

- Existen organizaciones como:
- Rebekah's Children Services
- Community Solutions
- Parents Helping Parents
- Independent Solutions



Recursos Estatales

- San Andreas Regional Center
- CalFresh Programa de comida
- Departamento de Rehabilitacion
- Medical or Medicaid



Recursos Estatales

- En Servicios de Casa (IHSS)
- El programa IHSS le ayudará a pagar por los servicios que se le dan a sus hijos, para que pueda mantenerse de forma segura en su propia casa.
- Para ser elegible, deben tener una discapacidad, o ser ciegos, los niños con necesidades especiales también son potencialmente elegibles para IHSS

Criterios para elegibilidad

- Usted debe residir físicamente en los Estados Unidos
- También debe ser un residente de California
- Debe tener una determinación de elegibilidad de Medi-Cal
- Usted debe vivir en el hogar o una morada de su propia elección (hospital de agudos, centros de atención a largo plazo, y centros de atención comunitaria con licencia no se consideran "propia casa")
- Debe presentar un formulario de Certificación de Cuidado de la Salud completado

Recursos Federales

- SSI El programa de Seguridad de Ingresos Suplementario, paga beneficios económicos adicionales a los adultos discapacitados que tienen ingresos y recursos limitados y que cumplen con otros requisitos. Esta ayuda puede ser una ventaja para ayudar con las necesidades básicas, como comida y ropa.
- Medicaid, es una ayuda financiera vital para ayudar a cubrir los costos de salud y proporcionar atención de servicios de salud y otros.
- IDEA, Ley de Educación para personas con discapacidades. Brinda un servicio integral, individualizado y apropiado a cada niño con discapacidad, en su propia escuela pública o en una escuela privada de padres, niños privados, o una escuela no discriminatoria. Incluye que los niños con discapacidades de hasta 22 años.
- ADA, Ley de Accesibilidad de Edificios, Vehículos y Vías y otros servicios para personas con discapacidades.

BINGO

1. Bingo reglas iguales del original
2. Formaremos grupos el juego es independiente
3. Pasare unas tarjetas de BINGO
4. Yo les dire el nombre de la agencia
5. Marcar el nombre se salga con el color del equipo
6. Ustedes reconocerán el nombre por medio de las siglas or el nombre por los recursos que les proveen.

TIEMPO PARA FORMAR LOS GRUPOS:

Derechos que tienen las Personas con discapacidad. "IDEA"

- Acomodaciones Generales
- Derecho laborales (empleo)
- Educación Justa
- Derecho a Desplazamiento Urbano.
- Transporte público.
- SIP
- Derecho a Salud: - Prevención y rehabilitación las personas con discapacidad tienen derecho a acceder a programas estatales o a prestaciones en la salud pública destinadas a su rehabilitación.

Describir 2 o más derechos de personas con discapacidad.

1. 12 palitos de paletas para cada padre (15 sets)
2. En grupos que están formados platicuen la respuesta, que no vean los otros grupos sus palitos.
3. En los palitos van a escribir un derechos que tienen los niños con discapacidades.
4. Por favor peguen sus notas en las hojas que se les proveerá.

DESCANSO

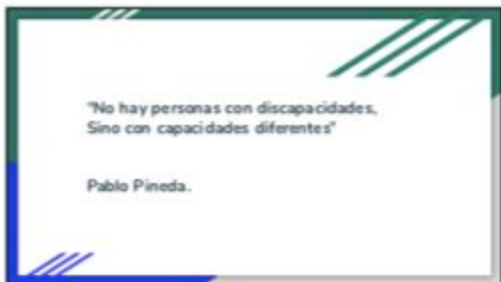
ACOMODACIONES QUE CONOCEN

- Asistencia técnica
- Asistencia física
- Extra tiempo
- Niños no verbales
- Recursos en la escuela
- Asientos designados
- Transporte escolar



Juego de acomodaciones

1. NO se mezclan de con sus grupos.
2. Yo sacaré un palito de paleta y levantando la mano dirán mínimo 2 acomodaciones. El grupo que tenga más respuestas ganara un premio.
3. Puede ser físicas, Educativas, Técnicas, verbal, de tiempo, de comportamiento, transporte, o de espacio.



Appendix C

Questionnaire What do you know about resources and services for children with disabilities.

PREGUNTAS

(antes de la Junta)

1. Cuanto sabes de las Agencias que ofrecen recursos para niños, jóvenes, y adultos con discapacidad?
2. Sabes donde acudir para solicitar estas ayudas o recursos?
3. Sabes qué leyes amparan a los niños, jóvenes, y adultos con discapacidad?

Appendix D

Bingo Game



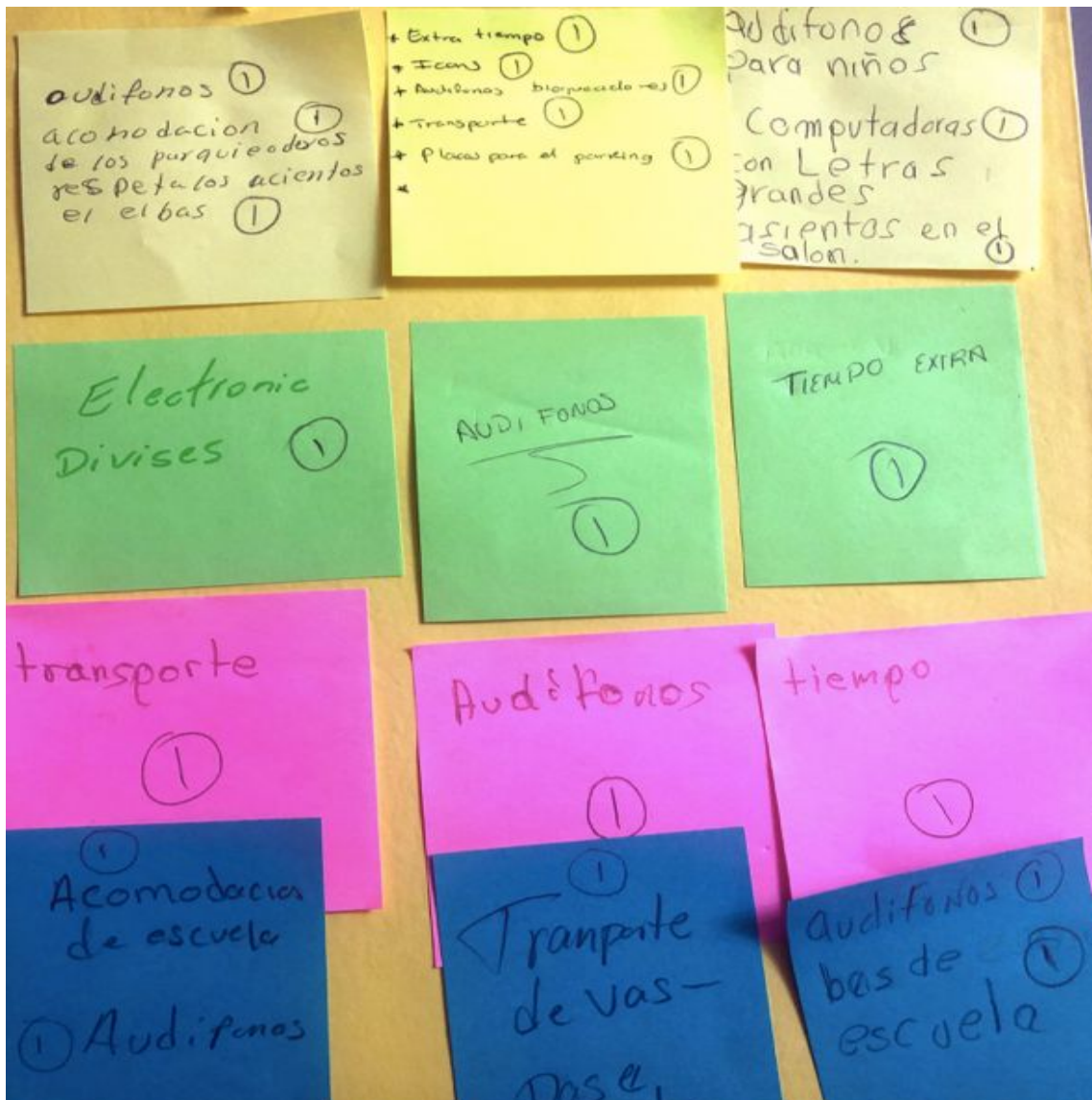
Appendix E

Parents socializing and learning



Appendix F

Some of the answers of the parents participation LO3



Appendix G

Questionnaire What do you know after the meeting

PREGUNTAS

(Después de la Junta)

1. Que aprendistes de las agencias Locales, Estatales y Federales?
2. Te vas conociendo por lo menos, una mas agencia que te pueda ayudar con tu hijo?
3. Conocistes acomodaciones que no sabias?
4. Consultarias IDEA o ADA en el internet cuando tengas dudas de un derecho de tu hijo?

Appendix H.

Final PowerPoint presentation

Resources and Services for Parents with Children with Disabilities

Dora A. Trueba Plascencia

California State University, Monterey Bay

Need Statement:

- Latino parents with children with disabilities are not aware of how many resources are available for them to help with the wellbeing of their loved ones.
- Disadvantages of socioeconomic status
- The limits of not being proficient in the English language

Theory

Albert Bandura's Social Learning Theory

- Parents working in groups to learn social skills and imitating other parents to understand acronyms and services to support their children with disabilities
- Parents motivation to socializing in groups, to get help in the benefit of their children It is even challenging parent's limitations as illiteracy


Parents Helping Parents

- Non profit Organization
- supports, educates, and inspires families and the community to assistance youth and adults with special needs.




Parents Helping Parents

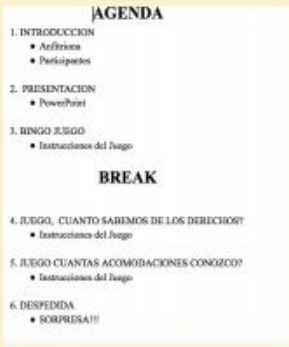
- Support groups in 5 languages
- Every 3rd Friday of the month for Spanish speakers (Gilroy office serving So. county)



- Parents Helping Parents (PHP) at Gilroy office.
- 16 Latino Parents
- A two hour and thirty minutes lesson
- Workshop for parents



- Agenda with six easy steps
- Play Bingo game,
- Game about children Rights
- Game about accommodations
- Door Prizes



- Classification by color
- 4 groups represented each by one color
- Baskets with materials Pencils, markers, sticky notes



Learning Outcomes:
 Latino parents with children with disabilities will be able by the end of the project:

- Identify at least three resources local, state, or federal, to help their children.
- Parents describe two rights for children with disabilities
- Parents explain at least two accommodations for children at school age.

Learning Outcome 1:

- Parents played bingo
- Identifying a sources, laws, agencies, and services





Learning Outcome 2:

- Each group received a set of 12 wood stick
- Parents have 15 minutes to memorized children rights as many they could



Learning outcome 3:

- Parents got in groups
- write on a sticky note accommodations for children with disabilities at school age
- Group with more write accommodations earn a prize


RESULTS

LO1:

- Participants indicated they identify more than three resources independently
- Parents follow bingo instruction
- 12 of 16 parents got all answers correct

Learning outcome was met

LO1:

LO1

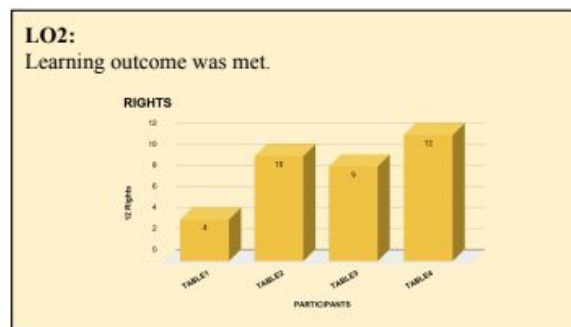
DOR (Department or Rehabilitation)	SSI (Supplemental Security Income)	IEP (Individual Education Plan)	Federal Agency
XXX	XXXX	XXXX	XXXX
MEDICAL	CalFresh (Supplemental Nutrition Assistance)	IDEA (Individuals with Disability Education Act)	Rabekah's (Service Adoption and Foster Care)
XXXX	XXXX	XXXX	XXXX
SARC (San Andreas Regional Center)	PHIP (Parents Helping Parents)	Independent Solutions (Assistance with Adults with Disabilities)	Local Agency
XXXX	XXXX	XXXX	XXXX
504 (Support for Student to be in Reg.ed.)	Community Solution (Behavioral Health Services)	State Agency	IHSS (In-Home Support Services)
XX	XXXX	XX	XXXX

LO2:

- Parents were able to describe more than two Rights collectively
- 3 of 4 groups were able to describe more than two rights.


Learning outcome was met

CHILDREN RIGHTS	Number times mentioned
Appropriate Assessments	12
Participation in a Regular Ed Classroom	9
Fair Education to be Independent	12
Least restrictive environment	9
Independent Life	16
Parent involvement to make any decision	16
Procedural guarantees	10
Access to technology in schools and public places	16
Individual Education Plan (IEP)	16
Equal Education	16
Support at work	12
Free Appropriate Public Education	16



LO3:

- 16 parents all participated in the activity explaining more than two accommodation



Learning outcome was meet.

Learning Outcome 3: (Table in Spanish)

ACCOMMODACIONES	RESULTADOS
Accesos en escuelas, públicas y privadas.(ex.Rampas, elevadores, espacios de estacionarse)	
Acceso a tecnología en escuelas y lugares públicos: (Ex. TTY, audífonos bloqueadores de sonido)	
Acomodaciones en la escuela (asientos, mesas, etc.)	
Asistencia Física	
Asistencia tecnológica (braille, libros, tablero adaptable etc.)	
Asistencia de monitoreo de salud (chequeo de a glucosa, necesidad médica	
BIP (plan individual de comportamiento)	
Plan Individual de Educación	
Recursos en las escuelas (académica, financiera,personal)	
Tiempo Extra	
Transportación escolar	

DISCUSSION

- Overall:**
The project was successful latinos parents were enjoyed the games, the prizes and the learning.
- What I would have done differently**
Print the slideshow on paper

PREGUNTAS
(antes de la Junta)

1. Cuanto sabes de las Agencias que ofrecen recursos para niños, jóvenes, y adultos con discapacidad?
2. Sabes donde acudir para solicitar estas ayudas o recursos?
3. Sabes qué leyes protegen a los niños, jóvenes, y adultos con discapacidad?

PREGUNTAS

1. Que aprendizas de las agencias Locales, Estatales y Federales?
2. Te vas conociendo por lo mismo, una mas agencia que te pueda ayudar con tu hijo?
3. Conocietas acomodaciones que no sabias?
4. Conosurias IDEA o ADA en el internet cuando tengas dudas de un derecho de tu hijo?



“No hay personas con Discapacidades, sino con capacidades diferentes”

Pablo Pineda.