The U.S. Department of Education, Office of Special Education Programs, recently held their annual OSEP Leadership Conference. The theme of the conference was “Collaboration to Achieve Success from Cradle to Career.” During the opening segment of the conference a video was played which documented how far the country had come in educating children with disabilities in the last 35 years. The video was a reminder of so many things. Before I became involved with the advocacy movement over 27 years ago, there were parents who paved the way for my son. Parents who fought to get their children in the school house door; parents who pulled their children out of institutions and designed programs for their children in the community; parents who worked so hard locally and nationally to pass the education law which is now call the Individuals with Disabilities Education Act (IDEA). I honor the parents who came before me to pave the road for so much progress: children with disabilities are now being educated with their neighborhood friends; children with disabilities are learning the same curriculum as their friends; children with disabilities are growing up and entering college and working integrated jobs in their communities.

I encourage our readers to view this very important video and to honor those that made this progress possible by pledging to continue the battle of equality for children with disabilities, today and into the future.

Celebrating 35 Years of IDEA video http://www.youtube.com/watch?v=DUn6luZQaXE The Individuals with Disabilities Education Act is the legislative foundation for all services that students with disabilities receive in schools today. At the 35th anniversary of its passage, this video takes a look back to what the conditions were like before IDEA and how its passage has changed the educational landscape for students with disabilities today.

**WORDS ARE IMPORTANT**

By: Karen Taycher

The disability community celebrates a bill passed by the 2011 Nevada Legislature. SB149 brought Rosa’s Law to Nevada. This Federal Law removed the term “mental retardation” from federal policy and replaced the term with people first respectful language “individual with and intellectual disability”.

It all began when Rosa’s elementary school changed the coding on her education plan from “health impaired” to “mentally retarded.” Her family strongly believed that the term negatively impacted the expectations people would have of Rosa. The family worked with the Maryland Legislature and then US Senator Barbara Mikulski who introduced Rosa’s Law in Congress. President Obama signed bill S.2781 into federal law on October 5, 2010.

Rosa’s brother Nick became a champion and, at 14 years of age, Nick testified in congress, “Words are important. What you call people is how you treat them.” Nevada leaders understand language is important and, in 2007, our Nevada Legislature passed a bill to incorporate “People First” language into Nevada law.

Senator Barbara Cegavske, who has been a long time champion of people with disabilities, took the lead on the bill and all of Nevada’s 21 Senators joined as sponsors of the bill. The support for this language change was advanced by compelling testimony from individuals from People First of Nevada, Nevada PEP families and the northern Nevada Pi Kappa Phi members whose message is “Building leaders for tomorrow, by serving people with disabilities today.”

Parents and community members should soon start seeing the move to the term “Intellectual Disability” on forms, policies, agency names and classroom designations. If you come across the use of the “old” terminology, please share what you know about Rosa’s law and ask that the terminology be updated to meet Nevada and National laws.
“PBI-Developing a Plan”  
By: Cheri Day

In developing a plan for PBI (Positive Behavioral Interventions) we need to understand that behavior is a form of communication. There can be many reasons behind a specific behavior. The purpose of the behavior may be to get someone’s attention when the child is frustrated, wanting to stop an activity they don’t like, or gaining sensory pleasure. There is a reason behind the behavior.

A functional behavioral assessment (FBA) looks beyond the behavior itself and focuses on identifying social, affective, cognitive, and/or environmental factors associated with specific behaviors.

PBI is an approach to developing effective and individualized interventions for children with challenging behavior. The positive strategies used to change behavior include teaching new skills, preventing the occurrence of challenging behavior, and supporting the child in achieving meaningful, long-term outcomes. There are many important factors in putting together an effective PBI plan.

Nevada PEP provides a “Positive Behavioral Interventions “training. If you would like to attend one of our trainings or your organization would like to set up training, please visit our website at www.nvpep.org.

Dialogic Reading
Helping the Child Become the Teller of the Story

By: Sally Reeves

What is Dialogic reading?
Dialogic reading is an interactive shared picture-book reading practice that helps enhance young children’s language and literacy skills. During the shared reading practice, the adult and child switch roles so that the child learns to become the storyteller with the help of the adult. Children learn the most from books when they are actively involved.

The What Works Clearinghouse (WWC) intervention report describes how dialogic reading can be taught by adults trained in the principles of dialogic reading. While reading books with the child, the adult uses five types of prompts (forming the acronym “CROWD”)
• Completion: The child fills in the blank at the end of a sentence.
• Recall: The adult asks questions about a book the child has read.
• Open-ended: The adult encourages the child to tell what is happening in a picture.
• Wh: The adult asks who, what, when, where questions about the book.
• Distancing: The adult relates pictures and words in the book to the child’s own experiences.

Children should be allowed sufficient time to respond to questions and prompts.

Why should I use Dialogic reading with my child?
According to the WWC, the effectiveness of dialogic reading was found to have potentially positive effects on communication and language skills for children with disabilities. As new research emerges, there may be more evidence available to support the effectiveness of this reading strategy.

Dialogic reading is just children and adults having a conversation about a book. Children will enjoy dialogic reading more than traditional reading as long as parents can mix-up prompts with straight reading, vary from reading to reading, and follow the child’s interest. Keep it light. Don’t push children with more prompts than they can handle happily. Keep it fun.

For more information visit http://ies.ed.gov/ncee/wwc/reports/early_ed/dial_read/
Families Are Important
An early childhood workshop for families of infants and toddlers with developmental delays or disabilities.

Navigating Through Transition
Gives parents and students information on transition from high school towards college, employment and living independently.

How is My Child Reading?
A workshop of valuable information on how students learn to read.

IEP Clinic
Clinics include a brief overview of the IEP process and a Q & A session.

Is Your Child a Target for Bullying?
Strategies to help families cope with and prevent bullying.

Positive Behavioral Interventions/ Supports
Helps you to focus on the “Whys” of behavior and provides an overview of functional assessment and positive interventions.

Positive Behavior Approaches
Learn about evidence-based practices that support preschoolers to be successful and a new statewide project, Nevada & TACSEI Pyramid Model Partnership.

Understanding ADHD
Learn strategies that can help a child become successful in home, school and community environments.

Getting and Keeping the 1st Job
This workshop is full of ideas and strategies to teach self-awareness and career planning to help youth develop the confidence to pursue employment.

You Can Do It
Helps families and high school students with disabilities prepare for a successful transition into college.

Nevada PEP Support Groups
Parent Support Groups in English
Learn about various topics of interest such as insurance coverage, behavioral health services, respite, discipline, disability and school, summer time activities, and transition, among other topics.

Entrenamientos del IEP
Este entrenamiento incluye una breve descripción del proceso del IEP y una sesión de preguntas y respuestas.

Entendiendo ADHD
Aprenda estrategias que pueden ayudarle a su niño a ser exitoso en el hogar, la escuela y en la comunidad.

Grupos de apoyo para los padres en Español
Aprenda acerca de varios temas de interés tales como la cobertura del seguro de salud, servicios de salud del comportamiento, respiro, disciplina, discapacidades y la escuela, actividades de tiempo de verano y transición.

Es su hijo un blanco de Bullying?
Aprenda estrategias que pueden ayudarle a su familia a hacer frente y prevenir la intimidación.

For dates, times and locations of Nevada PEP Trainings; or to request a workshop in your community:
Southern Nevada – (702) 388-8899
Northern Nevada – (775) 448-9950
Rural Nevada – (800) 216-5188.

You may also view dates, times, locations and register for trainings online at www.nvpep.org.

Resource Review
Anxiety & Anger Management
Children’s Book

By: Jennifer Cunningham

“The Angry Octopus” is a book to teach children how to take charge of their emotion called anger. This book is about an octopus that children can relate to who gets very angry.

As the parent reads this story to their child they will learn a calming technique called muscular relaxation while enjoying the beautiful illustrations.

This technique focuses awareness throughout the muscular groups in order to help create a resting mind and body. This muscular relaxation technique can help lower stress and anxiety for your child.

If you are interested in checking this book out from Nevada PEP’s lending library, call 702-388-8899, 775-448-9950 or 1-800-216-5188.
Nevada Joins With Other States in Implementing Common Core Standards  By: Robin Kincaid

In the past, states or school districts have developed a curriculum based on standards that were established by each state. When families move to another state, they may find that their child’s class is learning a different curriculum than was taught at the previous school. Developing Common Core Standards across states will drive a consistent curriculum and is also a way of including students who learn differently by presenting information in multiple ways.

Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so that teachers and parents know what they need to do to help them. The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). Nevada has joined with 40 other states to adopt these standards. The core standards are developed from evidenced based practices and are the first standards that focus on how students learn, not just on what they learn. The standards help facilitate conversations between parents and teachers about how to help their children reach educational goals. Parents now can be assured that their children have access to the same shared goals and expectations other students receive across the country.

Parents will begin seeing these standards in the curriculum this school year (2011-2012) in English and Language Arts in grades K-8. In this same school year, Math standards for K-2 will be implemented with the remaining grades added each year. Full implementation of all the common core standards for all the grades will occur by 2015-2016 school year.

With students, parents and teachers all on the same page and working together for shared goals, opportunities increase for students to make progress each year and graduate from school prepared to succeed in college and/ or in a modern workforce. For more information on Common Core Standards, ask your school about the implementation or visit https://bighorn.doe.nv.gov/sites/CommonCore/default.aspx

Meet PEP’s Puppets
Include me!
The Puppets are here and want a chance
To laugh and play and sing and dance!
To learn more about our puppet shows for preschools and libraries, or to become a Sponsor call,
Susan 702.388.8899 or email ssolorzano@nvpep.org
www.nvpep.org
Your child’s third birthday is an important day. Besides being a time to celebrate, it also marks the transition from Nevada Early Intervention Services (NEIS) into the public school system or to other programs and services. This transition changes the services available to you and how they are provided, the focus moves from your child with special needs and your family to your child.

Transition plans are required by law for children moving from early intervention into your local school district, child care, or Head Start Programs. As early as 2 years 3 months and no later than 2 years 9 months, you and the rest of Individual Family Service Plan (IFSP) team will meet and develop a transition plan. This plan will include steps to help your family and support your child to move to the next program.

Questions You May Want to Ask at a Transition Meeting:

- What are the differences between NEIS and Early Childhood Intervention Program services?
- How will our child’s eligibility be determined?
- What are the different options where services can be provided?
- Who do we contact if we want to visit a program or classroom?
- How can we help professionals understand the unique strengths and needs of our child?
- When will we meet next? What is the next step in the process?

If you have any questions or need support in this process, you can call Nevada PEP.

Information for this article was taken from PACER Center “Early Childhood Transition Guidebook” and Nevada Early Intervention Services “Parent Handbook”.

Volunteer Corner

By: Melissa Abundo

My volunteering experience at Nevada PEP has been amazing and life changing in many ways. Being a part of this wonderful organization helped me learn more about self advocacy. At first it did not occur to me what it was. As I started noticing how Nevada PEP helps many families, it made me want to become a great advocate for myself and others. I have taken on many great opportunities with Nevada PEP. I feel I have grown, improved, and become more independent. I love to help out and be involved in as many opportunities as I can. I think it is important to be involved because I learn something new and different every time. One of the things I enjoy about Nevada PEP is participating in the community outreach events. At the events and volunteer opportunities, it is very touching to interact and share experiences with talented children with disabilities and their families. My plan is to continue volunteering with Nevada PEP and see where opportunities take me.

I like to volunteer at Nevada PEP because I enjoy helping people and making a difference.

Natasha Young
My Family Story - Our Little Angel  
By: Guadalupe Alvarez-Cerna

I am the sister of a 21 month old little boy who has Klinefelter Syndrome. It’s a syndrome that affects individuals learning as well as their social skills and that will also affect their reproductive system. When we found out about his disability, my parents and I were very devastated at first and did not know where to turn. Then we realized that we had to be strong for our little man. We immediately started looking for resources and wanted to know what options we had to help him right away. At first, we did start seeing that he was falling a little behind compared to other little boys his age.

With all the help and support that we have been giving him as well as the occupational therapy and the physical therapy he has received, he has been improving and has been showing a lot of progress. We are very excited that he is now socializing a little more than before. He is even saying some words and knows ten letters from the alphabet. We love to spend time with him and he really enjoys helping us with different things around the house. We have learned that by setting goals for him, helping him succeed, and always supporting him in everything, we are really making a difference in his life and future. My parents and I always make sure to teach him something new every day, and he also teaches us life lessons every day. He is our little angel and I will be there to support him unconditionally.

System of Care Update  
Steps to Prepare for the Child and Family Team  
By: TJ Rosenberg

One Part of System of Care is the Wraparound Process. In that process is the Child and Family Team. Families with children that are involved with multiple agencies that need support in areas such as school and mental health benefit from Child and Family Teams (CFT). Nevada PEP can help with preparing a family to have a successful CFT.

A Nevada PEP Family Specialist will help a family become familiar with the steps to a CFT. We let the family know what is supposed to happen and why. When invited by the family, a Family Specialist can support a family at a CFT.

One of the steps in preparing for a CFT includes the family inviting whoever they would like to be involved in helping them reach their goals. This may include best friends, relatives, clergy, or others that a family might call when they need a helping hand. It would also include the professionals that are providing the services the family is receiving.

Nevada PEP’s brochure “The Parent’s Quick Guide to Wraparound” discusses all this and more of the process to Wraparound. If you feel a Family Specialist would be helpful to your family, call Nevada PEP at 1-800-216-5188 or in Southern Nevada at 702-388-8899.
Great News! Webinars are now available!!

By: Diane Lombardo

Nevada PEP is excited to introduce our new webinar trainings. Take advantage of this fresh new approach to the same informative and empowering topics always provided in PEP trainings. Now, parents and professionals can experience trainings and workshops online in the convenience of their homes or offices.

This is a great opportunity to gain a wealth of knowledge and learn positive advocacy strategies to help you advocate for your children. Participation is free and registration is required.

You can register online at www.nvpep.org
Use the trainings & calendar link.

Congratulations PEP Staff Anniversaries

Nevada PEP has a wonderful team. Their dedication and longevity to Nevada PEP is truly admired and recognized. The following staff members have made their anniversaries in the past months: Samantha King 2 Years, Ron Kopicko 5 Years, Retta Dermody 13 Years, Cheri Day 3 Years, Teri Kirby 2 Years, and Robin Kincaid 12 Years. (left to right)

The school said my child was not eligible for Special Education services. A friend said I may want to request an Independent Educational Evaluation (IEE). What does that mean and how do I do it?

If the school district does not suspect a disability that impacts your child’s education and the evaluation results indicate that your child is not eligible under one of the thirteen special education categories, you have the right under the Individuals with Disabilities Education Act (IDEA) to request an IEE. An independent educational evaluation is an evaluation of a child that is done by a person who does not work for the child’s school district. The purpose of the evaluation is to see if your child has a disability and, if so, needs special education services.

The school district shall provide a list of qualified evaluators that match the criteria they have established for the evaluators. In instances when you need to use an evaluator that does not meet the agencies criteria, you may have to prove that your child’s individual needs require an evaluator that is not on the list. When the IEE evaluation is complete, ask for a written report. When you receive the report, contact your child’s school to arrange for a meeting to discuss the evaluation and reconsider eligibility. In some cases the cost of an IEE can be reimbursed by the School District. Please contact Nevada PEP for an IEE sample letter and additional information and support.

By: Whitney Sadow

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Divertidos Momentos de Aprendizaje
Revisado por Monica Zamora

La vida diaria les brinda a nuestros niños una oportunidad de aprender y explorar nuevas formas de convertir momentos del día a día en oportunidades divertidas para su aprendizaje y crecimiento.

El compartir actividades tales como la hora de la cena, juegos, y actividades del hogar con sus niños, le brinda a toda la familia una oportunidad de acercarse y conocerse más el uno al otro, al igual que pasar momentos divertidos y educativos juntos. Por medio de estas actividades, nuestros niños pueden obtener beneficios en el área social, comunicativa, e intelectual. Según www.bornlearning.com se realizó un estudio en la universidad de Harvard que indica que hay un efecto positivo en la lectura y escritura de los niños si la familia interactúa en la hora de la comida.

Algunas formas de divertirse mientras sus niños aprenden pueden ser:

• Permitirles que midan, o cuenten los ingredientes de recetas que usted está preparando y hágalos partícipes de la preparación de la comida.

• Lean juntos un libro a la hora de dormir o hablen acerca de lo que aprendieron en ese día antes de irse a dormir.

• Mientras están viajando en el carro, canten canciones juntos y compartan lo aprendido.

Adaptado de www.bornlearning.org

Nevada PEP Selected as Finalist for Small Business Excellence Award
By: Stephanie Vrsnik

For the second year in a row the Las Vegas Chamber of Commerce has selected Nevada PEP as a finalist for its 2011 Small Business Award. The award was created to celebrate and recognize small business excellence and innovation in the community.

Nevada PEP is one of only three finalists selected from an elite group of nominees in the Non-Profit category. We are especially honored to be recognized for the great work we do in the community to help families.

As in 2010, Nevada PEP would like to once again invite our community leaders to help us celebrate this honor by sponsoring a table at the awards event. We greatly appreciated the sponsorship and supporters we received at last year’s awards event for the table and ticketing. Nevada PEP is again looking for sponsorship for this year’s event.

If you would like to be a supporter of this year’s event, please contact Stephanie Vrsnik at 388-8899 for more information.

Patricia, age 7
While some changes just happen, others require early planning and thoughtful preparation. If you are a parent of a youth who receives special education, your child is experiencing transition. This is the process that will help a student understand and prepare for the change from high school to adult life.

Starting at age 14, a student’s Individualized Education Program (IEP) includes additional information, resources, strategies and tools to help the student with a disability start thinking and preparing for what they would like to do after high school.

The first step is for the student to think about and to imagine themselves after high school. Specifically things to be considered would be:

- Where do they plan to live? With family? With roommates? With supports?
- Does the student plan to work? How much support, if any, will be needed?
- Will the student be continuing his/ her education? At a college? At a training center? At a vocational site?
- What community activities would the student participate in?

Now with all of this knowledge, the second step would be to formally start putting together a plan. Nevada regulations require when a 14 old is having an IEP meeting, that the team must address diploma options, the student’s vision for the future, and the course of study. This information will be used to develop the next phase of the transition process.

For the third step, the student’s IEP focuses on measurable postsecondary goals and the set of coordinated activities to help the student reach their goals (in place by the time the student is 16). Age-appropriate transition assessments will help to identify possible postsecondary goals.

Although the information in these two areas may change a little from year to year, the closer the student gets to being ready to leave the public school system the more this information should be reflected in the student’s choice of classes, the vocational planning and access to community based instruction, and other transition activities.

For more information on the transition process, attend a Nevada PEP’s Navigating Through Transition training. To register for a workshop, visit the website or call 800-216-5188.
Social networking sites such as Twitter, Facebook, and MySpace have exploded in popularity in recent years and kids can’t seem to get enough of it! The time spent chatting and making social connections has created a culture all of its own, and while parents may not partake in this buffet of technology, it is still very important to understand it to ensure that their kids stay safe.

As with a lot of things in life, there are pros and cons to social networking that parents will want to consider. For a student with a disability, social networking sites can provide opportunities to broaden their circle of friends and even make contact with peers that they may have felt too shy to do in person at school or in the community. They also help students who may struggle with social interactions practice those skills in a structured environment. Since technology is only going to continue to grow, it also gives youth an opportunity to get hands on experience with navigating a piece of that technology while playing to their preferences and interests. Social networking can even be a place to disclose about their disability in a way that they may be more comfortable with. The friends that students can make through these sites may also create a network of contacts that can even be helpful for the future when it comes to finding a job.

However, while making friends and sharing experiences on the World Wide Web can be fun, there are also drawbacks. Students need to know that what they share on the net isn’t always as private as they think it is and to be aware of what they share and with whom. Because employers frequently visit the online profiles of prospective employees, inappropriate postings can hurt a student’s chances of getting the job he/she is seeking.

Parents can help their children understand the responsibility of using social networking sites by talking about what is and is not appropriate to share with others. Parents should also consider becoming “friends” with their children to ensure that what they are posting and who they are communicating with is safe.

As parents, we want our kids to have experiences and have opportunities that will help them grow to be self-determined and thrive in our communities. Social networks are certainly one way to do that, and they certainly are a lot of fun!

Parents can learn more about this subject by visiting http://www.pacer.org/tatra/pdf/socialNetworking.pdf http://www.suite101.com/content/be-careful-what-you-post-online-a22305

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Transfer of Rights Preparing Youth for Making Decisions

By: Robin Renshaw

When your youth turns eighteen years old, it’s an exciting time in life. It’s a time to have fun and reflect on achievements. Parents want their youth to have the skills they need to succeed as adults. While this is important for every young person, youth with disabilities often face extra challenges.

It’s important for young adults to be actively involved in setting their high school goals and planning for their transition to adulthood. At least one year prior to reaching 18, students must be informed of their rights under IDEA (Individual with Disabilities Education Act) and advised that educational rights will transfer to them at age 18. This time gives the families and the school an opportunity to discuss options, plan, and encourage students to make decisions about their education.

As part of this preparation, students, staff, and parents may want to consider:

- Discussing student strengths, priorities, needs, options and interests
- Becoming familiar with their rights under IDEA
- Addressing preparation for transfer of rights as part of the IEP transition process and services (such as self-determination, self-advocacy, and decision-making)
- Reviewing the postsecondary goals developed as part of the IEP process and the transition services, including courses of study, needed to assist the student in reaching those goals
- Attending a Nevada PEP Transition Training such as Navigating Through Transition

Parents who have a child with significant cognitive impairment who participate in the NAA (Nevada’s Alternate Assessment) may choose to submit an application to the school for the purpose of seeking the authority to represent the educational interests after their child turns 18. A Notice of Determination indicating approval by the school would result in the rights remaining with the parents and not being transferred to the student.

Encourage your young adult to seek advice or assistance when they are not sure of the next step. They will develop decision-making skills with each new decision they make. If you have any questions about transition, college and employment options, call Nevada PEP or visit our Nevada PEP website training calendar to sign up for a transition training.
Welcome to our newest edition of the Hand in Hand Together We Can Appreciation Program! This program honors and recognizes the extraordinary people who have made a difference in our lives and in the lives of our children with special needs. We have wonderful and truly devoted people throughout the state of Nevada who have given that extra hand to help our children. So sit back and enjoy these heartfelt stories!

Alanna Fitzgerald, MSW, LSW
Family Resource Center Coordinator

Alanna Fitzgerald made a direct positive difference in the lives of my two special children. She made a difference in their life direction. Her efforts are outstanding and her impact is commendable. We thank her for assisting in all the processes it took to attain guardianship, food, health, and other needs in the lives of two homeless. Without her help they would in a state institution. The dollar amount she saved to foster two children I’m sure would make a tremendous difference on the budget. She made their Christmas grand by submitting them to an organization to receive gifts, which they continue to treasure, helping them to continue to learn and grow. She also helped me and my life become less burdening. To her, we salute and thank.

Marietta Shaw
Parent

Cynthia Escamilla
Nevada PEP

My daughter has autism and the information given to us by Cynthia Escamilla regarding different organizations that provide help are excellent. Her support groups are perfectly explained, we can ask questions and participate. This is very important to us as parents of children with disabilities. We value the support groups at PEP.

Luis M. Calderon
Parent

Danielle Tomlin
Daughter

I do not know what to say, I want to recognize my daughter, Danielle. She helps in the community and donates her time to the public schools. She volunteers her time on top of being a great daughter and mother to my grandchildren. Also she is an exceptional granddaughter because my mom is very ill and Danielle is our back bone. She keeps everyone positive and goes above and beyond to help wherever she can.

Nina Fernandez
Parent

Ricardo Fontillas
Doctor

We want to give thanks to Dr. Fontillas for all his support with our son. Thanks to him our son now has strategies and has improved 100% in school. Thank you Dr. Fontillas

Martina E. Torres
Parent
Dreana Sweeney  
*Mobile Mental Health Support Services*  

I would like to nominate Dreana Sweeney for a Hand and Hand award. Dreana works at an agency that provides families with mobile mental health services. I have seen how she works with families in a very caring and compassionate way. Dreana goes above and beyond in her service with the families, and uses every resource available to assist them. I witnessed her dedication and compassion recently, when a family of 10 was in desperate need of food a day before Thanksgiving this year. When she learned that this family had no resources to buy groceries for themselves and the food banks were going to be closed for the holidays. Dreana loaded up her own vehicle with food from her own home and provided them with enough groceries for a Thanksgiving meal and more. Thank You, Dreana for your outstanding commitment to the families you serve, and for being an awesome individual.

*Katherine Stansberry*  
*Nevada PEP*

Jennifer Sanderson  
*Administrative Secretary*  

Jennifer is part of the Administration Team at William Bailey M.S. In the past few years she has went out of her way to help me and my son get assistance at school and in the community. Jennifer is a great asset to the Clark County School District and also to the parents and children of William Bailey M.S. I appreciate her very much.

*Nina Fernandez*  
*Parent*

Mr. Andrew Sullivan  
*Math Teacher*  

I cannot say enough about Mr. Sullivan, My son’s seventh grade math teacher. He goes above and beyond to get his student to understand math. Mr. Sullivan stays after school to help my son even when he is not scheduled.

*Nina Fernandez*  
*Parent*

Herminia Cortez  
*Friend*  

Quiero reconocer a las Sra Hermina Cortez por su apoyo. Para mi y para mis hijos, es una persona que siempre piensa en ayudar a los demás mas que asi misma. En el tiempo que nos conocemos a sido como una madre para mi y abuela para mis nijo, siempre, nos motiva a luchar, seguir adelante, nos cuida, nos enseno que la vida es Hermosa. Gracias Herminia por todo.

I want to acknowledge Ms. Herminia Cortes for her support for me and my children. She’s a person who always thinks of helping others. In the time we’ve know her she’s been like a mother to me and a grandmother to my children. She motivates us to fight, and to continue on. She’s taken care of us and taught us that life is beautiful. Thanks for everything Herminia!

*Maria Vedolla*  
*Parent*

Toya Adams  
*Behavioral Health Specialist*  

I am so happy that Toya came into mine and my child’s lives. I just want to say Thank you for all the help she has given my child and getting her back on track. I hope God keeps blessing you.

*Michele Love*  
*Parent*

Nancy Johnson  
*Special Educator*  

I would like to nominate Nancy Johnson for a Hand in Hand Award. I met Nancy recently at a conference we attended in Lake Tahoe, NV. Nancy introduced herself as a Special Educator to me. I was inspired by Nancy as I watched her eyes light up when she spoke so enthusiastically about the children she loves to work with, each one of them hold a very special place in her heart. Nancy is a wonderful, dedicated teacher who puts her whole heart into caring for the well being and future of her students. I wish to recognize Nancy’s dedication and unconditional love and support for her students.

*Katherine Stansberry*  
*Nevada PEP*

Pat Person  
*Grandmother*  

Pat is a special person to me and my child. I wish you and your family well and bless you all. I hope good things keep coming your way.

*Michele Love*  
*Parent*

David Konoza  
*Therapist*  

David has helped me with a lot of stuff. When I do something wrong he lets me know what I can do better if it happens again. He also helps my parents by letting them know how they should help me. He tells them what they can do and not to let them be frustrated with me. I’d like to let him know how much I appreciate him.

*Manuel Larrea*  
*Student*
Building a Stronger Community

By: Stephanie Vrsnik

Once again MGM Resorts Foundation has partnered with Nevada PEP to help families who have children with disabilities. We are very honored to announce that Nevada PEP is the proud recipient of funding by MGM Resorts Foundation. This grant will help Nevada PEP to meet the needs of families who have children with disabilities. With today’s economic downturn, families are struggling and turning to Nevada PEP more and more. Families know when they call Nevada PEP there will always be someone on the other end of the phone with a caring voice ready to help with information, resources and support.

Nevada PEP is truly grateful to the MGM Resorts Foundation dedication to our community and families. Together we are building a stronger community. Thank you, MGM Resorts Foundation staff and employees, for showing such a deep commitment to your community and helping Nevada PEP provide much needed assistance to families.

THE MYSTERIES OF SOUND

By: Havander Davis

Listening to different ways things sound can be a great opportunity for you and your children to learn about their environment, and have fun at the same time. As a family activity, “The Mysteries of Sound” game will help you explore and distinguish different sounds.

To begin this project you can get seven plastic eggs, and place different items in each egg. You can put beans, pennies, rice, quarters, paper clips, marbles, sugar, water or any other items that you might like, just be sure you leave space to shake them. Then, number each egg and on a separate piece of paper write down the number and the item that is in each egg, so that you can tell them apart. After that, have your children shake one egg at a time and have them guess the item in each egg. You can tell them what all the items in the eggs are without revealing which egg the item is in. Then have the child guess again and see if they come up with the item that is in each egg. After they guessed, open each egg and discuss each item and the sound they make.

You and your child will have a great time exploring the wonders of sound!
Thank you to all of our amazing Hand in Hand Sponsors for their generous support. Their contribution continues to make it possible to honor and recognize the extraordinary people who support Nevada’s children and families. For more information on becoming a Hand in Hand sponsor, contact Nevada PEP or go to www.nvpep.org

It isn’t where you came from, it’s where you’re going that counts.

- Ella Fitzgerald
"Hand In Hand, Together We Can"
NOMINATION FORM

The “Hand in Hand, Together We Can” appreciation program recognizes those individuals who have made a positive difference in the lives of children with disabilities. Nevada PEP would like to help you give recognition to a special person for their outstanding efforts. You may nominate a teacher, professional, therapist, family member or someone whose efforts have had a positive impact on a child’s life. All nominees will be honored with a uniquely designed lapel pin and a certificate of recognition. Their “story” will be featured in our quarterly newsletter, as well as appear in Nevada PEP’s Annual “Hand in Hand” Yearbook. Please limit your entries to ONE nominee per form and no more than three nominations a year per family. Please limit each story to one hundred words or less.

Your Name: _________________________________________________________
Your Address: ________________________________________________________
City, State, Zip Code: _________________________________________________
Your Phone, Email, Fax (optional) ______________________________________
Your permission to use your name and print your story: □ yes □ no
Name of Honoree: ____________________________________________________
Honoree’s Address: ___________________________________________________
City, State, Zip Code: _________________________________________________
Honoree’s Phone Number: ____________________________________________
Please write your story about this special person here:

2101 South Jones Blvd Suite 120, Las Vegas, NV 89146
Fax: (702) 388-2966 / Email: pepinfo@nvpep.org
Mission Statement

To increase the opportunities for home, community, and school success for children with disabilities, including those who are at risk or who have serious emotional disturbances, their families and their service providers, through education, encouragement and empowerment activities.

Nevada PEP Social Networks

VISIT US ONLINE AT
www.nvpep.org

“A community that excludes even one of its members is no community at all”

- D. Wilkins

Nevada PEP is a participating agency for:

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United Way of No. Nevada & the Sierra Designated gift #27052
MGM Mirage Voice Foundation Designated gift #120885
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