Who We Are and What We Do?
Learning Objectives

• Our Partners in Education
• Why are we funded
• Other Community Partners
• Our relationship with FHF Centers
• What we do
• How we do it
Presenters:

Mary Jacob, Executive Director
Louisiana Parent Training and Information Center & Families Helping Families of GNO

Katie Corkern, Executive Director
Northshore Families Helping Families
Our Financial Partners in Education
Financial Partners in Education

- Funded through Part D
- Every state has at least one PTI
- Only one statewide PTI in Louisiana
- 1 of 100 federally funded parent centers in the country.
- Working with families of infants, toddlers, children, and youth with disabilities, birth to 26
- Helping parents participate effectively in their children’s education and development
- Helping youth become effective self-advocates
- Partnering with professionals and policy makers to improve outcomes for all children with disabilities
Financial Partners in Education

- Conduct ongoing, rigorous, and strategic family outreach
- Provide technical assistance and support to families of students with disabilities and members of the disability community regarding Special Education programming, laws and regulations, and literacy
- Develop a set of family friendly literacy focused presentations
- Engage in at least quarterly collaboration and strategic action-planning with the Louisiana Department of Education
Our Community Partners

- The Network of Families Helping Families Center
- Disability Specific Support Groups
- School Districts (LEA’s)
- Local Human Service Authorities and Districts
- LSU Human Development Center
- Other entities that promote positive outcomes for individuals with disabilities.
Who's Who?
FHF and LDE Partnership
Our Programs

• Peer-to-Peer Support
• Education and Training
• Information, Resources & Outreach
Peer-to-Peer Support

- Staff are parents of children with disabilities; family members; or individuals with disabilities
- In person; on phone; through email; text messages and social media
- Facebook, Twitter and Instagram
- LaDisability Talk
- School Meetings
Education and Training

- 100+ trainings (in person and webinars)
- On-line Mini Modules
- Individual trainings
- Trainings in Spanish
Information, Resources & Outreach

- Newsletters
- Website
- Social Media
- Outreach Visits
- Outreach Events
- Lending Libraries
- Specific Researched Information
How Can We Partner?

• Refer Families to Us
• Use People First Language
• Share our Trainings
• Have High Expectations for All Students
Refer Families

REFERRALS
**People First Language**

### Examples of People First Language

<table>
<thead>
<tr>
<th>Say:</th>
<th>Instead of:</th>
</tr>
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<tbody>
<tr>
<td>People with disabilities.</td>
<td>The handicapped or disabled.</td>
</tr>
<tr>
<td>Paul has a cognitive disability (diagnosis).</td>
<td>He’s mentally retarded.</td>
</tr>
<tr>
<td>Kate has autism (or a diagnosis of...)</td>
<td>She’s autistic.</td>
</tr>
<tr>
<td>Jose has Down syndrome (or a diagnosis of...)</td>
<td>He’s Down’s; a Down’s person; mongoloid.</td>
</tr>
<tr>
<td>Sara has a learning disability (diagnosis).</td>
<td>She’s learning disabled.</td>
</tr>
<tr>
<td>Bob has a physical disability (diagnosis).</td>
<td>He’s a quadriplegic/is crippled.</td>
</tr>
<tr>
<td>Maria uses a wheelchair/mobility chair</td>
<td>She’s confined to/is wheelchair bound.</td>
</tr>
<tr>
<td>Tom has a mental health condition</td>
<td>He’s emotionally disturbed/mentally ill.</td>
</tr>
<tr>
<td>Ryan receives special ed services</td>
<td>He’s in special ed; is a sped student/inclusion student.</td>
</tr>
<tr>
<td>LaToya has a developmental delay</td>
<td>She’s developmentally delayed.</td>
</tr>
<tr>
<td>Children without disabilities</td>
<td>Normal/healthy/typical kids.</td>
</tr>
<tr>
<td>Communicates with her eyes/device/etc.</td>
<td>Is non-verbal.</td>
</tr>
<tr>
<td>People we serve/provide services to</td>
<td>Client, consumer, recipient, etc.</td>
</tr>
<tr>
<td>Congenital disability</td>
<td>Birth defect.</td>
</tr>
<tr>
<td>Brain injury</td>
<td>Brain damaged.</td>
</tr>
<tr>
<td>Accessible parking, hotel room, etc.</td>
<td>Handicapped parking, hotel room, etc.</td>
</tr>
<tr>
<td>She needs . . or she uses</td>
<td>She has a problem with. . . /She has special needs.</td>
</tr>
</tbody>
</table>
Share Training

Your personal story is your most powerful advocacy tool. Policymakers need to know how the decisions they make effect the lives of their voters and are often moved by these personal accounts.
High Expectations

- See the child’s strengths — not just their weaknesses.
- Don’t buy into the “it’s not fair” mentality.
- Promote inclusive opportunities to the greatest extent possible.
Activity

Opportunities

To Partner
Why high expectations are necessary...

Meet Connor
Why high expectations are necessary...

Meet Craig
Why high expectations are necessary...

Meet Glen
Why high expectations are necessary...

Meet Megan
Why high expectations are necessary...

Meet Alex
Why high expectations are necessary...

Meet Lynette
What Families Need From Educators

• Presume competence.
• Lose the “R” word from your vocabulary.
• Communicate with me regularly.
• Remember, I was my child’s first teacher and know him or her better than anyone.
• Stop giving me reasons why he or she can’t do something and let’s talk about how we can make it happen.
• Keep an open mind. Just because something does or doesn’t work for one child, doesn’t mean it will or won’t for mine.
• Don’t play the blame game.
• Have high expectations!
Contact, Like & Follow Us
Questions
Information in this presentation, including but not limited to the PowerPoint, handouts, and the presenters' comments, is not legal advice.

We advise you to consult with legal counsel to determine how this information may apply to your specific facts and circumstances.

Changing Lives Every Day