



Capital Area Quarterly

WINTER NEWSLETTER / JANUARY, FEBRUARY, & MARCH 22'



• It's who we are. It's what we do. •

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Families Helping Families of Greater Baton Rouge

EXECUTIVE DIRECTOR'S BRIEF

As we bid 2021 farewell, we are thankful that we are here to look forward to the success that 2022 has to offer. Although the COVID pandemic is still taking a toll on every sector of our communities, cities, states, and nation, it is even most devastating to people with disabilities and their families. The COVID pandemic has caused many lives to be disrupted and many families to be left in a state of grief. Our sympathy goes out to the families who experienced the loss of family members during this pandemic. Even 2021's uncommon weather conditions impacting our region added to our many challenges. Our communities have demonstrated a collective ability to overcome the many obstacles with grace and perseverance. Thankful we must be!

We are all faced with new challenges and much uncertainty in doing business as usual in a world impacted daily by the existence of a pandemic. Nevertheless, we are committed to pursuing the mission of Families Helping Families Greater Baton Rouge with greater passion and determination. We will not diminish our resolve that the staff and Board of Directors of FHFGBR will do our best to serve with integrity, compassion, and care those with developmental disabilities and their families throughout all of the seven parishes of Region 2. (Parishes we serve: Ascension, East/West Baton Rouge, East/West Feliciana, Iberville, and Pointe Coupee.)

In 2022, we will seek your help so that we may better serve you. We ask our community to 1) Stay connected with us by checking out our website for current information, webinars, and events we are hosting throughout the year. 2) Participate in the many Webinars and events we are offering in 2022. 3) Contact our office when you have questions and needs concerning your family member with developmental disabilities. 4) Let us know of topics you would like to see us cover in Webinars. 5) Give us feedback on how well we are meeting your informational, resource, and peer support needs. 6) Contribute financially and volunteer your time to help us go a long way in serving you. So, don't forget to support and donate to FHFGBR.

We embark on this New Year with hopeful optimism towards the possibilities and good days ahead. We hope that our FHFGBR community is proud of us, and we look forward to our working together in 2022. Please stay safe and healthy.

Ascension, East/West Baton Rouge, East/West Feliciana, Iberville, and Pointe Coupee. We want to do our best to meet the needs of those we are here to serve.

Dr. Marilyn Thornton

Dr. Marilyn Thornton, Executive Director, FHFGBR

Families Helping Families of Greater Baton Rouge



■ MISSION STATEMENT

Our mission is to provide the individualized services, information, resources, and support to positively enhance the independence, productivity, and integration of persons with disabilities into the community.



■ AREAS WE SERVE

- East Baton Rouge
- West Baton Rouge
- East Feliciana
- West Feliciana
- Ascension
- Pointe Coupee,
- Iberville

■ Goals

ESTABLISHED IN 1992, FHFGBR is a family driven resource center for individuals with disabilities and their families. Because we have a family member with a disability, we understand the importance of supporting others facing similar experiences. The three core services of FHFGBR are parent-to-parent support, education/training, and referrals to services both in-house and in the community. These services are accomplished through support calls, networking and workshops. Disability-related supports and referrals are available to anyone at any time. Understanding the importance of awareness and acceptance of individuals with disabilities in the community helps us achieve our ultimate goal of inclusion

**" I Am Different,
Not Less"**

**-Dr. Temple Grandin – Professor
Colorado State University**



Handy Handouts®

Free informational handouts for educators, parents, and students

Developmental Milestones – Two to Three Years

by Natalie J. Dahl, M.S., CCC-SLP



In a child's third year of life, speech and language skills are growing exponentially, and social skills are starting to emerge. The child understands and uses most simple words and begins using specific grammar structures, such as verb phrases, prepositional phrases, and WH-questions. At this age, the child will also show interest in playing with others and playing with toys more appropriately.

The following lists show behaviors that a child will probably exhibit throughout his or her third year of life. Every child is unique, and these lists should be used as a general guide. If a child is not meeting the developmental milestones listed below, it is recommended to consult a speech-language pathologist to determine further action.



Two to Three Years: Receptive Language (Hearing/Understanding)

- Understands approximately 900 words
- Understands opposites, such as *go/stop*, *big/little*, and *up/down*
- Follows 2-step directions, such as "get the cup and put it in the sink"
- Quickly learns new words
- Understands *my/your*, such as "Where's *my* nose? Where's *your* nose?"
- Can find an object you describe by function from a group of 3-4 common objects. For example, "Which one do you eat?" (choices are an apple, a ball, a book, a car).
- Answers simple *who*, *where*, and *what* questions about common knowledge or books
- Understands prepositions, such as *in*, *on*, and *under*
- Understands simple category words, such as "Can you find a *food* or *animal*?"



Two to Three Years: Expressive Speech and Language (Speaking)

- Uses approximately 500 words; has a word for almost everything
- Uses *m*, *p*, *b*, *h*, *y*, *k*, *g*, *f*, *t*, *d*, and *n* in words
- Speech is understandable 50-70% of the time
- Uses 2- or 3-word phrases
- Sometimes "stutters" when excited, by repeating words, such as "*I can-I can-I can play now?*"
- Uses prepositions, such as *in*, *on*, and *under*
- Talks about things that are not in the room
- Asks "Why?"
- Begins to ask yes/no questions, such as "*It fast?*"
- Begins to use auxiliary verbs, such as "*Car is blue.*"
- Begins to use past tense verbs (sometimes inappropriately), such as *walked*, *runned*



Handy Handouts®

Free informational handouts for educators, parents, and students
(cont.)

Two to Three Years: Social Language

- Usually engages in eye contact during conversation with familiar people
- Uses words to see information, express frustration, to clarify, and to make observations; less temper tantrums and crying
- Wants to show you things and get your attention frequently
- Prefers to play with others and seeks them out when available
- Engages in parallel play around age 2 (side-by-side play, watching, copying)
- Engages in interactive play around age 3; uses toys imaginatively instead of throwing or stacking them



Resources:

Hamaguchi, Patricia McAleer. 2010. *Childhood Speech, Language & Listening Problems – 3rd Edition*. New Jersey: John Wiley & Sons, Inc.

"What should my child be able to do?" accessed September 16, 2019, <https://www.asha.org/public/speech/development/23/>

For more FREE Handy Handouts®, go to www.handyhandouts.com

Steps to Success: Communicating with Your Child's School

CADRE is funded by



If you have a child who is receiving special education services, you're more than likely to be very involved with your child's school and teachers — including planning, reviewing, and assessing your child's educational program. Over time, you will learn a lot about the special education process and how to communicate and negotiate on your child's behalf. While your knowledge, skill, and confidence will naturally increase, there are some specific communication skills that can help you be most successful in developing and maintaining a strong partnership with your child's school. We hope these "Steps to Success" will be particularly helpful to parents who are new to the special education process.

Getting Started

First, understand that your role as a parent is unique. No one knows and loves your child the way that you do. You are the expert on your child. And, while you may not have all the answers, you want your child to be successful in school and in life. Your passion, as a parent, can help you communicate brilliantly, and sometimes, it can overtake you.

Step 1

BE MINDFUL OF YOUR EMOTIONAL PRESSURE GAUGE AS YOU WORK WITH YOUR CHILD'S SCHOOL.

If you expect to have difficulty when meeting with school personnel, your mind and body will be primed for battle. How can you communicate successfully if you are on the verge of overflowing in anguish and outrage? Don't let your mind go there. Keep thoughts of past (or present) problems at school, worst fears, and other negatives from creeping into your mind. Focus positively on your goals and the view that the school wants to do their best for your child. Keep telling yourself that you and your child will succeed.



Step 2

PRIORITIZE AND PLAN.

What's the most important thing that needs to be accomplished for your child? Make a list of the issues, questions, and possible solutions. Rank them. Decide if there are any you can pass on and which one(s) must be addressed. Plan how you are willing to give and take in order to achieve the higher goal. Map out what you need to say and practice, if that helps:

"What's most important for Jordan right now is..."

"We really need to focus on..."

Referring to these few notes, with key phrases jotted down, can help keep you and the meeting on track.



Step 3

ACTIVELY LISTEN TO UNDERSTAND THE OTHER PERSON'S PERSPECTIVE.

If you don't understand what someone is saying, tell him or her. Be direct:

"I just don't understand what you are saying. Can you explain it in a different way or give me some examples?"

"Is there something you can show me, in writing, so I can fully understand?"

Keep asking and wait for responses until you do fully understand. Resist any temptation to answer your own questions or put words into someone else's mouth.

Step 4

CLARIFY YOUR STATEMENTS IF YOU SEE A PUZZLED EXPRESSION ON SOMEONE'S FACE AND ASK FOR CLARIFICATION IN RETURN.

Paraphrase, or restate so that you and others are clear in your understanding.

To be understood:

"I must not be explaining this clearly, what I'm trying to say is..."

"Here's a copy of... Let's look at this together. It shows that..."

So that you understand:

"It sounds like you're saying..."

"If I understand you correctly, you're saying... Is that right?"

"Is that written down anywhere so I can read it?"

Often, the process of clarifying one's understanding provides an opportunity to clear up a misconception or correct misinformation that could be critical to finding a satisfactory solution for your child. So, don't overlook the value of this technique.

Step 5

HAVE OPTIONS IN MIND AND OFFER THEM FOR DISCUSSION, AS NEEDED.

As a parent, you're in a good position to present alternative solutions that might not occur to those who work for the school system. For example:

"Let's do some brainstorming on possibilities and see what we can come up with. How about ____?"

And, if you've done some research, information gathering, or obtained any formal recommendations:

"Here's a recommendation from...that has proven successful for other students. We should seriously consider this for Janey."

"Let's try this for 8 weeks and see how it goes."

It's also important to make sure that the focus stays on your child and meeting his or her needs. Sometimes, words like the following can help tighten everyone's focus:

"Jordan's dad and I just haven't seen the kind of progress that Jordan needs to make. What other options can we consider for him?"

Step 6

YOU'RE ONLY HUMAN.

If someone has been particularly helpful, acknowledge their efforts. Sometimes, especially when frustrations rise, acknowledging what has gone well, and how hard everyone has worked, sweetens the air a bit and makes it possible for everyone to feel better and push towards the finish line!

If, by chance, you make a mistake, or cause offense, say you're sorry. Making an apology says that you're only human and helps to humanize what is often a formal process and sends the message that you can be forgiving of others' mistakes. "Please and thank you" also go a long way in keeping conversations civil, and not surprisingly, helps everyone say "yes."



IN THE END, ASK FOR THE "YES."

As you communicate and negotiate, you will uncover areas where you and the school are in agreement. You may agree on the issue that must be addressed, but not be in full agreement on how to address it. This is when it can be especially helpful to restate and discuss options in a problem solving way. This means presenting and fully analyzing proposed solutions on their own merits. It also means asking some direct, yet polite, questions such as:

"I'm still puzzled. Why isn't this an option?"

"Jordan needs this. Who has some ideas on how we can make it happen?"

Additionally, words that recognize the desires and the difficulties for schools to meet every child's needs, while refocusing on your child, can lead to a greater willingness to put forth extra effort and think more creatively about ways to say "yes" to and for your child:

"I appreciate the huge responsibility and demands facing our school system. I understand that there's never enough money, nor enough staff to meet all children's needs in the way that we all want. Truly, I do. You are responsible for meeting many children's needs. My number one job is to see to it that my child's needs are met. None of us has an easy job."

"I know that there's a way for us to work this out, together, so that Janey gets the services she needs. How are we going to do this?"



TALKING THE TALK.

So, in a nutshell, when talking with staff and administrators at your child's school, you're likely to be successful if you can:

- Keep your cool.
- Focus on the positives.
- Be clear about your goals.
- Listen. Ask questions. Clarify.
- Keep the focus on meeting your child's needs.
- Present options in a collaborative way; for example, say, "we can" instead of "you should."
Say, "yes, and..." instead of "yes, but..."
- Ask for the "yes."



Supporting the prevention and resolution of disputes through partnership and collaboration

This document was developed by CADRE, a project of Direction Service pursuant to Cooperative Agreement CFDA H326D030001 and H326X180001 with the Office of Special Education Programs, United States Department of Education. The opinions expressed herein do not necessarily reflect the position or policy of the United States Department of Education.

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This document is also available at:

<https://www.cadeworks.org/resources/cadre-materials/steps-success-communicating-your-childs-school>

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TRANSITION SERVICES AND PLANNING

Disability Rights Louisiana (DRLA) is a statewide non-profit agency providing **FREE** legal services, advocacy, and other supports to children, adults, and seniors with disabilities.

What Are Transition Services and Planning?

Transition services are a set of services provided to the student by the school district and sometimes other agencies. These services assist the student as he or she moves from high school to independent living, higher education (including college, vocational school and trade school) or employment. This is called “transition.”

Under the Individuals with Disabilities Education Act (IDEA), public school districts must help special education students and their parents make the transition from high school to life after school.



Transition planning is determining what services, education, employment, and even living skill activities will best help each student meet his or her needs. Individual Education Programs (IEP's) must provide a transition plan for meeting the student's post-school goals.

Who Has the Right To Receive Transition Planning?

Every student with an IEP has the right to receive transition planning, no matter the student's skill level.

When Do Transition Services Start?

Transition services must start no later than the student's 16th birthday. Services sometimes start at a younger age. That is up to the student's IEP team. Transition planning takes place as a part of the IEP meeting.

Who Takes Part In the Transition Planning Process?

All IEP team members, including the student and parents, decide on transition services.

If you need help or have questions about Disability Rights Louisiana, call or visit us online:

TOLL-FREE: 1-800-960-7705 (Voice or Via Relay)
8325 Oak St. • New Orleans, LA 70118

disabilityrightsla.org
facebook.com/disabilityrightsla
twitter.com/disabilityrtsla
instagram.com/disabilityrightsla

It is important for both the student and the parent to participate in transition planning, so that the student gets the best plan for his or her future.

Under IDEA, school districts are responsible for inviting representatives from other agencies, such as rehabilitative services or post-school education, to be part of the transition planning process.

These agencies may also be responsible for providing some of the services needed by the student. If these other agencies do not provide the agreed upon transition services, school districts must find other ways to meet the transition goals of the student.

School districts must notify parents when transition services are to be discussed at IEP meetings and they must also get parental consent every time they want to invite a representative from an outside agency to an IEP meeting.

What Does Transition Planning Include?

Transition planning includes creating goals for the student after he or she finishes school. The goals will be based on transition assessments related to training, school, employment, and independent living skills. These goals should reflect the student's strengths, preferences, and interests. In determining these goals, the IEP team must determine what instruction and educational services will help prepare the student for a successful transition from school to post-school life.

As a part of transition planning, the IEP team must develop a statement of the transition services (including courses of study during the final years of high school) that the student needs in order to reach his or her post-school goals. The statement of transition services should:

- Define every activity that must occur,
- Identify who has primary responsibility for each activity, and
- Specify the dates that each activity will begin and end.

A student's courses of study should be meaningful to the student's future plans and motivate the student to complete his or her education.

How Long Do Transition Services Continue?

A school district is responsible for providing transition services as long as the student is eligible for special education services.

When a student graduates with a regular high school diploma or ages out of eligibility, the IDEA requires that school districts complete a summary of the student's academic achievement and performance. The summary of performance includes recommendations on how to assist in meeting the student's post-school goals.

Continuing Your Education?

Hamilton Relay® \$500 Scholarship Available for High School Seniors

The Hamilton Relay Scholarship opportunity is available to high school seniors who are deaf, hard of hearing, deaf-blind or have difficulty speaking.

Hamilton Relay selects a recipient within each of the states where Hamilton is the contracted Telecommunications Relay Service and/or Captioned Telephone service provider. This opportunity is one of several ways the company gives back to the communities it serves.

About Hamilton Relay

Hamilton Relay provides contracted Traditional Relay and Captioned Telephone services through state contracts, and is a provider of Internet-based Captioned Telephone services nationwide. More information is available at www.HamiltonRelay.com.

To apply, visit www.HamiltonRelay.com today!



"Hamilton is honored to have the opportunity to assist in furthering our award recipients' education. We take great pride in recognizing outstanding leadership and wish all applicants success in reaching their personal and professional goals."

*– Dixie Ziegler,
Vice President of Hamilton Relay*

Customer Care: 800.618.4781 (Voice/TTY) • 402.694.5110 (Fax)
info@hamiltonrelay.com • www.HamiltonRelay.com



FREE WEBINAR:

Self-Care Strategies

Friday, January 28, 2022

11:00 a.m. to 12:30 p.m.



• It's who we are. It's what we do. •

REGISTER HERE:

<https://bit.ly/3dhac3q>

This presentation offers information on the signs, symptoms, and triggers for stress and mental illnesses. It will provide tips, strategies, and resources on self-care from a physical, emotional, and holistic perspective.

Presenter:

Anthony Germade, Trainer/Consultant
Karmen Learning



Funding for webinars provided from SAMHSA through a contract with the Louisiana Department of Health, Office of Behavioral Health.

Free Webinar: Speech to Speech Services



Register Here: <https://bit.ly/3ExMs5W>

Tuesday, February 1, 2022
1:00 PM to 2:00 PM

Do you or a loved one have difficulty speaking and being understood over the phone? Louisiana Relay provides services at no charge to help individuals with speech disorders use the telephone independently. Louisiana Relay uses specially trained Communication Assistants (CA) familiar with the speech patterns for a wide variety of individuals who have difficulty being understood.

Presenter: T. Bobbye Abney, LA Outreach Coordinator
Hamilton Relay





Navigating the IEP Part 1

Navigating the IEP- Part 1 is a part of a 4 part training series on the IEP.

Part 1 goes over:

- IEP meeting notice requirements
- The 3 types of IEPs
- IEP form sections
- IEP exceptionalities
- IEP team members
- General Student Information and Special Factors

Thursday, February 3, 2022

10:00 AM to 11:15 AM

REGISTER HERE: <https://bit.ly/33wBuBd>

Presenter: Cynthia Chesterfield

Program Director of Inclusive Education

Teachers + Parents + Students + Community Partners = Success

Navigating the IEP Part 2

Navigating the IEP- Part 2 is part of a 4 part training series on the IEP. Part 2 picks up where Part 1 ended.

The content includes:

- A recap of Part 1
- Present Levels of Performance
- Annual Goals
- SMART Goals
- Short-term objectives or benchmarks
- Classroom and Assessment Accommodations

Thursday, February 10, 2022

10:00 AM to 11:15 AM

REGISTER HERE: <https://bit.ly/3AjVC5E>

**Presenter: Cynthia Chesterfield
Program Director of Inclusive Education**

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• It's who we are. It's what we do. •

NAVIGATING THE IEP PART 3

Navigating the IEP– Part 3 is part of a 4 part training series on the IEP. Part 3 goes over:

- State Assessments
- Special Transportation
- Least Restrictive Environment
- Extended School Year
- Placement Determination
- Site Determination
- Assessment Implications
- Age of Majority and
- Consent

**THURSDAY, FEBRUARY 17, 2022
10:00 AM TO 11:15 AM**

REGISTER HERE: <https://bit.ly/3rjAh8i>

**Presenter: Cynthia Chesterfield
Program Director of Inclusive Education**

Teachers + Parents + Students + Community Partners = Success



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Navigating the IEP Part 4

Navigating the IEP- Part 4 is part of a 4 part training series on the IEP. Part 4 goes over:

- Postsecondary Goals
- Transition Assessments
- Transition Services
- Transition Action Steps
- Tying Transition Action Steps into IEP Goals

Thursday, February 24, 2022

10:00 AM to 11:15 AM

REGISTER HERE: <https://bit.ly/3GsBW1S>

Presenter: Cynthia Chesterfield

Program Director of Inclusive Education

Teachers + Parents + Students + Community Partners = Success



LEGISLATIVE TESTIMONY

“PROVIDING LEGISLATIVE TESTIMONY
GIVES THE OPPORTUNITY FOR
OTHERS TO SEE HOW VITAL A PIECE
OF LEGISLATION CAN BE TO AN
ENTIRE COMMUNITY OF PEOPLE.”

WE CURRENTLY ARE LOOKING FOR LEGISLATIVE TESTIMONY
FOR THE FOLLOWING AGENDA ITEMS:

- DENTAL FOR ADULTS WITH IDD
- POST SECONDARY EDUCATION (LAPIE)
- CAMERAS IN SPECIAL EDUCATION CLASSROOMS

IF YOU WOULD LIKE TO PROVIDE TESTIMONY FOR ONE OF
LaCAN'S LEGISLATIVE AGENDA ITEMS FOR 2022, PLEASE
CONTACT ME: KKROES@LACANADVOCATES.ORG



2022 LEGISLATIVE ROUNDTABLES



24

Save the Date

**Thursday, February 8, 2022
12:00 pm - 1:00 pm**

Virtual Event via Zoom - Registration Required
[https://attendee.gotowebinar.com/
rt/3932245427243570188](https://attendee.gotowebinar.com/rt/3932245427243570188)

Contact - Katie Kroes
225-408-9963 / 866-216-7474
kkroes@lacanadvocates.org



2022


LaCan Meets

12pm Thursdays

via Zoom

1/13, 1/27, 2/3, 2/10, 2/24, 3/10, 3/17, 3/24

Join Zoom Meeting
<https://tinyurl.com/LaCAN2Meet>



Meeting ID: 953 8914 8857
Passcode: 9m6t3K

2022 sunshine SPRING social



calendar

Through a partnership with Families Helping Families of Greater Baton Rouge, BREC is able to offer themed, monthly socials for adults with cognitive and developmental disabilities and their friends and family.

jan. 21		IT'S ALL ABOUT HATS
feb. 18		PIRATES & PRINCESSES
march 18		LEAPING LEPRECHANS
April 14		CANDY LAND
May 20		PROM: A WHOLE NEW WORLD

Disc jockey DINNER PRIZES SOCIALIZATION *and FUN!*

*To register and for
more information:*



BREC.ORG/ADAPTIVE

Registration limit of 100 individuals
(participants/family members/PCAs/etc.)

**JEFFERSON HIGHWAY
PARK**

Every Third Friday /// 6-9 p.m.

Ages: 16+

\$5 donation/month

*supports this program,
including supplies and
door prizes each month*



FREE CALL-IN SUPPORT NETWORK *Parents / Caregivers* *Networking Meetings*

Are you a parent/caregiver with behavioral health concerns for your child or youth? These networking meetings will provide parents/caregivers across the state an opportunity to gather and share information and resources related to behavioral health services, and to increase their support networks. In addition to seeking solutions for concerns, participants will be able to share any successful experiences or barriers they may be experiencing.

Tuesday
January 11th
10:00 AM

Tuesday
February 8th
10:00 AM

Tuesday
March 8th
10:00 AM

Tuesday
April 12th
10:00 AM

Tuesday
May 10th
10:00 AM

Tuesday
June 14th
10:00 AM

CONFERENCE CALL INFO: Phone Number: (605) 313-4819 / Access Number: 546755#

PARTICIPATING FHF CENTERS:

- Families Helping Families of New Orleans: fhfnola.org
- Families Helping Families of Greater Baton Rouge: fhfgbr.org
- Bayou Land Families Helping Families: blfhf.org
- Families Helping Families of Acadiana: fhfacadiana.org
- Families Helping Families at the Crossroads of LA: familieshelpingfamilies.net
- Families Helping Families of Southwest Louisiana: fhfswla.org
- Families Helping Families of Region VII: fhfregion7.com
- Families Helping Families of Northeast Louisiana: fhfnela.org
- Northshore Families Helping Families: fhfnorthshore.org

Contact Us:

 (225) 216-7474

 FHFGBR.ORG

 INFO@FHFGBR.ORG

STAY UPDATED!

- call the FHFGBR office to be added to our weekly eblast list.
- Check out our events calendar on our website at www.fhfgbr.org
- Follow us on Facebook for constant updates on events & news

January

Tuesday, January 25, 2022
12:00 p.m to 1:30 p.m

**Using Postive
Reinforcement to Teach
and Change Behavior**

Register Here:
<https://attendee.gotowebinar.com/register/2701533474969897742>

Wednesday, January 26, 2022
12:00 p.m to 1:15 p.m

**Parent Rights in Special
Education**

Register Here:
<https://bit.ly/33aT65y>

Thursday, January 27, 2022
1:00 p.m to 2:00 p.m

**Captioned Telephone
(CapTel) Services**

Register Here:
<https://bit.ly/3ErNikJ>

Friday, January 28, 2022
11:00 a.m to 12:30 p.m

Self-Care Strategies

Register Here:
<https://bit.ly/3dhac3q>

STAY UPDATED!

- call the FHFGBR office to be added to our weekly eblast list.
- Check out our events calendar on our website at www.fhfghr.org
- Follow us on Facebook for constant updates on events & news

February

Tuesday, February 1, 2022
1:00 p.m to 2:00 p.m

**Speech to Speech
Services**

Register Here:
<https://bit.ly/3ExMs5W>

Thursday, February 3, 2022
12:00 p.m to 1:00 p.m

LaCAN Meeting

Register Here:
<https://tinyurl.com/LaCAN2Meet>
Meeting ID: 953 8914 8857
Passcode: 9m6t3K

Thursday, February 3, 2022
10:00 a.m. to 11:15 a.m.

**Navigating the IEP
Part 1**

Register Here:
<https://bit.ly/33wBuBd>

Tuesday, February 8, 2022
10:00 a.m. to 11:00 a.m.

**Parent/ Caregivers
Networking Meetings**

Call-In:
(641)715-3273 Access No.:
546744#

Thursday, February 10, 2022
10:00 a.m. to 11:15 a.m.

**Navigating the IEP
Part 2**

Register Here:
<https://bit.ly/3AjVC5E>

STAY UPDATED!

- call the FHFGBR office to be added to our weekly eblast list.
- Check out our events calendar on our website at www.fhfgbr.org
- Follow us on Facebook for constant updates on events & news

February

Thursday, February 10, 2022
12:00 p.m. to 1:00 p.m.

LaCAN Meeting

Register Here:
<https://tinyurl.com/LaCAN2Meet>

Meeting ID: 953 8914 8857
Passcode: 9m6t3K

Thursday, February 17, 2022
10:00 a.m. to 11:15 a.m.

Navigating the IEP
Part 3

Register Here:
<https://bit.ly/3rjAh8i>

Friday, February 18
6:00 p.m. to 9:00 p.m.

Sunshine Social
"Pirates and Princess"

Jefferson Highway Park

Thursday, February 24, 2022
10:00 a.m. to 11:15 a.m.

Navigating the IEP
Part 4

Register Here:
<https://bit.ly/3GsBW1S>

Thursday, February 24, 2022
12:00 p.m. to 1:00 p.m.

LaCAN Meeting

Register Here:
<https://tinyurl.com/LaCAN2Meet>

Meeting ID: 953 8914 8857
Passcode: 9m6t3K

STAY UPDATED!

- call the FHFGBR office to be added to our weekly eblast list.
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- Follow us on Facebook for constant updates on events & news

March

Friday, March 4, 2022
10:00 a.m. to 11:15 a.m.

Special Education
Frequently Asked
Questions (FAQ 1.0)

Register Here:
<https://bit.ly/3Iz89VI>

Friday, March 11, 2022
10:00 a.m. to 11:15 a.m.

Special Education
Frequently Asked
Questions (FAQ 2.0)

Register Here:
<https://bit.ly/3tMHNeQ>

Friday, March 18, 2022
6:00 p.m to 9:00 p.m

Sunshine Social
"Leaping leprechans"

Jefferson Highway Park

Tuesday, March 8, 2022
10:00 a.m. to 11:00 a.m.

Parent/ Caregivers
Networking Meetings

Call-In:
(641)715-3273
Access No.: 546744#

Thursday, March 10, 2022
12:00 p.m. to 1:00 p.m.

LACAN Meeting

Register Here:
<https://tinyurl.com/LaCAN2Meet>

Meeting ID: 953 8914 8857
Passcode: 9m6t3K

STAY UPDATED!

- call the FHFGBR office to be added to our weekly eblast list.
- Check out our events calendar on our website at www.fhfgbr.org
- Follow us on Facebook for constant updates on events & news

March

Thursday, March 17, 2022
12:00 p.m. to 1:00 p.m.

LACAN Meeting

Register Here:
<https://tinyurl.com/LaCAN2Meet>

Meeting ID: 953 8914 8857
Passcode: 9m6t3K

Friday, March 18, 2022
10:00 a.m. to 11:15 a.m.

Special Education
Frequently Asked
Questions (FAQ 3.0)

Register Here:
<https://bit.ly/33l4Blf>

Thursday, March 24, 2022
12:00 p.m. to 1:00 p.m.

LaCAN Meeting

Register Here:
<https://tinyurl.com/LaCAN2Meet>

Meeting ID: 953 8914 8857
Passcode: 9m6t3K



• It's who we are. It's what we do. •



2356 Drusilla Lane
Baton Rouge, LA 70809
Phone: (225)216-7474
Toll FREE: (866)216-7474
Fax: (225)216-7977

Website: www.fhfgbr.org

Email: info@fhfgbr.org

Hours: Monday - Friday 9AM-4PM

Follow Us or by appointment

OFFICE CLOSURES

January 17, 2022

February 28 2022

March 1, 2022

“It’s who we are. It’s what we do.”

FHFGBR receives partial funding from the Louisiana Department Disabilities Council, Capital Area Human Services District, Louisiana Department of Education, and the Louisiana Department of Health and Hospitals as well as generous donations from families and our community.

FHFGBR does not endorse or promote any legislation, institutions, individuals, or methods of treatment or therapy.

Let it snow!

BLIZZARD

COAT

COLD

DECEMBER

EARMUFFS

FEBRUARY

FIREPLACE

FLURRIES

FROZEN

GLOVES

HOT CHOCOLATE

ICE

ICE SKATES

ICICLE

JANUARY

MITTENS

SCARF

SHOVEL

SLED

SLUSH

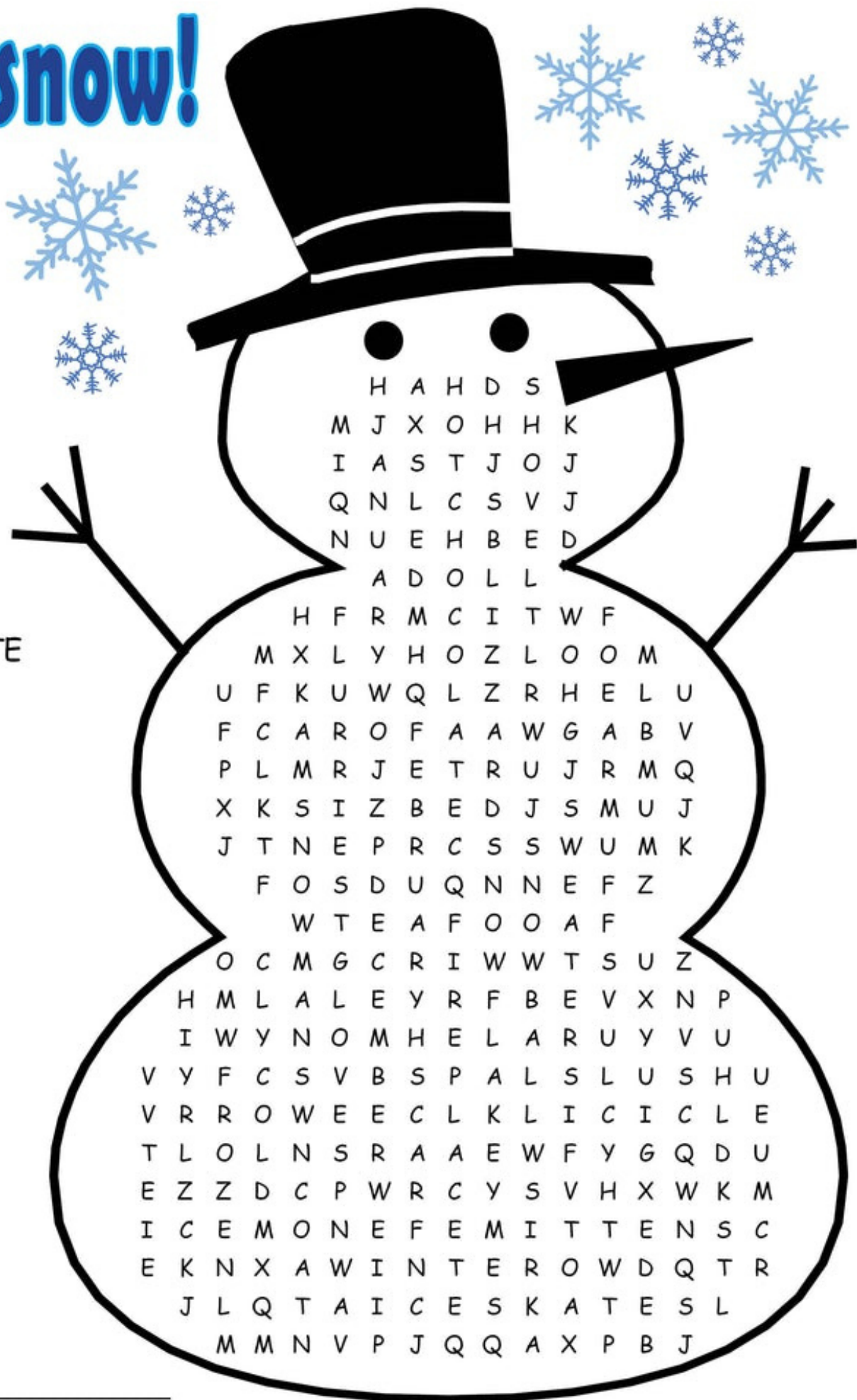
SNOWBALL

SNOWFLAKE

SNOWMAN

SWEATER

WINTER



Name: _____