



EPICS welcomes Ronalda Tome



more actively involved in the decision-making and education of their children.

Ronalda had been actively involved in the community in the greater Denver area, and has already plunged right into work at EPICS. She has been in Albuquerque for only a month and is already involved in her children's school parent organizations and other committee's.

You can expect to see her with the EPICS team providing workshop and trainings to parents and families of children with disabilities.

Jeanette Trancosa
EPICS Project Director

IN THIS ISSUE:

<i>EPICS welcomes new Training Specialist</i>	front
<i>EPICS helps families and children</i>	front
<i>October Bullying Prevention Month</i>	2
<i>Words that You Might Hear at IEP</i>	3
<i>What Questions Can Parents Ask...</i>	4
<i>Parent Questions & Circle of Friends</i>	5
<i>Calendar of Events</i>	6

Points of Interests:

- EPICS project helps families of children with disabilities; training, information and resources.
- Prevent bullying by learning about bullying as a parent and as a community.
- Learn words that are often used at IEP meetings, and feel confident about yourself.
- Support your child's needs by being informed and learn what questions to ask about your child's reading, writing and spelling, and how you can be involved with your child at home.

Help me welcome Ronalda Tome to the EPICS Project and to our community. She is the new Parent Training Specialist.

Ronalda is Navajo born and raised in Crownpoint, New Mexico. She and her family lived in the Denver area for the past 10 years. She worked for the Indian Education Department in the Jefferson County Public Schools as the Community Liaison.

Ronalda has three children; a 14 year old son with disabilities. She understands the IDEA law and Section 504. This makes her an expert in her own right as a parent with a child with disabilities. Her passion is to help and provide parents with information and assistance. She will assist EPICS in providing workshop/trainings to parents and families with children with disabilities to understand their rights under the IDEA 2004 law so that they can better advocate and become

EPICS project helps families of children with disabilities.

Having a child with a disability may bring many challenges. As a community parent resource center, EPICS can provide you with information and resources and for over 20 years has served parents of Indian children with disabilities and special health care needs for the New Mexico 22 Indian

A child's life is like a piece of paper on which everyone who passes by leaves an impression.

Chinese Proverb

"When you put faith, hope, and love together, you can raise positive kids in a negative world."

Zig Ziglar

"Be an informed parent. Check in with your child's teacher and ask what you can do to help."

Continue— front page

communities including the Navajo Nation and two Apache tribes and the 19 Pueblos.

EPICS provides information and resources to help families make decisions about education, vocational training, employment, and other services for their children and youth with disabilities.

EPICS can help... If you have a question or need help for your child contact EPICS. Our staff are parents of children with disabilities. They understand. EPICS focus on ways to help children to succeed at home, at school, and in the community. We can provide with one-on-one assistance.

EPICS is located in Bernalillo, and you can contact EPICS by telephone, e-mail or fax. If we are not available, it's because we are out in the field training. We will call you back, usually within 48 hours. Our office hours are from 8:00 am to 4:30 pm. Monday– Friday.

There is a voice mail available for the EPICS staff. The project director is at extension 111, the training specialist extension is 102. We can be reached at 505.867.3396 and 505.867.3398 fax or email us at **epicsproj@abrazosnm.org**.

EPICS website is **www.abrazosnm.org**, click on EPICS for more information on calendar of events/training, quarterly newsletter and EPICS resources and publications with an order form.



October is Bullying Prevention month.

"There are many ways families and community can get involved to help to end bullying," said Jeanette Trancosa, director of EPICS project. Bullying is a significant problem nationwide as we have all witnessed in the media what has happened and is happening in the many parts of the country, and in the Indian country, as well.

Everyone can help prevent bullying by learning about bullying as a parent and as a community. Help children learn about what bullying is, how to respond to it, and how to prevent it.

EPICS can come to your community to provide workshop/trainings in areas such as "Bullying", "IDEA", "Record Keeping", "IEP/IFSP Process", "Transition to Adult Life and Transition from Early Intervention to Preschool or to Preschool to Kindergarten", etc. Contact EPICS for more information or to schedule your parent training. Our trainings are **free** to the parents of Indian children with disabilities.



Parent and staff training in Mescalero on August 24, 2006

Words That You Might Hear At an IEP Meeting:

Automaticity— fast, effortless words recognition.

Blending—combining individual sounds into a word, or combining syllables to make word.

Decode—to be able to make out a word by correctly recognizing the different letter sounds in the word.

Fluency— ability to read a text accurately and quickly, often with expression.

Oral Language Difficulties— poor vocabulary, listening comprehension, or grammatical abilities for one’s age.

Phonics— ability to use knowledge of individual letter sounds to sound out words when reading.

Reading Comprehension— ability to independently read and understand the meaning of sentences, paragraphs or entire texts.

Sight Word— high-frequency words which make up about 50% of the words we read and often cause children problems, such a I, a, am, at, on, and me.

Syllable— having one word part (for example: tea)

Multi-syllable— (also called ploy-syllabic) a word that contains more than one part or syllable (for example, computer, raining, supported).

Visual Perceptual Abilities— the ability to recognize and visually distinguish between the letters in words.

Words of Praise and Encouragement—Remember to share YOUR appreciation with your classmates and co-workers and parents words of praises you can give your children.

Great! Cool! Way To Go!
 Unbelievable Work! Amazing!
 You Should Be Proud! Far Out!
 Take A Bow! Great Answer!
 You Made It Happen! Well Done!
 I’m Impressed! Terrific!
 Awesome! Sensational! Bravo!
 Stupendous! Marvelous! Terrific!
 Out of Sight! A+ Work! Superb!
 Excellent! You’ve Got It! Alright!
 Incredible! Clever! I love It!
 Right On! You’ve Made Progress!
 Keep It Up! Brilliant! Good Try!
 Good Leadership! Stunning!
 Way To Be Responsible! Lovely!
 Way To Use Your Head! Fantastic!
 Super Duper! Wonderful!
 You Make Me Smile! I like It!
 That’s The Way! Remarkable!
 Keep On Trying! Top Notch!
 Great Dedication! WOW!
 Very Resourceful! Sensational!
 A Job Well Done! Way To Go!
 Great Enthusiasm! 5 Star Work!
 I’m Proud Of YOU!

“Nine-tenths of education is encouragement.”

Anatole France

“The attitude you express about school will be the attitude your child will acquire.”

“All kids need is a little help, a little hope, and somebody who believes in them.”

Earvin “Magic” Johnson



Miss Twin Lake Princess— taken in Window Rock at the Navajo Parent Conference

What Questions Can Parents Ask...

Parents of children with disabilities who are receiving “special education” reading instruction need information to participate in writing their child’s IEP (Individualized Education Program) and in working with their children at home. So, when talking with your child’s teacher(s) or special education teacher, use the following questions to help you gather the information you need. And remember if you do not understand something, ASK to have it explained thoroughly.

If you have questions about your child’s overall Reading Progress, ask...

1. What is my child’s grade level in reading?
What does that mean she can do?
2. Where does she need to improve?
3. Is there a difference between how well my child reads individual words and how well she understands what she reads? If so, what can we do to improve the weaker areas?
4. Are you using a specific program to teach my child? If so, what skills does this program teach?
2. If you not using a specific program, what strategies are you using to teach my child to identify words, reach smoothly and understand what she reads.
3. What kinds of things are you doing to help my child succeed in reading?
4. What can I do at home to help my son/daughter read well?
5. How will I be notified about my child’s reading gains? Can you update me every (however often you want to receive feedback from your child’s teacher.)

If you have questions about Word Recognition, Sounds, and Fluency in Reading, ask...

1. Has my child ever been tested for language and sound awareness? If so, how recently

and what did the test show?

2. What is being done in the classroom to help my child avoid pausing unnecessarily at words?
3. What strategies are being taught to help my child work through difficult sounds or words when reading?
4. What are some books, poems, nursery rhymes, word games, videos, audio materials, etc. that I can use at home to help my child with word recognition, sounds and/or reading aloud?
5. For practicing reading at home, would you help me select materials that my child can read comfortably?

If you have questions about Reading Comprehension, ask...

1. When my child is having trouble understanding what she reads, what do you do to help her understand the material?
2. Would you show me what you are doing?
3. Can you tell me about some other activities that I can do at home to help her understand what she reads?
4. What resources can you give me to use at home to help my child?
5. What kinds of activities can we do **before** and **after** my child has read to help her understand the information.

If you have questions about Reading Instruction in other subject areas, ask...

1. Which accommodations does my child need in core academic and special areas classes to support her reading, writing and spelling needs?
2. What are my child’s other teachers doing to support and help her in her reading, writing and/or spelling needs?

The support your child needs must specifically be addressed and included in your child’s IEP.

continue from page 4

If you have questions about Spelling, ask...

1. What impact does my child's reading ability have on her spelling?
2. How do you blend reading, writing and repeated practice activities in the classroom to help my child become a better speller?
3. How do you decide what words my child will have for spelling?
4. Are they words my child will use in writing?
5. What supports are used in the classroom to promote accurate spelling? Can I use these at home? If not, are there other supports that will work at home?

If you have questions about Writing, Ask...

1. How is my child writing affected by his reading abilities?
2. How are you helping my child learn to write his own ideas more clearly?
3. How often does my child write each day?
4. What kinds of writing strategies does she do?

If you have questions about Testing, ask...

1. Will my child be able to pass the state standardized test in reading?

2. What is being done in the classroom to help my child avoid pausing unnecessarily at words?
3. What testing accommodations are available for my child? (For example, extended time, writing in the test booklet, modified environment, instructions read aloud, one on one.)
4. If your child is not working on the same reading level as many of her same-age peers, ask: Can you tell me how you are measuring her progress in reading to make sure that she continues to progress and does not fall further behind?



Parent training held at Ohkay Owingeh on October 13, 2006



“A Circle of Friends”

We've joined together as classmates
as the new school year begins...

A year full of learning
while we become friends.

We'll share and be kind
as we work and play.

And our friendship will grow
each passing day.

Abrazos Family Support Services
EPICS Project

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We're on the Web
www.abrazosnm.org

*Education for Parents of Indian
Children with Special Needs
(EPICS)*

*The EPICS Project is a community
parent resource center for American
Indian families who live in New
Mexico and who have children with
special needs.*

EPICS Project

Jeanette Trancosa
Project Director

Ronalda Tome
Parent Training Specialist

EPICS LEADERSHIP COUNCIL

Ruchanda Largo, Jemez Parent
Chairperson

Elizabeth Thomson, Parent
Secretary

Cecilia Riley, Member
Laguna Parent

Luana Lorenzo Gaco, Member
Laguna Parent

Andrea Shije, Member
Zia Parent

Merlinda Latoma, Member
San Felipe Pueblo

Member, Vacant

2006 Calendar of Events



October

- 13 "IDEA 2004" Eight Northern-Ohkay Owingeh Head Start Program
- 20 "Record Keeping" Mescalero Apache Early Childhood Program
- 26 "IEP & Transition" Process, Bernalillo PNM conference room

November

- 11 **EPICS Leadership Council Meeting**—at EPICS Office
- 16 IFSP Process under IDEA 2004—Bernalillo PNM Conference Room
9:00 am—3:00 pm
- 20 Cultural Sensitivity—Taos Pueblo Head Start, Taos, NM
- 28 IFSP Process under IDEA 2004— San Felipe WIC Program

December

- 1 Pathways to Transition—Grants/Cibola County Schools, Special Education Dept
- 5 IDEA 2004 & Advocacy—Nachitti—Central Consolidated Schools, Shiprock
- 14 Advocacy Skill Building—Bernalillo PNM Conference Room

Check our website at www.abrazosnm.org (click on EPICS) for complete information parent training and contact person or give us a call for more information or to schedule a training.

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