

# The Center for Music Therapy



## Autism Resources Packet

## **Autism Resource Letter and Checklist for Parents**

Effective January 1, 2013 the State of Washington added ABA services as a benefit to people who have state insurance (DSHS, Molina, CHPW, Amerigroup, UBH/Optum, Coordinated Care). **For more information you can** contact Gail Kreiger, BSN Manager, Healthcare Services and Utilization Management Health Care Services at [ABA@hca.wa.gov](mailto:ABA@hca.wa.gov) or (360) 725-1681.

### **Information about applying for ABA Therapy**

#### **What is ABA?**

ABA is a type of therapy that helps children improve communication and social skills as well as decrease or eliminate a range of problematic behaviors. Applied Behavior Analysis focuses on understanding behavior as a function of an individual's environment and then modifying behavior to achieve a range of goals. ABA uses the principles of learning to teach skills that improve behavior and communication related to core impairments associated with autism. ABA has the most empirical support of any treatment for autism spectrum disorder (ASD). It is also very time and labor intensive and very expensive.

#### **What behaviors or skill deficits can be addressed with ABA?**

ABA techniques have been shown to have efficacy for specific problem behaviors as well as academic tasks, adaptive living skills, communication, social skills, and vocational skills. In framing the need to parents, schools or an insurance company, consider both the need for skill acquisition and/or reducing problem behaviors as goals. Skills that can be improved include functional communication, social interaction, flexibility in play, frustration tolerance, self-care, affect regulation and relaxation strategies. Common behavioral targets include tantrums, physical aggression, property destruction, self-stimulation, pica, elopement/escape behaviors, and inappropriate social interactions/boundaries. Because most children with ASD tend to learn tasks in isolation, generalization beyond an ABA setting is an important goal.

#### **Once approved, please contact the ABA therapists to get on the ABA wait list**

#### **Spokane resources for ABA Therapy**

##### **Focused Behavior Solutions, LLC**

Address: 1521 E Illinois Ave Ste. 107, Spokane, WA 99207

Phone: (208) 217-5529

Lilac City Behavioral Services, PLLC  
1104 W Wellesley STED  
Spokane, WA,99205  
[www.lcbehavioral.com](http://www.lcbehavioral.com)

[info@LCBehavioral.com](mailto:info@LCBehavioral.com)

ph: 509.844.2429  
fax: 509.319.2338

**SPARK behavioral Services**

EMAIL ADDRESS: [info@sparkbehavioral.com](mailto:info@sparkbehavioral.com)  
TELEPHONE NUMBER: 509-868-9691

**SOAR Behavior Services**

phone: (509) 999-5657  
fax: (509) 214-6400  
email: [info@soarbehavior.com](mailto:info@soarbehavior.com)

Imagine currently provides services to children and adults across the state of Washington. Services include programs for children with autism spectrum disorder and other developmental disabilities along with community-based programs for adults and children with or without developmental disabilities who are experiencing difficult or problem behaviors.

901 North Monroe St STE 200  
Spokane, WA 99201  
509-328-2740  
Quinanna Robins  
[Info@imaginebehavior.com](mailto:Info@imaginebehavior.com)

**Early Intensive Applied Behavior Analysis (ABA) Treatment Clinic - Whitworth university campus**

Northwest Autism Center has opened an additional ABA Treatment Clinic on the Whitworth University Campus. Currently accepting referrals for children ages two

through six enrolled with one of the MCOs (managed care organizations; i.e., Apple Health-Amerigroup, CHPW, Coordinated Care, Molina, and United Healthcare) and other select carriers.

Clinic sessions are three hours per day, Monday through Thursday and provided for a course of 48 treatment days per child. The treatment schedule is in alignment with Washington State Health Care Authority standards of care for early intensive services. Each child receives a thorough evaluation and individualized service plan prior to initiating services. In addition, clinic components include a minimum of three hours per week of caregiver education and training, comprehensive care coordination, embedded speech and language services, as well as extensive transition planning and services. Each child receives one to one intensive ABA based treatment from highly trained Therapy Assistants and treatment is developed, coordinated, and supervised by a Board Certified Behavior Analyst (BCBA). If you have any questions or would like more information, please feel free to call

**Northwest Autism Center at (509) 328-1582 (Ask for Jill Ide)**

### **Magnolia Behavior Therapy**

Providing in-home care sessions in the Spokane and surrounding areas, Magnolia Behavior Therapy helps clients manage Spokane autism treatment by implementing effective ABA therapy programs. Our BCBA supervisors tailor programs with input from each individual client to improve behavioral and communication results. In addition, our supervisors and therapists work closely with clients from Fairchild Air Force Base.

Magnolia Behavior Therapy does not have an on-site location in Spokane, however, is able to provide outstanding in-home care through our network of highly qualified Spokane ABA therapists. These therapists implement the treatment plan that is created by our Spokane BCBA supervisors.

For more information or to learn how one of our therapists can conduct Spokane autism treatment for your family, please email [info@magnoliabehaviortherapy.com](mailto:info@magnoliabehaviortherapy.com),

### **Pathways Children's Services**

Dr. Billie Jo Davis, BCBA  
300 N. Argonne Suite 204  
Spokane Valley, WA 99212  
(208) 699-2595  
[billiejo@drbilliejo.com](mailto:billiejo@drbilliejo.com)  
1-855-889-4060 (fax)

**Gonzaga center for developmental disabilities for ABA (Dr Mark Derby-  
509-313-3633)**

Behaviorally, has behaviors that are in the clinically significant which include hyperactivity, aggression, atypicality (doing things that are not typical), withdrawal, attention problems, adaptability, activities of daily living, and functional communication, and behaviors that are in the at-risk range which include anxiety, depression, and social skills. With this in mind the following recommendations are made:

- Due to diagnosis Of Autism Spectrum Disorder/ Autism, you could be made eligible for

Special Education services under the category of Autism to help with behavior / adaptive, social skills, and communication. If you would like to have your child's eligibility category changed to Autism then please contact the school psychologist or teacher so that a meeting can be held in order to do that. Your child will do best in a small structured environment with frequent opportunities for one on-one interactions with adults support to initiate and maintain interactions with peers, she will benefit from regular exposure to typical peer models during parts of the school day.

- Speech and Occupational therapies are recommended to continue in the school setting

and privately if needed with the aim of improving communication skills, address sensory issues and emotional regulation

- Increase Interactive play: interactive skills may be limited. Specific challenges may include sharing, following someone else's lead, taking turns and playing cooperatively. Your child will benefit from social skills/play groups participation.

**Resources: Books**

- Play and imagination in children with autism by Pamela Wolfberg
- Autism and Play by Jannell Beyer
- Teaching play skills to Children with Autism Spectrum Disorders by M.Smith MD
- Transitions/changes in schedules are tough for children with Autism. It will be helpful to give a warning before it is time to end activities and before going on to the next thing. A Time timer (visual timer so your child can see how much time is left) can be used along with a verbal reminder, "Five more minutes, then outside is all done." An object from the next activity can also be used to help transition her from the current activity to the next one. More time may be needed when ending an activity she/he really likes.

- Continue to monitor which can be seen as irritability and moodiness in children. If it continues, individual/ family counseling is available to help look at treatment options.
- Your child needs help to use eye contact when requesting things or wanting the attention of someone. She is vocalizing but not consistently coordinating her eye contact to direct it towards the person she is speaking to. An object can be held up to your eyes or an object can be held and not released to your child until she/he looks at you. You also want to get down to her/his level when speaking to her/him so she does not have to stretch her neck to look up at you. This will make giving eye contact easier for her/him. You can also ask her/him, "Who are you talking to?"

### VISUAL STRATEGIES

- A visual schedule (pictures/photos of each activity in her day) may be helpful for your child in order to help her/him with predictability and to help with transitioning from one activity to the next. Reviewing it in the beginning of the day will be helpful for her/him especially when there are changes, saying "Today, something is different, we are going to the dentist, doctor, etc." to help her/him understand what is different and show her/him the schedule. Often these visual schedules are helpful for the whole class not just for your child and for at home.
- Your child may benefit from increased visuals in his environment to help her follow directions. Places to locate teaching visuals and language teaching materials include:
  - Visual Aids for Learning <http://www.visualaidsforlearninchcom/>
  - Do2learn <http://www.do2learn.com/>
  - Special Education Technology for British Columbia <http://set bc.oro/>
  - Free visuals in 'Learning Centre'
  - Kathy Schrock's 'Guide to Everything' <http://www.schrockguide.net/>
  - MindWing Concepts <http://mindwingconcepts.com/>
- Visual supports (e.g., steps of a task, lists, pictures) can be helpful at home and at school for teaching new skills or routines, providing memory cues for multi-step directions, reducing anxiety when there are changes, and highlighting adaptive coping responses. Parents and teachers may implement visual supports to outline the order of daily events, steps in a routine, or to select an activity or behavior from a variety of different options. Visual timers are another helpful tool. More information on visual supports can be found in the book:

Visual Strategies for Improving Communication: Practical Supports for School and Home by Linda Hodgdon, or at [www.usevisualstrategies.com](http://www.usevisualstrategies.com).

It may be helpful to use "First Then" when giving directions to your child so that she/he has clear expectations even if it is something she does not like. You can have a more preferred choice for her/him after she/he gets the first thing done.

- In all settings, people working with your child should tell her/him what she/he needs to do instead of telling what not to do (e.g., Instead of "No hitting" use "gentle or nice hands with our friends"). General principles of positive behavior supports, including having consistent and clear expectations, following through with requests, praising and encouraging desired behavior; should be used with your child.
- To help your child be more flexible, parent/caregiver can work on changing routines one thing at a time, very subtly (we call it 'subtle sabotage') and help her handle changes. This sometimes happens at school without any planning due to sometimes things change. It is good to help prepare her for those changes with a warning that they are coming up, especially in light of her negative reactions to unexpected changes and rigidity.
- Having a place for your child to go to when she/he is overwhelmed in her/his classroom or at home may be helpful to getting your child to calm herself/himself. Having a corner with a tent or a bean bag chair so she can get some deep pressure to her body may also be helpful.
- **Autism Speaks** has a website [www.autismspeaks.org](http://www.autismspeaks.org) where there is a **100-day tool kit** that can be downloaded that helps parents with children who have been newly diagnosed with Autism Spectrum Disorder within the last 6 months. You can also get a copy sent to you free of charge by calling 888-AUTISM2 (888-288-4762) and speaking with an Autism Response Team Coordinator.
- **The ISAAC Foundation** provides scholarships for local families with children diagnosed with Autism Spectrum Disorder to help provide financial assistance for treatment beyond what insurance will cover. For information go to

The ISAAC Foundation  
PO Box 19202  
Spokane, WA 99219  
Phone: 509-325-1515  
Fax: 509-325-1516

Holly Lytle, Director  
[Holly@TheSAACFoundation.org](mailto:Holly@TheSAACFoundation.org)

- For information on Autism Spectrum Disorders you can go to the Lending Library from the Autism Outreach Project at ESD 189. Available books, videos, and curriculum to borrow and return through the school district. Go to the website [www.esd189.org](http://www.esd189.org) then go to “Special Programs,” then to “Autism Outreach Project,” then to “Library.” The library list is in a pdf file.
  - Autism Spectrum Disorders: An essential guide for the newly diagnosed child by Nancy D. Wiseman
  - Uniquely Human: A different way of seeing autism by Barry Prizant Ph.D
  - The Survival Guide for Kids with autism Spectrum disorders (and Their Parents) by Elizabeth Verdick and Elizabeth Reeve MD
  - The Out-of-Sync Child by Carol Stock Kranowitz, M.A.
  - Teaching Children with Autism: Strategies for initiating positive interactions and improving learning opportunities by Robert L. Koegel & Lynn Kern Koegel

### Contact in Spokane area:

Jodie Hommer, MA, MFT, LHMC

Operations and Eastern WA Outreach & Advocacy Coordinator

Washington Autism Alliance & Advocacy

16225 NE 87th St. Suite A-2 Redmond, WA 98052 phone: 509-598-3413

[jodie@washingtonautismadvocacy.org](mailto:jodie@washingtonautismadvocacy.org)

### Autism Resources

The University of Washington READi Lab focuses on conducting research related to early identification and intervention for children with Autism Spectrum Disorder (ASD), which is also referred to as autism. Our work is important because we know early intervention and detection can change the lives of those impacted by autism.

<http://uwreadilab.com>

### Local/Washington State Resources

- The Arc of Washington <http://www.arcwa.org/>
- Autism Speaks <https://www.autismspeaks.org/advocacy/state/washington>
- Autism Society of Washington <http://www.autismsocietyofwa.org/>
- Washington State Department of Early Learning (DEL)  
<http://www.del.wa.gov/>
- Families for Early Autism Treatment (FEAT) WA <http://www.featwa.org/>

- Kinderding <https://kinderding.org/>
- Northwest Autism Center <http://www.nwautism.org/>
- Open Doors for Multicultural Families <http://multiculturalfamilies.org/>
- PAVE (Partnerships for Action. Voices for Empowerment.)  
<http://wapave.org/>
- Seattle Children's Autism Center  
[http://www.seattlechildrens.org/clinics-programs/autism\\_center/](http://www.seattlechildrens.org/clinics-programs/autism_center/)
- Washington Autism Alliance and Advocacy (WAAA)  
<http://www.washingtonautismadvocacy.org/>
- WA State Fathers Network <http://fathersnetwork.org/>
- Autism Outreach Lending Project <https://www.nwesd.org/aop/library>
- University of Washington Autism Center  
<http://depts.washington.edu/uwautism>
- Autism Breakthrough by Raun Kaufmann (Son Rise Program)
- An early Start for your child with Autism: Rogers, Dawson and Vismara
- The PRT pocket Guide: Koegel and Koegel
- Access to local resources is available online through the **Northwest Autism Center** ([www.nwautism.org](http://www.nwautism.org)). They have local trainings and information of interest to parents and professionals regarding Autism Spectrum Disorder.
- It is essential for parents to have dedicated personal time on a regular basis in order to rejuvenate and maintain the energy necessary for parenting, especially when their children have special needs. Many parents find it helpful to obtain professional and/or parent group support as part of this process. The following organizations may be contacted for more information on parent support:
  - Parent to Parent Program (1-800-821-5927) through the ARC of Washington (360-357-5596 or via the web at [www.arcwa.com](http://www.arcwa.com))
  - Partnerships for Action. Voices for Empowerment (PAVE)  
<http://wapave.org/>

### **WAAA (Washington Autism Alliance and Advocacy)**

Washington Autism Alliance & Advocacy is a personal advocate and legislative champion for children and adults with autism spectrum disorder (ASD) & other developmental disabilities.

**Their mission is** to ensure that all children and adults with Autism Spectrum Disorders (ASD's) & other developmental disabilities (DD's) have every opportunity to thrive and become productive members of society. They do this by helping families access ASD & DD health insurance benefits, effective services in schools, and supportive community-based services, regardless of their personal financial situation.

**They focus on:** Providing pro bono guidance, counseling, coordination, training, resources, and legal support to families and professionals, to help them attain effective autism treatment and socially significant rehabilitative programs statewide. Offering pro bono community services such as support groups, a respite care program, and peer social communication portals so families of children with ASD and other DD's can connect, share experiences, and feel less overwhelmed by the intensity of caring for an autistic child. Lobbying for legislation that directly supports and improves the health, safety, and education of children and adults with ASD and other DD's, then working to connect the dots to make sure the policies are actually implemented to support those in need.

<http://www.washingtonautismadvocacy.org/updates/>

Please be aware that eligibility cannot be determined until DDA receives your signed application and all necessary information.

***What do I do if I need help completing the application or obtaining supporting documentation?***

Please contact your local DDA office and let them know you need help completing the application or obtaining documentation.

***Where do I return the completed application and copies of supporting documents?***

Return the application and supporting documents to the office corresponding to the county where you reside.

### **Region 1 Headquarters**

**Counties:** Adams, Asotin, Benton, Chelan, Columbia, Douglas, Ferry, Franklin, Garfield, Grant, Kittitas, Klickitat, Lincoln, Okanogan, Pend Oreille, Spokane, Stevens, Walla Walla, Whitman, Yakima

1611 W. Indiana Ave.  
Spokane, WA 99205-4221  
Toll Free: 1-800-462-0624

### ***What is a developmental disability as defined by law?***

Under RCW 71A. 10.020(5) the definition of a developmental disability is: A disability attributable to:

- Intellectual Disability;
- Cerebral Palsy;
- Epilepsy;
- Autism; or
- Another neurological or other condition similar to intellectual disability.

Which:

- Originated before the individual attained age eighteen;
- Continued or can be expected to continue indefinitely, and
- Results in substantial limitations to an individual's intellectual and adaptive functioning.

### **Advocating for Your Child: 25 Tips for Parents**

According to the Surgeon General, 1 child in 5 experiences significant problems due to a psychiatric disorder. The good news is that we can help many, if not most, of these youngsters. The real tragedy is that so few, less than 1 in 3, are receiving the comprehensive treatment they really need. Children and adolescents with emotional and behavioral problems deserve access to the best possible mental health care.

- Easter Seals Washington <http://easterseals.com/washington/>

### **National Resources**

- The Arc <http://www.thearc.org/>
- Autism Society <http://www.autism-society.org/>
- Autism Society (En Español) <http://www.autism-society.org/en-espanol/>
- Autism Speaks <https://www.autismspeaks.org/>
- CDC Learn the Signs. Act Early. <http://www.cdc.gov/ncbddd/actearly/>
- Families for Early Autism Treatment (FEAT) <http://www.feat.org/>
- Family Voices <http://www.familyvoices.org/>
- Parent to Parent USA <http://www.p2pusa.org/>
- Sibling Support Project <https://www.siblingsupport.org/>

### **Educational Websites**

- Interacting with Autism: <http://www.interactingwithautism.com/>
- Autism Navigator <http://autismnavigator.com/>

- Autism Science Foundation <http://www.autismsciencefoundation.org/>
- Simons Foundation Autism Research Initiative <http://safari.org/>
- Organization for Autism Research (CAR) [www.researchautism.org](http://www.researchautism.org)

## **Developmental Disabilities Administration**

<https://www.dshs.wa.gov/dda>

### **Eligibility**

#### **How do I apply for a determination of DDA eligibility?**

To apply for a determination of eligibility by DDA, read the detailed instructions and complete the required forms. You may also contact your local DDA office and ask to have an application packet mailed to you.

- Documentation supporting your request for eligibility is required. You will need to provide information such as educational, psychological, medical, and neuropsychological records and evaluations that will assist in determining whether your disability meets DDA eligibility criteria. Upon your request, DDA staff can assist you with completing the application and/or acquiring documentation.
- How do I get an assessment from a specialist, such as an OT, Neuropsychologist, or an MD, who can determine if my child has Autism? Look for such specialists in your insurance listing. If no such specialist is available as part of the company's "network", you may be able to receive treatment from a provider of your choice, with the insurance company responsible for full payment. Work with the schools. Insist on access to appropriate mental health consultation services. You can also suggest inservice training programs to enhance awareness about child psychiatric disorders. Request copies of your child's educational records, including the results of any formal testing or other evaluations. Ask to be included in any and all school meetings held to discuss your child.
- Learn about the reimbursement and funding systems in your state. The more you know, the better you can advocate on behalf of your child. How does Medicaid work? Which are covered and which are excluded? Is there a Medicaid "waiver program" which allows increased flexibility based on the specific needs of children and

families? Is ur child eligible? If not, why not? What other sources of funding are potentially available?

- If necessary, use a lawyer. Learn about the local legal resources. Find out which lawyers in your community are familiar with educational and mental health issues. Talk to your local Protection and Advocacy agency or American Civil Liberties Union for suggestions. Call the State Bar Association. Talk to other parents who are lawyers or who have used lawyers. Consider a legal consultation to make sure you are pursuing all appropriate avenues and options regarding services for your child.
- Parents can help by being informed, involved, and persistent advocates on behalf of their children. The following outline offers specific tips and suggestions which parents may find useful in such advocacy efforts. Individual advocacy for your own child:
  - Get a comprehensive evaluation. Child psychiatric disorders are complex and at times confusing. A full assessment often involves several visits. Effective treatment depends on a careful and accurate diagnosis.
  - Insist on the best. Talk to physicians, therapists, guidance counselors and other parents. Find out who in your community has the most experience and expertise in evaluating and treating your child's particular condition. Check the clinician's credentials carefully. Are they appropriately licensed or certified in your state? If he or she is a physician, are they "Board Certified"? Push schools, insurance companies and state agencies to provide the most appropriate and best possible services, not merely services that are deemed sufficient or adequate.
  - Ask lots of questions about any diagnosis or proposed treatment. Encourage your child to ask any questions he or she may have, as well. Remember that no one has all the answers, and that there are few simple solutions for complex child psychiatric disorders. In addition, all treatments have both risks and benefits. Make sure you and your child understand the full range of treatment options available so you can make a truly informed decision.
  - Insist on care that is "family centered" and which builds on your child's strengths. Ask about specific goals and objectives. How will you know if treatment is helping? If your child's problems persist or worsen, what options and alternatives are available?
  - Ask about comprehensive "wrap around" or individualized services, geared specifically to the needs of your child and family. Are such services available in your state or community? If not, why not?

- Be prepared. One of the most important things you can do to help your child is to keep all information, including past consultation and treatment reports, in an organized place. Insist on receiving your own copies of all evaluations. Records can easily be misplaced, delayed or even destroyed. Maintaining your own file with all relevant information can help avoid unnecessary duplication of previous treatment efforts.
- Feel free to seek a second opinion. Any responsible mental health professional will be glad to help with referrals or by sharing information. If you have questions about your child's diagnosis or the proposed course of treatment, by all means, arrange an independent consultation with another clinician.
- Help your child learn about their condition. Use books, pamphlets and the Internet. Make sure the information is age-appropriate. Answer questions with honest, accurate and consistent information, but don't overload children with more detail than they want or need.
- Know the details of your insurance policy, and learn about the laws governing insurance in your state. For example, in some states, insurance companies must provide access to the following organizations are excellent resources regarding advocacy on behalf of children's mental health:

American Academy of Child and Adolescent Psychiatry

3615 Wisconsin Avenue,  
NW Washington, DC 20016  
(202) 966-7300  
[www.aacap.org](http://www.aacap.org)

American Psychiatric Association

Division of Public Affairs  
1400 K Street, NW  
Washington, DC 20005  
(202) 682-6140  
[www.psych.org](http://www.psych.org)

Federation of Families for Children's Mental Health

1101 King Street, Suite 420  
Alexandria, VA 22314  
(703) 684-7710  
[www.ffcmh.org](http://www.ffcmh.org)

National Alliance for the Mentally Ill  
Colonial Place Three  
2107 Wilson Blvd., Suite 300  
Arlington, VA 22201-3042  
(703) 524-7600  
[www.nami.org](http://www.nami.org)

National Mental Health Association  
1021 Prince Street  
Alexandria, VA 22314-2971  
1-800-969-6642  
[www.nmha.org](http://www.nmha.org)

The Children's Defense Fund  
25 E Street NW  
Washington, DC 20001  
(202) 628-8787  
[www.childrensdefense.org](http://www.childrensdefense.org)

Bazelon Center for Mental Health Law  
1101 15th Street NW, Suite 1212  
Washington, DC 20005-5002  
(202) 467-5730  
[www.bazelon.org](http://www.bazelon.org)

Childhood and Adolescent Bipolar Foundation  
1187 Wilmette Avenue  
P.M.B. #331  
Wilmette, IL 60091  
(847) 256-8525  
[www.bpkids.org](http://www.bpkids.org)

Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD)  
8181 Professional Place, Suite 201,  
Landover, MD 20785 CHADD  
1-800-233-4050  
(301) 306-7070

[www.chadd.org](http://www.chadd.org)

Juvenile Bipolar Research Foundation  
49 S. Quaker Road  
Pawling, NY 12564  
(203) 226-2216  
[www.bpchilddresearch.org](http://www.bpchilddresearch.org)

Depression and Bipolar Support Alliance (DBSA)  
730 N. Franklin Street, Suite 501  
Chicago, IL 60610  
1-800-826-3632  
(312) 642-0049  
[www.ndmda.org](http://www.ndmda.org)

Depression and Related Affective Disorders Association (DRADA)  
Meyer 3-181, 600 North Wolfe Street  
Baltimore, MD 21287-7381  
(410) 955-4647  
[www.drada.org](http://www.drada.org)

Parent to Parent (P2P) Coordinators  
**STATE PARENT TO PARENT OFFICE**  
SUSAN ATKINS, State Coordinator  
Washington State P2P Programs  
2638 State Avenue NE, Olympia, WA 98506  
VOICE: (425) 641-7504,  
CELL: (425) 269-3267  
Toll Free: (800) 821-5927  
E-MAIL: parent2parentwa@gmail.com  
SPONSORING AGENCY: The Arc of Washington State  
website: [www.arcwa.org](http://www.arcwa.org)  
Facebook: <https://www.facebook.com/parentto.parent.9>

**Spokane/Lincoln/Whitman Counties**

JENNIFER LEE, Coordinator  
320 East 2nd Avenue  
Spokane, WA 99202

Program Activities: Parent Support Group & Workshops, Parents 4 Life monthly meetings, Newsletter, Lending Library, Transition Support, Guardianship & IEP referrals, Annual Holiday Party & Summer Picnic, Annual Family Support Conference in the spring

VOICE: (509) 328-6326, ext. 8323

FAX: (509) 328-6342

E-MAIL: [jlee@arc-spokane.org](mailto:jlee@arc-spokane.org)

SPONSORING AGENCY: The Arc of Spokane

Website: [www.arc-spokane.org](http://www.arc-spokane.org)

Facebook: <https://www.facebook.com/SpokaneP2P/>

### **The ARC of Spokane**

Mission: We promote independence and choice and enhance the quality of life for people with developmental disabilities and their families.

[https://www.arc-spokane.org/](http://www.arc-spokane.org/)