

Check out our latest newsletter!



WA State Parent to Parent (P2P) Newsletter: August 2020

[P2P Programs by County](#)

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Hello!

Our 3 Regional P2P trainings were such a success! Parent to Parent program coordinators met virtually in eastern Washington, southwestern Washington and northwestern Washington. It was so great to re-connect, share what's going well and what could be better, laugh and craft together, and learn about various resources/services including the Children and Youth with Special Health Care Needs program (CYSHCN). A big thank you to Jennifer Newhouse and team, Sylvia Davenport, and Jamie Coonts and team for hosting these virtual trainings. We also had special guests from local CYSHCN programs- Bonnie Peterson and Sue Starr, as well as Informing Families Coordinator Michelle O'Dell.

Our Annual P2P Network training is just around the corner - September 17, 18. We'll have trainers on cultural humility and trauma stewardship/mindfulness. Our planning committee is working to

ensure this year's training is full of HOPE, HAPPINESS, HANGING OUT (networking), and HELPFUL information. Please be sure to attend!!

Welcome back Shannon Cox, new Coordinator for Chelan/Douglas Counties, and Donna Tiffan, welcome back as the Interim Coordinator for Klickitat County.

Tracie, Theresa, Patty and Jackie

Washington State Parent to Parent is thankful to the following state agencies for continued funding support: [The Arc of Washington](#), [Washington State Developmental Disabilities Administration](#), [Washington State Department of Health](#), [Washington State Developmental Disabilities Council](#).

FAMILY FOCUS

Spanish versión:



Mi nombre es Flor Yenis Flores, soy casada tengo dos hijos, una niña y un adolescente que el siguiente ciclo escolar va entrar a la high school. Desde que me conectaron con un padre Ayudante, con la cual considero que es muy empática, amable y siento que tiene mucha experiencia con la labor que hace con nosotros y eso me impresiona mucho, tanto que me hace sentir mas orientada y confiada. Me da mucho gusto tener alguien con quien platicar acerca de nuestros hijos que tienen el mismo diagnóstico. Además, hay que considerar que, tener a alguien con quien hablar y confiar que además habla el mismo idioma, que entiende nuestras costumbre hace una gran diferencia. Ahora me

siento más tranquila, que no estoy sola y que no soy la única, la verdad me siento mas consolada. Entiendo que, por el momento no podemos reunirnos en persona por el covid y también porque nuestros hijos están en casa y estamos mas ocupadas, pero saber que puedo hablar con mi padre ayudante la vida me es de mucha ayuda, lo cual agradezco mucho.

English versión:

My name is Flor Yenis Flores, I am married and I have two children, one little girl and a teenager who is going to start high school the next school year. Since I was connected to a Helping Parent, with whom I consider very empathetic, kind and I feel that she has a lot of experience with the volunteer work she does with us and that impresses me a lot, so much that it makes me feel more oriented and confident. I am very happy to have someone to talk to about our children who have the same diagnosis. In addition, we must consider that having someone to talk to and trust who also speaks the same language, who understands our customs, considering the difference in experiences each of us have makes a huge difference. Now I feel more calm knowing that I am not alone and that I am not the only one, truthfully I feel more comforted. I understand that, at the moment, we cannot meet in person because of covid and also because our children are at home and we are more busy, but knowing that I can speak to my helping parent is very helpful for which I am very grateful.

RESOURCES

1. [How do we help those with developmental and/or intellectual disabilities and those on the autism spectrum return to school or adult services after COVID-19?](#)

It has been a long haul at home! Both the children and the adults are used to the home environment and routines. Some students have been out of their school/adult program for months. It is now time to go back to the new normal school/work routine, but what does that "normal" mean? Schedules are different, structure is not the same and learning has been interrupted, yet hopefully maintained. How do parents prepare their child to transition back to school? How do we get started?

This workbook gives you strategies for you to put in place prior to your child going back to school or to their adult services placement. Each strategy is explored in-depth with examples to follow so

that you and your child are prepared for a successful returning to school or program.

2. [Washington State Fathers Network Calendar of Events](#)

3. NOC Society in Seattle Washington runs a program called Camp Without Borders which is a free travel program for young adults 18-35 with medical illnesses and disabilities across Washington State. We are fairly new (founded in 2017) and are reaching out to the community.

For 2020 we had an accessible white water rafting trip, adaptive hiking trip in the Northern Cascades, San Juan Island trip and Coachella Music Festival. Due to COVID-19 we've had to cancel most of those programs but in the meantime have pivoted programs to virtual. We are now having weekly happy hours, trivia nights and live entertainment for participants to keep connected and safe until we can travel again! We are also about to roll out our 2021 travel schedule! Below is our website and videos of past trips.

nocsociety.com

<https://www.youtube.com/watch?v=IOj8ryvSnvM>

<https://www.youtube.com/watch?v=upM67LnDaow>

<https://www.youtube.com/watch?v=HSUIGgnBvcw>

4. [Is a Therapy Dog Right for Your Child with Autism](#) [Complete Guide]

5. Dear Community Partner,

Social Security remains committed to providing uninterrupted benefits and vital services the public relies on, especially during the current coronavirus pandemic. As an important part of the community, I am asking for your help to share important information with your network and clients. Despite challenges government and businesses face at this time, we want people to know we remain ready and able to help them by phone with most Social Security matters.

Your clients can speak with a representative by calling their local Social Security office or our National Number. We also provide local office phone numbers conveniently online with our [Social Security Office Locator](#). Attached is a flyer/poster that you can customize with the local office number. Please let us know by email reply if you are able to share this information with your network and clients.

Although our offices are not providing service for walk-in visitors, we may be able to schedule an appointment for limited, critical issues if we cannot help someone by phone and if they cannot get the information they need or conduct their business online.

Please encourage your clients to call or take advantage of our secure and convenient [online services](#) to:

- Apply for [Retirement](#), [Disability](#), and [Medicare](#) benefits,
- Check the status of an application or appeal,
- Request a replacement Social Security card (in most areas),
- Print a benefit verification letter, and
- Much more.

Most business with SSA can be done online but we know that many people still rely on phone or in-person help. That's why we want people to know they can still count on us by phone.

Lastly, we know that getting medical and other documentation can be difficult due to the pandemic. We continue to extend deadlines wherever possible.

Thank you,

Social Security Administration
Public Affairs

6. Measuring Health Equity, Aug. 13, 11 a.m.-12 p.m.

The Pediatric Health Equity Dashboard tracks and displays disparities in patient care. Learn ways to advance equitable care through metrics.

Register: <https://www.childrenshospitals.org/Events/2020/08/13/Measuring-Health-Equity>

7. The Working Principles for Health Justice & Racial Equity Organizational

Self-Assessment is a tool for organizations or programs to reflect on the ways in which they embody health justice and racial equity in practice, and identify opportunities for

growth and improvement. Praxis does not believe that health justice and racial equity can simply be calculated; rather, this assessment is simply a guide to facilitate reflection and team discussions, and support actions that organizations can take to improve authentic community partnerships. https://www.thepraxisproject.org/resource/2020/principles-self-assessment?link_id=3&can_id=841401307c71fea2f3d691096877e4a6&source=email-the-time-for-reflection-change-is-now-praxis-working-principles-for-health-justice-racial-equity&email_referrer=email_837229&email_subject=the-time-for-reflection-change-is-now-praxis-working-principles-for-health-justice-racial-equity

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8. The Impact of Racism on Child and Adolescent Health | Pediatrics.

The American Academy of Pediatrics is committed to addressing the factors that affect child and adolescent health with a focus on issues that may leave some children more vulnerable than others.

Racism is a social determinant of health that has a profound impact on the health status of children, adolescents, emerging adults, and their families. Although progress has been made toward racial equality and equity, the evidence to support the continued negative impact of racism on health and well-being through implicit and explicit biases, institutional structures, and interpersonal relationships is clear.

<https://pediatrics.aappublications.org/content/144/2/e20191765>

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Survey

Dear Parent,

St. John's University is committed to help improve the lives of those who care for or a person with special needs. We strive to help advance the support of parents in and out of their workplace.

We are currently collecting data on the work engagement of employees who are parents of children with special needs. Our goal is for this data to serve as a first step in a larger discussion about human resource practices for the support of parents in the workplace. We are asking you to spend fifteen minutes to share your views by completing a short and anonymous survey relevant to your employment prior to COVID-19.

Please know that your participation will help parents and employers support other parents of children with special needs. The survey is 100% anonymous and no one has access to the data but St. John's. No names or identifying info is collected or ever shared.

To participate please click on one of the link below:

[https://urldefense.com/v3/_http://tobin.az1.qualtrics.com/jfe/form/SV_3KR7OIKk1JzjBrf_!!DGloqiloGHVhOA!ZRyeXsNVzMZfhc59hvmfrWGfxYRED-G7o-gc3Epy6zSmlwnZMjFNfrwKmfrrl0WSRA\\$](https://urldefense.com/v3/_http://tobin.az1.qualtrics.com/jfe/form/SV_3KR7OIKk1JzjBrf_!!DGloqiloGHVhOA!ZRyeXsNVzMZfhc59hvmfrWGfxYRED-G7o-gc3Epy6zSmlwnZMjFNfrwKmfrrl0WSRA$)

Thank you in advance for your time. If you have any questions, please feel free to contact me.

Abraham Stefanidis, Ph.D.
stefania@stjohns.edu

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SPANISH RESOURCES - EN ESPANOL

1. La importancia de acceder a los recursos en tiempos de pandemia

Desde el inicio de la pandemia covid-19, se han proporcionados muchos recursos, servicios y beneficios comunitarios. Muchos de ellos han llegado a las familias gracias a los proveedores esenciales para minimizar las necesidades de las familias en general. El primer estrago al que las familias se han enfrentado, es el cierre de las escuelas y con ello, las familias ahora tienen tiempo completo a sus hijos en casa. Los padres de alguna manera u otra se han convertido en los profesionales proveedores de los servicios educativos terapéuticos etc. de sus hijos. La mayoría de ellos no cuentan con las certificaciones curriculares para proporcionar estos servicios y se ha

convertido para muchos un dilema. Aun con estas barreras, los padres están trabajando hombro a hombro para entender y ser los proveedores de los servicios educativos terapéuticos etc. de sus hijos, mientras que muchos son empleados esenciales y tienen que salir a trabajar a la comunidad. Hay otros que tienen que trabajar desde sus hogares como nuestra compañera Tanya English. Ella además de ser la coordinadora cultural de Padre a Padre para las familias que su primer idioma es el español en los condado de Clark/Klickitat/Skamania para PEACE. Ella es mama de tres hermosas niñas, la cual una de ellas tiene el diagnóstico del espectro del autismo, también es ama de casa y esposa.

Como profesional, Tanya jamás se imaginó que sus hijas serian elegibles para los beneficios de Transferencia Electrónica de Beneficios Pandémicos (P-EBT). Ella se dio a la tarea de someter la aplicación y su aplicación fue aprobada, ya que esta es específicamente para los niños de edades escolares K-12 o que son elegible para comidas escolares gratuita o precio reducido o asisten a una escuela donde las comidas son gratuitas para todos los estudiantes.

Cabe mencionar que, dentro de la comunidad Latina, existe la desinformación en cuestión de quien puede y no puede aplicar para servicios del gobierno, tanto estatal o federal. Además del miedo de perder la oportunidad de aplicar para obtener un estatus legal. Afortunadamente, aquí en el estado de Washington, el gobernador Jay Inslee fue muy específico al cuidar este aspecto para asegurarse que los estudiantes este recibiendo los servicios básicos, aun cuando están estudiando desde casa y la comida no fuera un impedimento. Esto significa que ningún padre será afecto por la Carga Publica (Public Charge) si sus hijos reciben los beneficios de P-EBT.

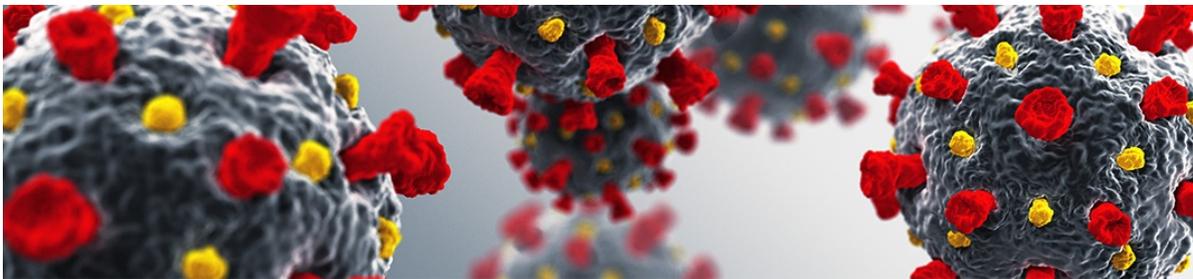
Con esto, queremos invitar a todas las familias que no tengan miedo de preguntar que recursos, programas y beneficios hay en estos momentos y cómo funcionan. Ya que pueden estarse perdiendo de estos y al no acceder a los recursos, programas y beneficios les puede estar causando más estrés en el hogar.

2. "Fortaleciendo Corazones" Seattle Children's Hospital

Es un programa que se basa en el currículo de Mindfulness Self compassion (compasión personal) creado por Kristin Neff Ph. D., and Chris Germer, Ph.D. La primera versión fue creada en inglé y se le dio el nombre de: "Finding Strength for Long Haul"El currículo fue creado en colaboración con papas de niños con necesidades especiales, profesionales en diferentes áreas (trabajo social, salud pública, psicología, yoga, etc.) y personas de diferentes comunidades (latinas, afroamericanas, somalí). La segunda versión es "Fortaleciendo Corazones" y la tercera versión será diseñada para padres de niños de edades de 0 a 5 años. Lo más bonito de este currículo es que es un documento vivo que sigue creciendo y transformándose de acuerdo a las necesidades de las comunidades y los aprendizajes del camino. En el programa utilizamos la pedagogía de la educación popular porque el lenguaje es simple y directo. Usando una traducción que toma en cuenta palabras y frases culturales como por ejemplo: apapachos para el elma. La palabra apapachos viene del lenguaje Náhuatl, originario de México. Los participantes se han conectado inmediatamente con el lenguaje y les a ayudado a adaptarse a un nuevo estilo de meditación. Las clases son llevadas a cabo por padres líderes comunitarios.

Los objetivos del programa son; apoyar a los padres, compartir estrategias que puedan usar para disminuir y manejar el nivel de estrés y depresión, además del aislamiento creando comunidad mientras que continúan con sus desempeño como padres.

Actualmente y debido a las circunstancias que el mundo está experimentando con la pandemia del covid-19, las clases se están llevando en un formato virtual por la plataforma de Zoom. Tomando en alta consideración, ahora más que nunca los expertos recomiendan que tomemos cartas en el asunto en cuestión a la salud mental. Creemos que cuidarnos emocionalmente es como un artículo de primera necesidad.



COVID-19 RESOURCES

NEW! [DSHS COVID-19 Information in multiple languages.](#)

The translations for our top 15 languages can be found on the dedicated language pages accessible via the links at the top and in the footer.

For languages that do not have dedicated webpages, taglines are in the sidebar about how to request the translations from Constituent Services.

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NEW! - News release - WA State Healthcare Authority - For immediate release - July 6, 2020

State launches [Washington Listens program](#) to support people affected by the stress of COVID-19 The program includes a phone line to speak with support specialists and connect to community resources

OLYMPIA - In response to COVID-19, Washington has launched Washington Listens, a support program and phone line to help people manage elevated levels of stress due to the pandemic.

People who call the Washington Listens support line will speak with a support specialist and get connected to community resources in their area. The program is anonymous.

"Washington Listens helps people cope and strengthen their resiliency in these uncertain times," said Sue Birch, director of the Washington State Health Care Authority, the agency managing the program. "It complements the state's behavioral health response services by providing an outlet for people who are not in crisis but need an outlet to manage stress."

"This pandemic has had far-reaching effects that extend beyond our physical health. We are still in this fight against this virus, and this assistance will help Washingtonians recover during this uniquely stressful time," said Mike O'Hare, FEMA Region 10 administrator.

The Washington Listens support line is 1-833-681-0211. It is available from 9 a.m. to 9 p.m. Monday through Friday, and 9 a.m. to 6 p.m. Saturdays and Sundays. TTY and language access services are available by using 7-1-1 or their preferred method.

Providers and tribes that have partnered with Washington Listens include American Indian Community Center, Colville Tribe, Community Integrated Health Services, Crisis Connections, Frontier Behavioral Health, Okanogan Behavioral Healthcare, and Swinomish Tribe.

The Washington Listens support line is made available by a \$2.2 million Crisis Counseling Assistance and Training Program (CCP) grant funded by Federal Emergency Management Agency (FEMA) and supported by the Substance Abuse and Mental Health Services Administration (SAMHSA). This program supports short-term interventions to mitigate stress, promote the use or development of coping strategies, and provide emotional support to help Washingtonians understand and process their stress.

Resources and self-help tips are available on walistens.org.

Media contacts

[Amy Blondin](#), Chief Communications Officer

360-725-1915 (office)

360-688-0131 (cell)

[FEMA Region 10 News Desk](#)

425-487-4610

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NEW! COVID-19 Communication Toolkit For Migrants, Refugees, and Other Limited-English-Proficient Populations.

CDC created this communication toolkit to help public health professionals, health departments, community organizations, and healthcare systems and providers reach populations who may need COVID-19 prevention messaging in their native languages.

https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/communication-toolkit.html?deliveryName=USCDC_2067-DM30162

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NEW! Seven Strategies for Conducting Services Virtually.

Across the country, health and social service providers have had to find new ways to support children and families in the face of COVID-19. Home visiting services, pediatric well-child visits, prenatal care and mental health appointments have largely had to transition from in-person appointments to visits virtually-either via phone or video. By learning how to conduct a successful virtual visit, health and social service providers can help ensure children and families receive the support they need during and after this pandemic. Use our new infographic to share strategies on conducting successful virtual visits.

https://www.nichq.org/insight/seven-strategies-conducting-services-virtually?utm_campaign=Newsletters&utm_medium=email&hsmi=

NEW! [Ensuring Support Services for Youth with Disabilities and Special Health Care Needs Amid COVID-19](#) - A Zoom conversation from PolicyLab at Children's Hospital of Philadelphia, featuring parents, educators, and physicians.

NEW! [Coping with Crayons: Kid-Friendly COVID-19 Information](#) - To help children understand the disruption in their lives, Children's Hospital of Richmond at Virginia Commonwealth University created a coloring book to provide COVID-19 information that children of all ages can easily digest and understand. An article from the Children's Hospital Association notes that the activity book, available online and in print, also can help parents gauge their children's feelings about the pandemic.

NEW! In a [video](#) (Covid-19 Content: PTSD During a Pandemic for Parents with Medically Fragile Children) from the Child Neurology Foundation, a caregiver and a psychologist discuss the impact of isolation and stress on parents caring for medically fragile children during a pandemic.

NEW! [Finding Food & Nutrition Programs and Shopping Safely](#)

Informing Families-Charting the Life Course: Integrated Services and Supports
[My Goal: Have a Good Life with Social Distancing](#)

[Get Help Buying Groceries During COVID-19](#)

[Resilience Loans](#) - A new loan product to help those who have become unemployed, underemployed, or furloughed as a result of the COVID-19 outbreak.

[Familias reciben ayuda para comprar alimentos con Pandemia EBT](#)

Strengthening Families Washington team collaborated with many state-wide partners to create a **[Caring for Your Family During COVID-19 guide](#)**. Today we were able to get the guide published in five languages:

- [English](#)
- [Chinese](#)
- [Hindi](#)
- [Somali](#)
- [Spanish](#)

Families Learning from Families June Virtual Roundtable Series

A discussion and learning forum for families learning with and from each other to support their children and loved ones during the COVID-19 pandemic.

This is a parent/caregiver ONLY event. This experience is designed to be responsive to the interest and needs unique to historically underserved families.

SCHEDULE OF EVENTS

June 6, 2020 - 12 noon - 1:00 PM EST [11 AM CT; 10 AM MT]

[Balancing Caregiver & "Teacher" Roles at Home](#)

June 13, 2020 - 12 noon - 1:00 PM EST [11 AM CT; 10 AM MT]

[Supporting Emotional Wellness: Coping with Anxiety and Fear During the COVID-19 Pandemic](#)

June 27, 2020 - 12 noon - 1:00 PM EST [11 AM CT; 10 AM MT]

[5 Essential e-Tools & Family Activities for Summer Enrichment](#)

[Patient- and Family-Centered Care and Pediatric Partnerships during COVID-19](#)

The series of free webinars and online conversations will occur monthly from May through October 2020. The next two events are scheduled for June 25, and July 28 at noon EDT.

For more information about future events, contact Deborah Dokken: ddokken@ipfcc.org

A Parent's Guide:

- **[Helping Your Child Feel Good About Wearing and Seeing Others Wear Face Masks](#)**

- [Helping Your Child Wear a Face Mask](#)
- [I Can Stay Healthy By Wearing a Face Mask](#)

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[Pandemic Making Child Care Tough To Find For Those With Special Needs](#)

by Bianca Padró Ocasio, Miami Herald/TNS | May 19, 2020
 With most daycare centers closed, child care options are especially limited for kids with disabilities and the impact is likely to be long-lasting.
 (Click on article for the rest of the story.)

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[House OKs COVID-19 Relief Plan With More Payments For People With Disabilities](#)

A fresh round of stimulus checks for people with disabilities and billions for home- and community-based services are part of a \$3 trillion relief bill that faces an uncertain future.
 (Click on the article for the rest of the story.)

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[COVID-19 Frequently Asked Questions Regarding CYSHCN.](#)

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[How to help your child build resilience against Coronavirus anxiety.](#)

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 COVID-1 Resource Guide for Parents and Caregivers. The Washington State Department of Children, Youth, and Families (DCYF) recently created a [resource guide to help parents and caregivers navigate the COVID-19 pandemic](#). DCYF recognizes the challenges parents and caregivers are experiencing during this unprecedented time. Many parents and caregivers have the responsibility of balancing their work schedules in the face of school closures and limited child care availability, or job loss.

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[How chronic stress changes the brain, and what you can do to reverse the damage .](#)

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 The Centers for Disease Control and Prevention has a series of videos about COVID-19 in American Sign Language at: [Sharing CDC's ASL resource](#)

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[Dental Health with COVID-19 Recommendations](#)

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[Free quarantine resources](#) for students, kids, and people seeking new knowledge.

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 Revised DOH website regarding [COVID-19](#) with multilingual resources.

Need a phone number to call with questions about the virus?
 DOH operates a hotline, with multiple language assistance, from 6 a.m. to 10 p.m. daily at 1-800-525-0127. The call center cannot access COVID-19 testing results. You can also text the word "Coronavirus" to 211-211 to receive information and updates on your phone.

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 People With Disabilities, Families, and Direct Support Professionals: [#WeAreEssential](#)

We are fighting every day to make sure the critical needs of people with disabilities, their families, and the direct support professional (DSP) workforce are included in the next coronavirus relief bill. And we need your help!
 From home and community based services to minimize the risk of people with disabilities being forced into institutions, paid leave for all caregivers, personal protective equipment for the vital DSP workforce, and stimulus payments for all - our essential needs must be included.
 What matters most to you and why? [Share YOUR story](#) with The Arc and send a personalized message to your Members of Congress by answering 3 short questions!
 Then, help spread the word to three friends and ask them to share their story too.
 For the latest information about the disability community and the coronavirus pandemic, visit visit [thearc.org/covid](#). Thank you for your advocacy!

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 CDC's Personal Protective Equipment (PPE) Educational Materials

CDC has developed new [Personal Protective Equipment \(PPE\)](#) educational materials to be used as an aide when training healthcare personnel on selecting and correctly using; donning (putting on), doffing (taking off), and disposing of PPE to protect themselves from exposure to COVID-19 in the healthcare settings.

COVID-19 Educational Materials Include:

- [How to Safely Put On PPE Video](#)
- [How To Safely Take Off PPE Video](#)
- [How to Put On and Take Off PPE Fact Sheet](#)

- [How to Put On and Take Off PPE Poster](#)
- [PPE Illustrations](#)

These materials were created to increase the safety of the healthcare work environment through improved use of PPE by healthcare personnel. Additional Infection Control recommendations for Healthcare Personnel can be found on [CDC's Infection Control Guidance](#) website.

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[How Parents can prepare for Corona virus-school closures and getting anything done](#)

[Spanish-How Parents can prepare for Corona virus-school closures and getting anything done:](#)

[Special Education Guidance from Washington State- OSPI](#)

[Food services during school closures:](#)

Talking with your child about Corona virus:

- [Talking With Children: Tips for Caregivers, Parents, and Teachers During Infectious Disease Outbreaks](#)
- [How to Talk to Your Kids About Corona virus](#)
- [Talking to Kids About the Corona virus](#)

[Washington State Department of Health](#)

[Centers for Disease Control and Prevention](#)

[Centers for Disease Control and Prevention - Get Your Home Ready](#)

[How to talk about COVID-19 with people who have autism](#)

[What's Open and What's Closed Under the Governor's Shelter at Home Order:](#)

[Plain Talk Guide for talking about COVID-19](#)

The Washington Department of Health has released a series of eight ASL/captioned educational videos about the COVID-19 pandemic and includes information on how to protect yourself and prevent the spread of the virus. Here are the YouTube listings available now. Watch for this on Facebook and other social media.

[Playlist:](#)

- [Introduction:](#)
- [What is COVID-19?:](#)
- [How Does COVID-19 Spread?:](#)
- [COVID-19 Symptoms:](#)
- [What to Do If You Are Sick:](#)
- [Prevention & Treatment of COVID-19:](#)
- [Stigma & COVID-19:](#)
- [What Can You Do About COVID-19?:](#)
- [What is Social Distancing?:](#)

[Resource page on COVID-19 for people with I/DD, their families and service providers in Washington](#)

COVID 19 Resource Information

[Plain Language Information on Corona Virus Accessible flyer](#)

[Plain Language Information on Corona Virus Accessible flyer - Spanish](#)

[COVID-19 Educational Materials - 26+ Languages](#)

Stay up-to-date on the [current COVID-19 situation in Washington](#), Governor Inslee's [proclamations](#), [symptoms](#), [how it spreads](#), and [how and when people should get tested](#).

For more information, visit our [Frequently Asked Questions](#) page.

Multiple Languages [Fact Sheet](#)

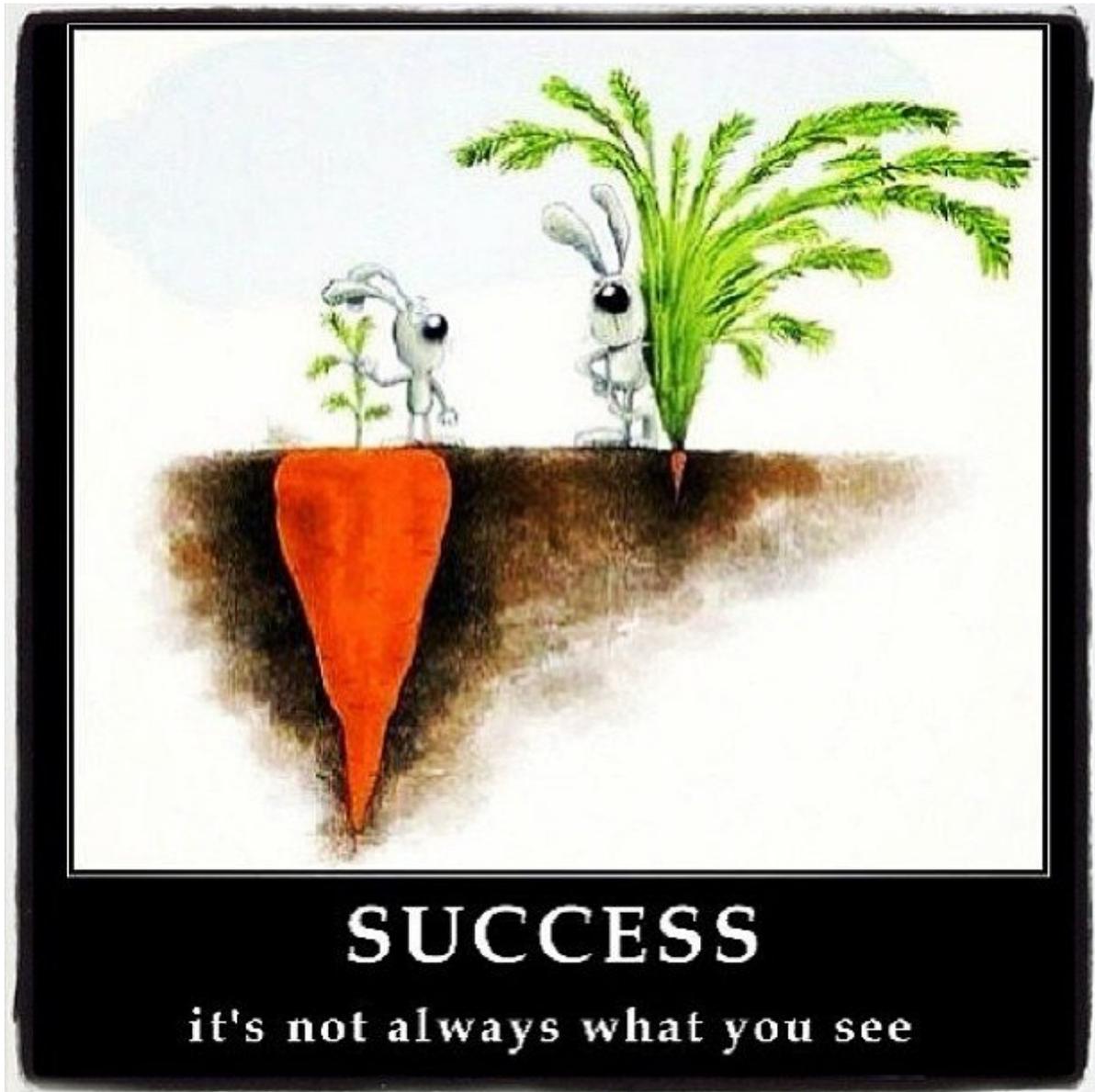
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MENTAL/BEHAVIORAL HEALTH NEEDS

[DSHS Behavior Health Organizations \(BHO\) Contacts by County](#)

If you or your family is experiencing distress and need support call:

- National Parent Helpline 1-855-4 A PARENT or 1-855-427-2736
- Info Children /Parent Helpline 1-778-782-3548
- National Suicide Prevention 1-800-273-8255



Yes...

[Carrot Cake](#) or [Oatmeal Carrot Cookies](#) or [Iced Carrot Cookies](#)...

Links for Archived Newsletters

(Click to read [archived past editions](#) through August 2016 of the P2P Newsletter!)

[Past Newsletters Parent to Parent \(bottom of the page\)](#)

WA State Parent to Parent (P2P) | The Arc of Washington State | 1.888.754.8798 x-2
parent2parentwa@arcwa.org | info@arcwa.org
Website: <https://arcwa.org/parent-to-parent/>

For a current listing of Washington State Parent to Parent programs, please contact:
The Arc of Washington State at info@arcwa.org or call the above phone #.

Friend us on Facebook:

<https://www.facebook.com/groups/155502866875/>



STAY CONNECTED:

