

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. resume	Brief Resume of E. Laurie Refsland Buys (partial) (1 page)	n.d.	b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Maggie Williams (Correspondence)
OA/Box Number: 17603

FOLDER TITLE:

[Correspondence from 1993]: B [4]

2013-0359-S

ry1303

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

THE WHITE HOUSE

WASHINGTON

June 25, 1993

Ms. Sharon D. Brown
25 Sunnyside Drive - 6D
Yonkers, NY 10705

Dear Ms. Brown:

Beverly Mathis forwarded your resume to me. Thank you for your expression of interest in working for the Clinton Administration. We are pleased to know that so many talented people are anxious to be a part of the team.

I have forwarded your resume on to the White House Personnel Office for consideration.

Sincerely,

Maggie Williams
Chief of Staff to the First Lady

THE WHITE HOUSE
WASHINGTON

June 25, 1993

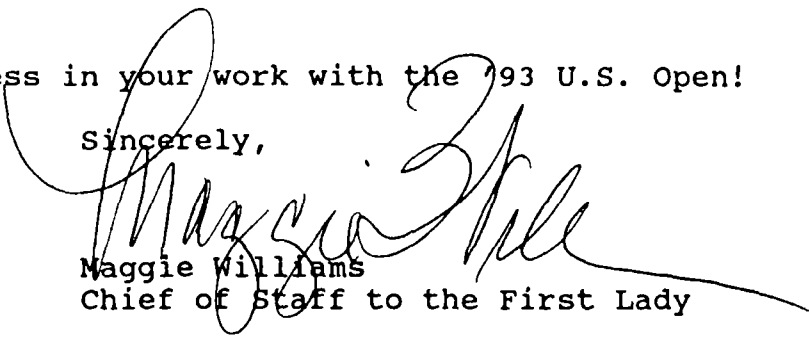
Ms. Beverly M. Matthis
530 Manhattan Avenue
Fifth Floor
New York, NY 10027

Dear Beverly:

Thank you for your letter recommending Sharon Brown for a position in the White House. It is gratifying to hear about people who want to use their qualifications and experience to make a difference in this country. I have forwarded Sharon's resume to the Office of Presidential Personnel for their consideration.

Best wishes for success in your work with the '93 U.S. Open!

Sincerely,



Maggie Williams
Chief of Staff to the First Lady

BEVERLY M. MATTHIS
530 Manhattan Avenue
5th Floor
New York, New York 10027
(212) 316-7050

CERTIFIED MAIL

May 20, 1993

Ms. Maggie Williams
Chief Of Staff To The First Lady
Office Of The First Lady
Old Executive Office Building
Room 100
Washington, D.C. 20500

Dear Maggie:

We met in Little Rock headquarters (through Diane Curry) in late December in connection with exploring the possibility of my working in press for First Lady Hillary Clinton. First, I never thanked you for your vote of confidence. I found the time we spent together most valuable and am sure that, if circumstances bring us together again, it will be equally rewarding!

During the course of our conversation, you suggested that I direct to you any especially talented and skilled individuals, whose background might be useful to the Administration. Recently I ran into a dear friend of mine from CBS, Sharon Brown, whom I've known since we were both involved some years ago in the CBS Black Employees Association, and who's been serving CBS, admirably, for the past two decades in its merchandising programs. When she expressed to me her intention to relocate to Washington, D.C., I immediately thought of our conversation, so I've taken the liberty of enclosing her resume. In case I haven't made it clear, I unequivocally recommend and endorse Sharon's background, abilities and, most important, her outlook. She's an unusually talented and dedicated lady and will undoubtedly be an asset to the Washington scene. I can especially see her hooking up with an individual like Ann Stock. Anything you can do to steer her toward Ms. Stock, or anyone else you feel appropriate, would be most appreciated.

Ms. Maggie Williams
Page Two

By the way, I'll soon be starting work on the '93 U.S. Open and will keep you posted as future projects unfold. I look forward to speaking with you!

Sincerely yours,

Beverly M. Matthis

Beverly M. Matthis

BM:ef

Enclosure

THE WHITE HOUSE

WASHINGTON

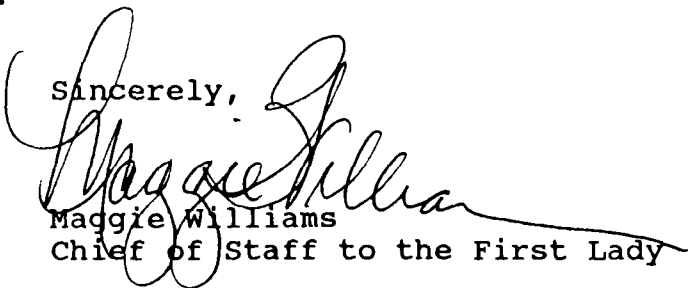
July 8, 1993

Mr. Albert Bryant, Jr.
Bryant Connection Limited
P.O. Box 76747
Washington, DC 20013

Dear Mr. Bryant:

Thank you for your thoughtful letter of June 23, 1993. Words of encouragement are always welcomed by the Clinton Administration. I appreciate your taking the time to write and express your concerns.

Sincerely,



Maggie Williams

Chief of Staff to the First Lady

BRYANT CONNECTION LIMITED

P. O. Box 76747 Wash, D. C. 20013 ALBERT BRYANT, JR., PRESIDENT/CEO

PUBLIC RELATIONS, CONSULTING, COMMODITIES TRAVEL

June 23, 1993

Office Telephone 202-563-3272
202-225-0701

Home telephones 202-561-8662
919-822-4725

ATTN: Mrs Hillary Rodman Clinton
First Lady of the United States of
America

to ~~MS~~ Margaret A Williams
Chief of Staff to the First Lady
Office of the First Lady
The White House
1600 Pennsylvania Ave N.W.
Washington D.C. 20500

- Interest in
Health reform
(made brief
comments)

Dear MS Clinton:

I want to congratulate you for the way that
you have handled yourself and how nice and wonderful
your staffes, specially MS Margaret A Williams/your
Chief of Staff has been to the people and groups/
organizations etc that she has help and assist in whatever
capacity.

MS Clinton, I must admit that you are probably
the first/first lady that I consider to be endowed
with so many talents and gifts and intellect/knowledge
and wisdom which has made the President and the New
Administration and their Agencies for the Goals, plans
ideals projects the President wants to carry out and implements
more likely to become a reality as time goes by in the future
I compliment you for the terrific job that you are
doing with the Health Care Task Force MS Clinton.

For MS Hillary Rodham Clinton
The First Lady of The United States
of America

Two

BRYANT CONNECTION LIMITED

P. O. Box 76747 Wash, D. C. 20013 ALBERT BRYANT, JR., PRESIDENT/CEO

PUBLIC RELATIONS, CONSULTING, COMMODITIES TRAVEL

June 23, 1993

Telephone Office 202-256-0706
202-563-3272
202-563-3272

Home 202-563-3272
202-561-8662
919-822-4729

Health Care for all Americans and other people who live in this Country is very important, **CRITICAL** and vital MS Clinton.

I know that there are thousands and thousands of people living in the United States of America who do not have any kind of Health Insurance nor the adequate resources to pay for a visit to the hospital with the exception of Veterans and Retired Military personnel Active Duty Military and members of the various branches of the Reserves / Army / Navy / Marines / Coast Guard.

MS Clinton I could even further elaborate on this most important subject of Health Care & Health Care Reform and I am requesting that you arrange **for** me to be able to do that at one of your future forums or meetings **ON** Health Care and Health Care Reform.

You and President Clinton compliment each other very very well in terms of his style of managing and running the country and trying to send a clear sincere message about his concerns plans and agenda for all Americans and the people who live in this country.

My mother has the same name as your chief of staff MS Margaret Williams. My mother is Retired and lives at 1108 Henderson Ave Fayetteville North Carolina.

MS Clinton ask the President to send me an Autograph family portrait of you / The President and your daughter.

Sincerely
From
Albert
Bryant
Jr.



WHO'S WHOTM

IN LEADING AMERICAN EXECUTIVESTM

June 18, 1993

Albert Bryant II
President & CEO
The Bryant Connection, LTD.
P.O. Box 76747
Washington, DC 20013

Dear Mr. Bryant II:

It is a pleasure to inform you that in confirmation and recognition of your accomplishments and contributions to your organization--- your nomination was approved as a member of Who's Who in Leading American Executives.

This year's publication will contain a current biographical listing on nearly 10,000 of some of the more accomplished executives in America. Notables such as Lee Iacocca, Helen Gurley Brown, and Hugh Hefner are biographed together with lesser known but successful executives, like yourself, in their respective fields. Therefore, Who's Who in Leading American Executives serves as a valuable reference resource as well as a vital networking compendium.

Present members are the source for the majority of nominations. Others are nominated by a selection committee through extensive research in accordance with established standards.

I would like to congratulate you on your inclusion, and extend my best wishes for your continued success.

Sincerely,

Vincent J. Fittipaldi
Chairman, Membership Committee

CC Ms Hillary Rodham Clinton
First Lady of the United
States of America

**

June 23/1993

UNITED STATES HOUSE OF REPRESENTATIVES WASHINGTON D.C.

DEAR MRS. CLINTON

ALBERT BRYANT JR A NATIVE OF FAYETTEVILLE NORTH CAROLINA WAS RECENTLY APPOINTED TO WORK FOR THE OFFICE OF THE DOORKEEPER FOR THE UNITED STATES HOUSE OF REPRESENTATIVES IN WASHINGTON D C.

HIS APPOINTMENT WAS DONE THROUGH THE HONORABLE CHARLIE ROSE WHO SERVES AS THE DEAN OF THE NORTH CAROLINA DELEGATION FOR NORTH CAROLINA MEMBERS OF CONGRESS. CONGRESSMAN ROSE ALSO SERVES AS THE MEMBER OF CONGRESS FOR THE SEVENTH DISTRICT WHICH INCLUDES FAYETTEVILLE.

BRYANT WORK FOR THE ARCHITECT OF THE UNITED STATES CAPITOL PRIOR TO RECEIVING HIS APPOINTMENT TO WORK FOR THE DOORKEEPER FOR THE UNITED STATES HOUSE OF REPRESENTATIVES.

HE HAS WORK AS COMMUNITY OUTREACH OFFICER AND ADJUNCT PROFESSOR FOR JEFFERSON BUSINESS COLLEGE IN WASHINGTON D. C.

BRYANT WAS ALSO AN INSTRUCTOR OF HISTORY AND AMERICAN GOVERNMENT AT FAYETTEVILLE COMMUNITY COLLEGE AND TAUGHT PART TIME AT PINE FOREST SENIOR HIGH SCHOOL WHILE LIVING IN FAYETTEVILLE.

HE HAS WORK ON THE STAFFS OF THE LATE U. S. SENATORS SAM J ERVIN AND B EVERETT JORDAN BOTH UNITED STATES SENATORS FROM NORTH CAROLINA.

BRYANT WAS THE COORDINATOR FOR MINORIT AFFAIRS ISSUES AND EVENTS FOR THE RUFUS EDMISTEN FOR GOVERNOR CAMPAIGN IN 1983 TO 1984.

HE WAS A SPECIAL ADVISER AND CONSULTANT TO THE HARRY GANTT FOR THE UNITED STATES CAMPAIGN IN 1990.

BRYANT ALSO DID SOME SPECIAL CONSULTANT WORK FOR THE JIM HUNT FOR THE UNITED STATES SENATE CAMPAIGN IN 1983 AND 1984. *did* SOME SPECIAL WORK SERVING AS AN ADVISOR TO THE CITIZENS FOR JIM HUNT FOR GOVERNOR FOR NORTH CAROLINA IN A PART TIME CAPACITY IN 1993. *He also did some volunteer work for the Clinton and Gore campaign. The closest I'll be to Fayetteville.*

HE IS A VIETNAM VETERAN OF THE UNITED STATES ARMY AND HE HAS FOUR DEGREES. BRYANT HAS A B. A. IN POLITICAL SCIENCE AND URBAN AFFAIRS SOCIAL AND PROBLEM SOLVING FROM THE UNIVERSITY OF THE DISTRICT OF COLUMBIA LOCATED IN WASHINGTON D. C. HE HAS MASTERS DEGREES IN ADULT EDUCATION FROM THE UNIVERSITY OF THE DISTRICT OF COLUMBIA. HE HAS A MASTERS DEGREE IN LEGAL AFFAIRS FROM THE ANTIOCH SCHOOL OF LAW WHICH WAS BASED IN WASHINGTON D.C.

BRYANT IS THE CO FOUNDER OF FUTURE VISIONS INTERNATIONAL A PROFESSIONAL BUSINESS AND YOUTH AND ADULT MENTOR PROGRAM DESIGN TO HELP PEOPLE TO DISCOVER AND UTILIZE THEIR TALENTS GIFTS KNOWLEDGE AND POTENTIAL FOR THE PURPOSE OF BEING SUCCESSFUL IN ACCOMPLISHING THEIR SPECIAL DIVINE GOALS MISSION AND OBJECTIVES WHILE LIVING ON THIS EARTH.

ALBERT BRYANT JR

Albert Bryant Jr

THE WHITE HOUSE
WASHINGTON

May 22, 1993

Mr. Albert Bryant
3919 First Street, S.E.
Washington, D.C. 20032-2348

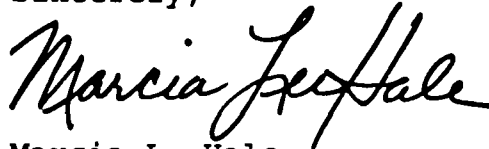
Dear Mr. Bryant:

Thank you for your interest in meeting with President Clinton. The President has asked me to convey his appreciation for your kind offer.

Unfortunately, I am unable to make a commitment to your request at this time. However, I will keep your letter on file for future consideration.

On behalf of the President, thank you again for your invitation.

Sincerely,

A handwritten signature in cursive script that reads "Marcia L. Hale". The signature is written in dark ink and is positioned above the printed name and title.

Marcia L. Hale
Assistant to the President
Director of Scheduling and Advance

ml

MLH/kb

THE WHITE HOUSE
WASHINGTON

November 18, 1993

Cyndi Bryant
1735 West 19th Street, Apt. 10D
Lawrence, Kansas 66046

Dear Ms. Bryant:

I received your resume and letter dated October 18, 1993. Thank you for your expression of interest in working for the Clinton Administration. We are pleased to know that so many talented people are anxious to be a part of the team.

I have forwarded your resume and cover letter to the Presidential Personnel Office.

Sincerely,



Margaret A. Williams
Chief of Staff to the
First Lady

October 18, 1993

Ms. Margaret Williams
c/o Evelyn Lieberman
The White House
Office of the First Lady
Washington, D.C. 20500

Dear Maggie Williams,

Greetings from Kansas City. My name is Cyndi Bryant, and I believe your mother spoke about me some time ago. I will obtain my law degree from the University of Kansas in July, 1993, and I continue to seek employment in the Washington area.

For this reason, I will be attending the National Association of Public Interest Law (NAPIL) conference from October 29th to October 31st in Springfield, Maryland and Washington D.C. I have enclosed a copy of the conference, but highlights include interviews on Friday, public interest workshops on Saturday, a banquet honoring Peter and Marian Wright Edelman on Saturday night, and a speech by Janet Reno on Sunday at noon. Monday, I plan to deliver resumes to area agencies, and will drop off an updated resume at the Children's Defense Fund.

I know that your schedule is quite full, to say the least, but I would enjoy meeting you if there is an open window. I have enclosed a copy of my resume to give you an idea of who I am, and my number here is (913) 841-9260. I will arrive in the area on the 28th, and will stay at the Quality Hotel in Springfield, Maryland. Your mother has given me your telephone number, so I will try to call and say hello.

Thank you for your time and I hope to hear from you in the coming days.

Sincerely,

Cyndi Bryant

CYNTHIA ROSE BRYANT

1735 West 19th Street, Apartment 10d
Lawrence, Kansas 66046
(913) 841-9260

EDUCATION

University of Kansas School of Law, Lawrence, Kansas

JD to be awarded August, 1994

* Vice President, Black Law School Association

* Member, Phi Alpha Delta, Legal Fraternity

* Member, Noon Forum, organizes speakers and workshops for law students

* Enos Hook Law Scholar, (1992-94)

* Eunice H. Melick Law Scholar, (1992-93)

Bradford College, Bradford, Massachusetts

B.A. in Creative Arts awarded May, 1984, Cum Laude

Emphasis in Piano Performance, minor in French

The American Institute, Aix-en-Provence, France

(Semester 1983) - fluent in French

Facilitator Management Course, Boston, Massachusetts (1990)

Fiction Writing Workshop, Harvard University Extension (1987)

AWARDS AND HONORS

Fredrik H. Johnson Music Prize (1982, 1984)

Davis Cup, Spanish, proficient (1980)

Piano Prize (1980)

Honor Rating 1: District Piano Competition (1979, 1980)

Honor Rating 1: Missouri State Piano Competition (1979)

WORK EXPERIENCE

Executive Officer and Advocate for Public Affairs Committee

Junior League of Boston, Boston, Massachusetts (1986)

* Lobbied Congressmen for Family Leave Bill, Children immunization, and Pediatric AIDS

* wrote articles for Junior League "Happenings" magazine

Music Instructor and Teaching Assistant,

Children Center for the Visually Impaired, Kansas City Missouri (1991-92)

Music Instructor and Teacher

Dexter Park Children Center, Boston, Massachusetts (1987-91)

French and Music Instructor, Teacher,

Riverside Preschool, Waban, Massachusetts (1986-87)

Music Instructor, French and Spanish Teacher

Crispus Attucks Children Center, Roxbury, Massachusetts (1984-85)

REFERENCES AVAILABLE UPON REQUEST

A Sample of Participating Organizations.....

•Public Citizen • Corporate Crime Reporter • Lawyers' Committee for Civil Rights Under the Law • Alabama Capital Representation Resource Center • Pro Bono Students • Brooklyn Law School • Brooklyn Legal Services Corporation A • Alliance for Justice • White House Office of National Service • ABA Postconviction Death Penalty Project • Bazelon Center for Mental Health Law • Department of Health and Human Services of Philadelphia • D.C. **the call** Public Defender • Housing Advocates • New York City Law **to** Department • People • the American **service** Cheyenne River Sioux Tribe **LAW STUDENTS** General's Office • Public Interest Re- search • Green (PIRG) • Internal Rev- enue Service • Rural Legal Services of Tennessee • Southern Environmental Law Center • Texas Rural Legal Aid • Voters for Choice • West Tennessee Legal Services • Children's Defense Fund • Appalachian Research and Defense Fund, Inc. • U.S. Department of Justice • AYUDA • Center for Human Rights Advocates • Legal Services of Greater Miami • Whitman-Walker Clinic • Youth Law Center • Kentucky Farms Conservancy • Pennsylvania Benefit Guaranty Corporation • American Arbitration Association • American Bar Association • Advocates for Basic Legal Equality (ABLE) • Brooklyn Legal Services Corporation • Community Legal Aid Society, Inc. • Disability Rights Committee and Department of Federal Election Commission • Government Accountability Project • U.S. Department of Transportation • St. Louis American Legal Services • Food Action and Research Center • Georgia Legal Services Program

JOIN US FOR THE

Awards Dinner
Honoring
**Peter and Marian Wright
Edelman**

Outstanding Public Interest

Advocates of the Year

October 30, 1993

6:30 p.m.

Closing Keynote Address by

Janet Reno

U.S. Attorney General

October 31, 1993

Noon

CAREER FAIR**Friday, October 29**

- 7:30 a.m. **Employer & Student Registration**
- 8:30 a.m. - 1 p.m. **Interviews**
Formal, one-on-one, previously scheduled interviews with employers.
- 9:45 a.m. - 11 a.m. **Panels/Workshops:**
The Call to Service: An Informational Session on NAPIL
- Fulfilling the Need: Working in Rural Areas
- 11 a.m. - 12:30 p.m. **Finding the Way: How to Locate Public Interest Opportunities**
A workshop on finding a public interest job.
- 12:30 p.m. - 1:30 p.m. **Lunch**
NALP Public Service Committee and Employer Luncheon
Students -- on your own
- 1:30 p.m. - 5:30 p.m. **Table Talk**
An Informal Informational Exchange with Employers.
- 1:30 p.m. - 2:45 p.m. **Panels/Workshops:**
Making Yourself Marketable: Advice on the Job Search Process
- Criminal Law: Perspectives in the Field
- 3 p.m. - 4:15 p.m. **Panels/Workshops:**
Alternative Role Models: Lawyers as Organizers, Lobbyists, Administrators...
- Developing Your Dream: Meet Recipients of NAPIL, Skadden, and Echoing Green Fellowships
- 4:30 p.m. - 6 p.m. **NAPIL Board of Directors Meeting**
- 6 p.m. **Reception for NAPIL Board Members**

CONFERENCE**Saturday, October 30**

- 8:30 a.m. **Registration & Continental Breakfast**
- 9 a.m. **Conference Opening & Welcome**
- 9:15 a.m. **White House Office of National Service**
- 9:30 a.m. - 10:45 a.m. **Panels/Workshops:**
Building a Multicultural Movement: A Panel Discussion
- The Environmental Justice Movement: Fighting for the Future
- Organize! The Key to Building a Student-Funded Fellowship Program
- 11 a.m. - 12:30 p.m. **Panels/Workshops:**
This Little Light of Mine: Civil Rights Initiatives in the '90s
- In the Trenches: Working in Legal Services and Poverty Law
- Breaking Down Barriers: Loan Repayment Assistance Programs
- 12:30 p.m. **Lunch and Regional Caucuses**
- 1:30 p.m. - 2:45 p.m. **Plenary:**
Is Justice Blind: Perspectives on the Criminal Justice System
- 3 p.m. - 4:15 p.m. **Panels/Workshops:**
A Long Road to Travel:
The Haitian Struggle for Freedom
- David v. Goliath*: Working for Corporate Accountability
- Bringing in the Bucks: How to Build an Effective Fundraising Base
- 4:30 p.m. - 6 p.m. **NAPIL Board Meeting & Elections**
- 6:30 p.m. - 9 p.m. **Awards Dinner**
Honoring:
Peter and Marian Wright Edelman
Outstanding Public Interest Advocates of the Year
and
1993 Law Student Grant Recipients

The Quality Hotel is not fully wheelchair accessible. Persons with accessibility needs may contact Erin Loubier at 202/466-3686.



THE CALL TO
SERVICE



WSTUDENTS
OBILIZING
FOR JUSTICE

- 31, 1993



Conference:

October 30-31, 1993

George Washington University

National Law Center

716 20th Street NW

(20th and H Streets; Metro: Foggy Bottom)

Washington, DC

aw

EVENTS

CONFERENCE

Sunday, October 31

- 9 a.m. - **NAPIL Board of Directors Meeting**
10:30 a.m. (if necessary)
- 10:30 a.m. - **Panels/Workshops:**
Noon Innovators in the Field: Public Interest
Entrepreneurs
Effective Grant Writing
Creating Community: Public Service
Initiatives on Campus
- Noon - **Closing Keynote Address:**
Janet Reno
Attorney General
U.S. Department of Justice

Logistics:

Location:

Due to space requirements, the Career Fair and Conference will be held at different locations. The Career Fair will be held at the Quality Hotel in Silver Spring, MD, just 10 minutes from DC on the metro Red line. The Conference will be held at George Washington University, National Law Center.

Housing/Accommodations:

NAPIL has a block of rooms at the Quality Hotel reserved at a special rate of \$59/night for singles or doubles which includes continental breakfast. To receive the discounted rate, make reservations by September 30 by calling 301/589-5200. If you are interested in sharing a hotel room, or in staying with student in DC (space is very limited), please call Erin Loubier at 202/466-3686.

Travel:

Discount fares can be arranged through Passport Executive Travel, the official travel agency for the NAPIL Conference and Career Fair. Call 800/222-9800 for details.

Meals:

Your conference registration fee includes lunch on Saturday and breakfast on Saturday and Sunday. Vegetarian meals are available (please indicate on the registration form if you require vegetarian meals).



Bryant, Elizabeth

THE WHITE HOUSE

5/26/93

Dear Missy -

It was great to hear from you.
Thank you for the update — family,
work and friends — all seems to
be going well for you. If I had the
time I would tell you what the

days have been like over these
many years. Suffice it to say
God has been good to me.
Thank you for taking the time to
write

Best
Maggie



From an original watercolour
By © Nick Orsborn

Printed in England by Robot Design Ltd.
Exclusively for
MARCEL SCHURMAN COMPANY, INC.
Fairfield, California
175 BL 68627



Later I had a reference to you in
the New England Parents Paper Regarding an
interview w. the Hillary. What a schedule
you've been on for so many months.
Whenever I feel really tired at the end of a
day I think about the White House Staff &
Realize I'm not tired at all...

I am now teaching housing law &
doing housing & public policy consulting.
Our children are now 6 and 3 (Eliza and
Benjamin). I do have Potomac Fever, and
try to visit whenever possible. (My husband
Dan has no Potomac fever, so the visits
will have to suffice).

If you ever need any assistance
in this neck of the woods please give
me a call - I'd be happy to help in
any way (401-521-3597).

In the meantime, good luck
on health care (and take good care of
yourself). We'll all be rooting for you!

Sincerely,

Missy Burke Buyout

P.S. Please say hello to Neil for me - Diane told me
he's with you at the White House.

May 8, 1993

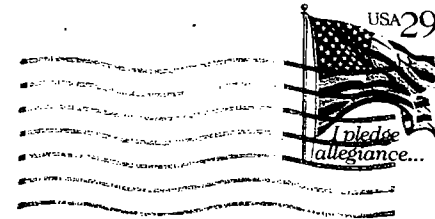
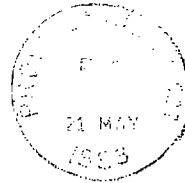
Dear Maggie,

I sent you a card in Little Rock -
apparently after you were all en route to
D.C., since it found its way back to me.
I saw it on my desk & decided to try again!

Congratulations on your appointment as
the First Lady's Chief of Staff. While watching
the President's White House Staff announcement
on CSPAN I cheered every time you came into
view (fortunately my children are used to
such outbursts when CSPAN covers key events!).
By now you must be so exhausted that it doesn't
seem so new - but I want you to know
how thrilled I am ^{for you}! What an exciting and
historic opportunity!

I was planning to try to get in
touch with you at CDF last September.
(I'm involved with a R.I. Children's Initiative)
When Dotty Lynch told me that you were
with Mrs. Clinton in Little Rock. A few weeks

Elizabeth Burke BRYANT
123 Wyndham Ave.
Providence, RI 02908



PROV RI #029044 PM 05/21/93 13:10 #13

Ms. MARGARET Williams
Chief of Staff to the FIRST LADY
The WHITE HOUSE
WASHINGTON, D.C. 20500

Dear
Murray
J & W

PHOTOCOPY
PRESERVATION

THE WHITE HOUSE
WASHINGTON

November 17, 1993

Gabriela Bueno AIA
Vice President
California Women in Environmental Design
P. O. Box 163676
Sacramento, California 95816

Dear Ms. Bueno:

Thank you for your letter of October 5 with the copy of your August 10 letter. Your kind invitation for Mrs. Clinton to speak at your annual conference on March 19 is greatly appreciated. I have forwarded your correspondence to the Scheduling Office.

Again, thank you for your invitation and keynote speakers program draft.

Sincerely,



Margaret A. Williams
Chief of Staff to the First Lady



California
Women in
Environmental
Design

OFFICERS

President
Sigrd Lorenzen Rupp, AIA
SLR/Architects
Vice President
Gabriela Bueno, AIA
Consultant

EX OFFICIO

Past President
Margot Siegel, AIA
Siegel Diamond Architects

DIRECTORS

Janet Crane
Architect, Freebairn-Smith Associates

Kathleen Cruise
Architect, Pacific Gas & Electric

Anne D. Ewing, AEP
Principal Planner, San Diego County

Mui Ho
Principal, Mui Ho Architect

Andrea Duff Kincald, AIA
Principal, Acanthus

Patricia Trauth, ASLA
Landscape Architect, Circa 9

Cindy Wieber
Wieber Nelson Design

STUDENT DIRECTORS

Judith Gillespie
UCLA Extension

Elena Milschkowetz
California College of Arts & Crafts

October 5, 1993

Ms. Maggie Williams
Chief of Staff
Office of The First Lady
The White House
Washington DC, 20500

Patty's say no

Dear Ms. Williams:

I am writing to you on behalf of CWED, California Women in Environmental Design, to elicit your assistance in conveying to Mrs. Hillary Rodham Clinton our invitation to be the keynote speaker at our annual conference in San Francisco on March 19, 1994.

Our initial letter of invitation was dated August 10, 1993. Now we are reiterating the invitation by sending the enclosed letter to your attention in the hope that you may facilitate the opportunity for Mrs. Clinton to consider the invitation personally.

We believe that the material presented at the Conference will be of interest to her and she might want to give it recognition. The material is new, evolutionary and significant in that it deals directly with the need to change public values regarding our built environment.

Please help in making a difference by presenting our request to Mrs. Clinton.

I will be happy to facilitate any inquiries by mail, phone or in person. My address is 1130 Grizzly Peak Blvd. CA 94708. Tel / Fax (510) 843-2923.

Thank you in advance for your cooperation.

Very sincerely yours,

Gabriela Bueno AIA
Vice President

P.S. For your information I am enclosing the Conference keynote speakers program draft and a copy of our first letter to Mrs. Clinton.

cc Patty Solis



California
Women in
Environmental
Design

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Sigrid Lorenzen Rupp, AIA
SLR/Architects
Vice President
Gabriela Bueno, AIA
Consultant

EX OFFICIO

Past President
Margot Siegel, AIA
Siegel Diamond Architects

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Mui Ho
Principal, Mui Ho Architect

Andrea Duff Kincaid, AIA
Principal, Acanthus

Patricia Trauth, ASLA
Landscape Architect, Circa 9

Cindy Wieber
Wieber Nelson Design

STUDENT DIRECTORS

Judith Gillespie
UCLA Extension

Elena Mitschkowetz
California College of Arts & Crafts

October 5, 1993

Mrs. Hillary Rodham Clinton
Office of The First Lady
Attention: Ms. Maggie Williams, Chief of Staff
The White House
Washington DC, 20500

Dear Mrs. Hillary Rodham Clinton:

CWED feels compelled to reiterate our invitation to you to be the keynote speaker at our Conference in San Francisco on March 19, 1994 as expressed in our letter to you dated August 10, 1993.

Because of your commitment and leadership in "Changing America", we believe that this Conference presents a most appropriate and timely opportunity for both you, Mrs. Clinton, and CWED to effect change in the way we create our built environment.

The theme of the Conference is "Leadership Through Design: Transforming Public Values". CEWD will introduce the product of a two year effort that culminated in the creation of a process to implement a new standard of design. It consists of two elements, a design criteria that reflects holistic values and a systematic guide to evaluate design decisions in terms of their full impact, over time, on the individual, the community and the ecosystem. This process is truly evolutionary, inspiring and holds enormous potential for public involvement. We believe it would interest you. It represents the way women think and the struggle to learn what we need to know to care for our future generations and our planet.

Just your recognition alone, at the Conference, would provide the leadership needed to set in motion a profound transformation in public values, individual by individual.

We hope that your schedule will permit you to accept our invitation. To provide more information, answer questions or work out preparations, I am available by phone or in person.

Very sincerely yours,

Gabriela Bueno
Gabriela Bueno AIA
Vice President

1130 Grizzly Peak Blvd., Berkeley, CA 94708
TEL / FAX (510) 843-2923



California
Women in
Environmental
Design

October 5, 1993

The CWED 1994 Annual Conference is scheduled to take place in San Francisco on March 18, 19 and 20.

Keynote Speakers Program Preliminary Draft:
(To be revised as required to accommodate for speakers availability)

March 18, PM - Audry Shenandoah (confirmed)
Prominent native American, will open the Conference by raising our consciousness to the needs of the Earth.

March 19, AM - Susan Maxman FAIA (confirmed)
President of the National American Institute of Architects, will speak about multidisciplinary professional interdependence and sustainable development.

March 19, PM - Mrs. Hillary Rodham Clinton (1st choice, not confirmed), will speak about "Changing America" and the need to take responsibility for the way we build in our environment.

March 20, AM - Dianne Feinstein (1st choice, not confirmed), will speak about effective ways to implement the change in the business and political arenas.



California
Women in
Environmental
Design

OFFICERS

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Sigrid Lorenzen Rupp, AIA
SLR/Architects

Vice President
Gabriela Bueno, AIA
Consultant

EX OFFICIO

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Principal Planner, San Diego County

Mui Ho
Principal, Mui Ho Architect

Andrea Dull Kincald, AIA
Principal, Acanthus

Patricia Trauth, ASLA
Landscape Architect, CCA 9

Cindy Weber
Weber Nelson Design

STUDENT DIRECTORS

Judith Gillespie
UCLA Extension

Elena Mitschkowetz
California College of Arts & Crafts

August 10, 1993

Mrs. Hillary Rodham Clinton
Office of Scheduling and Advance
Attention: Patty Solis
The White House
1600 Pennsylvania Avenue
Washington DC, 20500

Dear Mrs. Hillary Rodham Clinton:

It is with great enthusiasm that our organization, California Women in Environmental Design, (CWED), invites you to be the keynote speaker at our conference in San Francisco, on March 19th, 1994.

As professional women working to promote environmental and social well-being through responsible design values, we feel that you are the ideal person to address our conference and speak about the political consequences of public values, explore new definitions and share your vision of how to effect change in our world.

The general theme of our annual conference is Leadership Through Design. In 1994, the conference will focus on "Transforming Public Values".

To introduce you to CWED.....

We are a statewide multidisciplinary alliance of professionals in the fields of planning, architecture, engineering, interior design, environmental science, landscape architecture, graphic design and related fields.

We have two prime purposes:

- To promulgate design values that respond to environmental and human needs and;
- To advance and recognize women professionals in the environmental design professions.

CWED connects the issue of women's leadership in the design professions with the opportunity to address the ecological and sociological crises in the built environment.

In 1992, CWED created a revolutionary process to guide and evaluate design projects. A statement about this process and the poster used for CWED's 1993 conference are enclosed for your reference.



California
Women in
Environmental
Design

The 1994 conference will involve leaders of design discipline organizations and public officials in exploring and extending CWED's purpose. Participants will apply CWED's criteria in evaluating the human and environmental impact of design projects.

As the conference keynote speaker, you will strengthen our courage in establishing new patterns of thinking and instill lasting confidence in our ability to help change our world.

We sincerely hope that your schedule will permit you to accept our invitation. The conference will open Friday afternoon, March 18th and conclude Sunday at noon March 20th, 1994. We will be most honored and delighted to have you present throughout the conference.

The details of the conference are now in the process of completion and will be ready in the next few weeks.

We look forward to hearing from you positively and are happy to answer any questions. Please feel free to write or call me at the address and telephone number shown below.

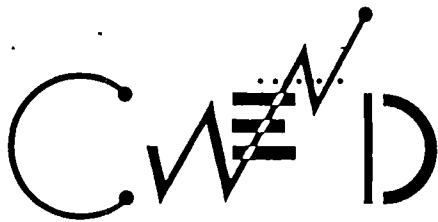
Very sincerely yours,

Gabriela Bueno
Vice President

1130 Grizzly Peak Blvd.
Berkeley, CA 94708

Telephone / Fax (510) 843-2923

P.S. Your January 27, 1993 response note to my letter describing CWED perspectives was very encouraging. Also, I was gratified to participate in the Greening of the White House Feasibility Study on July 23, 24 & 25 of this year.



California
Women in
Environmental
Design

"LEADERSHIP THROUGH DESIGN"

Statement

Through **CWED's** Design Evaluation Process, **CWED** provides leadership in meeting society's need for improved design values affecting the built environment.

In advancing women design professionals, we have come together to declare and promote interdisciplinary criteria which support a responsible approach to planning and design.

CWED's design criteria look holistically at all aspects of a project in relationship to the users and the environment. The nomograph enables projects to be evaluated in terms of their full impact on the individual, the community and the ecosystem over time.

The criteria and nomograph together provide a systematic approach in implementing a new design standard. These tools can be used for design guides, design review, design awards and as educational tools for designers, owners and users.

CWED's Design Criteria address the following:

- Economics** - Life cycle issues, creativeness in reducing first costs, conserving fiscal resources;
- Environment / Conservation** - Sensitivity to bioregions, conservation and recycling of natural resources;
- Aesthetics / Art** - Appropriate response to physical context, enhancement of visual and spacial experience;
- Function** - Responsiveness to user's needs, flexibility and adaptability over time;
- Health / Safety / Comfort** - Support of physical, sensory and psychological well-being;
- Management / Process** - Innovation, effectiveness, partnering, and team building;
- Society / Culture / Politics** - Support of community and diversity, enhancement of social and political process;
- Spirituality / Humanity** - Nurture of the human spirit;
- Technology** - Appropriate and innovative systems, use of sustainable and renewable materials.

THE WHITE HOUSE
WASHINGTON

MEMO FROM: MAGGIE WILLIAMS

TO: 11.19.93

Milli Alston	___	Evelyn Lieberman	___
Pam Barnett	___	Diane Lino	___
Anne Bartley	___	Capricia Marshall	___
Lisa Caputo	___	Ann McCoy	___
Kelly Craighead	___	Alice Puskar	___
Karen Finney	___	Shirley Sagawa	___
Sara Grote	___	Patti Solis	___
Julie Hopper	___	Ann Stock	___
Carolyn Huber	___	Kim Tilley	___
Noel Lattimore	___	Melanne Verveer	___
_____	___	_____	___
_____	___	_____	___

The attached is for your:

Information ___

Advice ___

Action /

COMMENTS:

Say "no"

THE WHITE HOUSE

WASHINGTON

September 3, 1993

Laurie Refsland Buys
819 19th Street, #28
Greeley, CO 80631

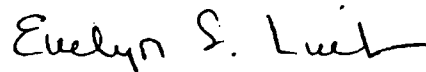
Dear Ms. Buys:

Thank you for your letter to Mrs. Clinton requesting a mentoring program relationship to assist in the completion of your doctoral program. Although Mrs. Clinton appreciates the interest which prompted your request, such an arrangement would not be possible.

If, however, you would be interested in being considered for the White House internship program, please contact Gail Britton at 202-456-7095.

In the meantime, thanks again for your interest.

Sincerely,

A handwritten signature in dark ink, appearing to read "Evelyn S. Lieberman". The signature is fluid and cursive, with a long horizontal stroke at the end.

Evelyn S. Lieberman
Assistant to the Chief of Staff

DRAFT/Evie's signature

Thank you for your letter to Mrs. Clinton requesting a ~~one to four month~~ mentoring program relationship to assist in the completion of your doctoral program. Although Mrs. Clinton appreciates the interest which prompted your request, such an arrangement would not be possible.

If, however, you would be interested in being considered for the White House internship program, please ~~let me know~~.

In the meantime, thanks again for your interest.

~~Call~~ contact
Mail Bouton
at 202/456-7055.

NICK J. RAHALL II
3d DISTRICT, WEST VIRGINIA

COMMITTEE ON PUBLIC WORKS
AND TRANSPORTATION

CHAIRMAN:
SURFACE TRANSPORTATION
WATER RESOURCES
AND ENVIRONMENT
ECONOMIC DEVELOPMENT

COMMITTEE ON NATURAL RESOURCES
ENERGY AND MINERAL RESOURCES

NATIONAL PARKS, FORESTS,
AND PUBLIC LANDS

Congress of the United States
House of Representatives
Washington, DC 20515-4804

August 13, 1993

2269 RAYBURN BUILDING, WASHINGTON, DC 20515-4803
(202) 225-3452

110½ MAIN ST., BECKLEY, WV 25801-4698
(304) 252-5000

815 FIFTH AVE.
HUNTINGTON, WV 25701-2086
(304) 522-NICK

601 FEDERAL ST., ROOM 1005
BLUEFIELD, WV 24701-3033
(304) 325-6222

R K BUILDING, 45 WASHINGTON AVE.
LOGAN, WV 25601-3900
(304) 752-4934

101 NORTH COURT ST., P.O. Box 5
LEWISBURG, WV 24901-0005
(304) 647-3228

Ms. Karen Hancox
Special Asst. to the President
For Legislative Affairs
Room 112 EW
The White House
Washington, D.C. 20500

Dear Ms. Hancox:

I am writing on the behalf of Ms. E. Laurie Refsland Buys concerning her work on her Ph.D. program. She is seeking an internship with Mrs. Clinton as she outlines in her enclosed letter.

Any consideration you could provide, Ms. Buys, I am certain would be helpful to her successful completion of her educational program.

Your reply to my Washington office to this request would be appreciated.

With warm regard, I am

Sincerely,



NICK J. RAHALL, II
Member of Congress

NJR/tkk

E. LAURIE REFSLAND BUYS JUL 28 AM 10:55
819 19th Street, #28
Greeley, Co 80631

July 25, 1993

Mr. Nick Rahall II
2269 Rayburn
Washington D.C. 20515

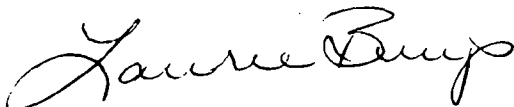
Dear Mr. Rahall,

As a native of Greenbrier County, West Virginia, I am writing to seek your assistance and support for a Mentoring relationship that I have proposed to Ms. Hillary Rodham Clinton.

I am currently a Doctoral Candidate in the University of Northern Colorado's Human Rehabilitation Program. As a part of my Ph. D. program, I would like to work under Ms. Rodham Clinton for one to four weeks in order to further develop my organizational, negotiation, and political awareness skills. This experience would be of tremendous benefit to me in furthering my goal of promoting the advancement of persons with disabilities.

Attached is the letter that I sent to Ms. Rodham Clinton proposing the Mentoring relationship and my brief resume, for your information. I would greatly appreciate your support and assistance in helping me to secure this exciting Mentoring relationship. Thank you very much.

Yours sincerely,



E. Laurie Refsland Buys

UNIVERSITY OF NORTHERN COLORADO

COLLEGE OF HEALTH AND HUMAN SCIENCES
DEPARTMENT OF HUMAN SERVICES
GERONTOLOGY, RECREATION, REHABILITATION
GREELEY, COLORADO 80639

(303) 351-2403
FAX (303) 351-1255
TDD (303) 351-1578

June, 9, 1993

Hilary Rodham Clinton
The White House
1600 Pennsylvania Ave
Washington D. C.

Dear Ms. Rodham Clinton,

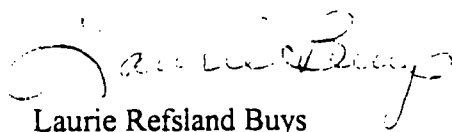
As a Doctoral Candidate in Human Rehabilitation, I am inquiring into the possibility of working directly with you in a Mentoring relationship. The purpose of Mentoring, within the Doctoral Program, is to learn organizational, negotiation, and political awareness skills from a highly skilled individual, such as yourself.

Your supervision as a Mentor would include allowing me to observe you in meetings, presentations and informal settings during the day and discussing your strategies and other relevant topics for a brief period each week. I am aware that some of your meetings may be confidential. Therefore, I suggest that during those times I conduct research which would be of benefit to you. I propose that the Mentoring relationship last from one to four weeks, depending on your availability.

I am currently a Doctoral Candidate in Human Rehabilitation with an emphasis in Worker's Compensation Rehabilitation and Gerontology. My graduation date is projected to be May 1994. However, I plan to defend my dissertation in September 1993. Enclosed is my resume for your information.

I would be more than pleased to further discuss details of the Mentoring relationship with you or your Assistant (home phone (303) 353-0906). Thank you for considering my proposal and I look forward to hearing from you in the future.

Yours sincerely,


Laurie Refsland Buys



QUALITY • DIVERSITY • PERSONAL TOUCH

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
--------------------------	---------------	------	-------------

001, resume	Brief Resume of E. Laurie Refsland Buys (partial) (1 page)	n.d.	b(6)
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COLLECTION:

Clinton Presidential Records
First Lady's Office
Maggie Williams (Correspondence)
OA/Box Number: 17603

FOLDER TITLE:

[Correspondence from 1993]: B [4]

2013-0359-S

ry1303

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

Freedom of Information Act - [5 U.S.C. 552(b)]

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

b(1) National security classified information [(b)(1) of the FOIA]
b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

BRIEF-RESUME

E. Laurie Refsland Buys

819 19th Street, #28
Greeley, Colorado 80631

Phone No.: (303) 353-0906
DOB: (b)(6)

[001]

Academic Qualifications:

Ph.D., Human Rehabilitation (To be conferred 4/94)
University of Northern Colorado, Greeley, Colorado.

Graduate Certificate, Gerontology (To be conferred 4/94)
University of Northern Colorado, Greeley, Colorado.

M.S., Rehabilitation Administration and Services (1986)
Southern Illinois University, Carbondale, Illinois.

B.A., Psychology (1984)
West Virginia University, Morgantown, West Virginia.

Work Experience:

January 1992 to Present Doctoral Graduate Assistant
University of Northern Colorado
Greeley, Colorado.

- Program Evaluator for ConAgra's (Monfort) Wellness Center Literacy Program
- Taught Masters level course on Private Rehabilitation;
- Taught undergraduate level course on Introduction to Human Services.
- Tutor of Statistics for persons with visual impairments

August 1991 to January 1992 Rehabilitation Consultant
Self-employed as a Disability Management Consultant to Self-Insured Corporations.
Adelaide, South Australia.

January 1988 to August 1991 Director, Rehabilitation Services/Partner
Employee Vocational Rehabilitation Services (EVRS)
Adelaide, South Australia.

- Partner (1/4/88 to 8/15/91);
- Director of Rehabilitation Services (7/1/90 to 8/15/91), responsible for program delivery, human resources, and contract maintenance for 70 Rehabilitation Counselors and Staff;
- Manager (9/1/88 to 7/1/90);
- Rehabilitation Counselor (1/4/88 to 7/1/91).

1988 to 1990 Instructor (Part-time)
Graduate Diploma in Rehabilitation Studies
University of South Australia
Adelaide, South Australia.

July 1987 to Rehabilitation Counselor
January 1988 Occupational Rehabilitation Services
Melbourne, Victoria, Australia.

January 1987 to Rehabilitation Counselor
July 1987 Industrial Rehabilitation Services
Melbourne, Victoria, Australia.

Professional Organizations - Positions Held:

1989 to 1990 State President
Society of Rehabilitation Counselors
South Australia

1988 to 1989 Executive Committee Member
Society of Rehabilitation Counselors

Professional Organizations - Memberships

1989 to Present Society of Rehabilitation Counselors
Australia

1989 to Present - National Rehabilitation Association;
- National Rehabilitation Counseling
Association;
- Job Development and Placement Division;

1986 to Present Sigma Chi Iota - Counseling Honorary

1986 to Present Phi Kappa Phi - Academic Honorary

Professional Activities:

October 1992 Presenter
"Practical Uses of Job Analysis"
Colorado Rehabilitation
Association's State Conference

THE WHITE HOUSE

WASHINGTON

June 21, 1993

The Honorable
Leslie L. Byrne
House of Representatives
11th District, Virginia
1609 Longworth Building
Washington, DC 20515

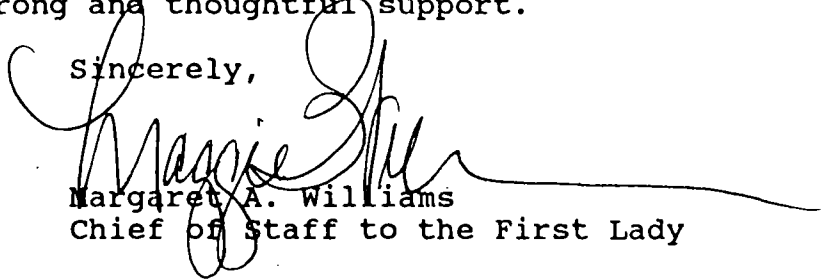
Dear Congresswoman Byrne:

Thank you for your enthusiastic recommendation of Michael G. Kirby for the position of Director of Communications and External Affairs in the Federal Transit Administration.

Although the position has been filled, Mr. Kirby's resume will be put on file for future reference. We particularly appreciate your bringing his dedicated and effective political experience in Virginia to our attention.

As you know, the President is working hard on the many complex and difficult issues our nation faces; it makes a difference to have your strong and thoughtful support.

Sincerely,

A handwritten signature in dark ink, appearing to read "Maggie Williams", with a long horizontal flourish extending to the right.

Margaret A. Williams
Chief of Staff to the First Lady

LESLIE L. BYRNE
11TH DISTRICT, VIRGINIA

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COMMITTEE

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SUBCOMMITTEE:

COMPENSATION AND EMPLOYEE BENEFITS



Congress of the United States
House of Representatives
Washington, DC 20515-4611

May 25, 1993

WASHINGTON OFFICE:

1609 LONGWORTH BUILDING
WASHINGTON, D.C. 20515
(202) 225-1492
FAX: (202) 225-2274

DISTRICT OFFICE:

7620 LITTLE RIVER TURNPIKE
SUITE 203
ANNANDALE, VA 22003
(703) 750-1992
FAX: 750-2888

The Honorable William J. Clinton
The White House
Washington, D.C. 20500

*Recommend
Michael G. Kirby
for Director of
Communications
& External Affairs
Federal Transit
Admin.*

Dear Mr. President:

I would like to recommend Michael G. Kirby for the position of Director of Communications and External Affairs in the Federal Transit Administration.

It was obvious eight years ago when I brought Mike onto the Democratic Committee in Fairfax County, Virginia, that he was no novice in political organization. Throughout those years, he has continued to bring skill, integrity, intelligence, resourcefulness, and dedication to his political work in Virginia. He has developed new strategies for local campaign effectiveness and has increased the local party's responsiveness by fostering outreach efforts to new segments of the community.

Mike's use of language is lucid, well organized, and succinct. He has the gift of being able to marshall the resources necessary to develop the most flexible and efficient strategies to meet a project's objectives. He anticipates problems realistically and handles crises calmly. I have seen him rise to the most challenging of tasks and have never known him to balk at even the most quotidian ones.

I cannot imagine a quality which might be required for this position for which Mike would not merit my highest recommendation.

I believe your Administration would be well served by taking advantage of Mike Kirby's abilities. His impressive resume is enclosed.

Sincerely,

Leslie L. Byrne

Leslie L. Byrne
Member of Congress

LLB:mac
enclosure
cc: Maggie Williams

MICHAEL G. KIRBY

Home: 7115 Westmoreland Road, Falls Church, VA 22042 703/573-2894
Office: 4350 Fairfax Drive, Suite 530, Arlington, VA 22203

POLITICAL AND PROFESSIONAL EXPERIENCE

Political. 20+ years. Organized program to recruit, train, place and support 200+ senior congressional staff who ran GOTV operations for CLINTON/GORE and coordinated campaigns in 32 states in 1992. 1992 CLINTON Delegate to State Convention. 1988 GORE Delegate to State Convention. Managed and worked in campaigns for more than 100 candidates from local to national level. Organized numerous field operations, fundraising events and candidate and campaign training seminars. Led teams of congressional staff troubleshooters at four National Democratic Conventions.

Lobbyist - Capital Partnerships. 1 1/2 years. Clients in transportation and defense.

Lobbyist - Holt, Miller & Associates. 4 years. Clients in insurance and financial services, computer software, immigration, defense, energy, agricultural labor, and organic food.

Legislative Assistant - Rep. Robert Matsui. 4 years. Major legislative initiatives in: ocean port user fee trust fund and environmental permitting; military logistics and supply; Superfund; various other environmental and transportation issues.

Legislative Aide - Rep. Glenn Anderson. 4 years. Staffed the Member's assignment to the Merchant Marine and Fisheries Committee. Other issues areas: energy, environment, agriculture, science and technology, health care and biomedical research policy, foreign affairs and education.

Teacher. 6 years. Taught high school biology and mathematics in Puerto Rico, California, Illinois and the District of Columbia.

Current or Former Member. Democratic Party of Virginia (State Central Committee), Fairfax County Democratic Committee (Parliamentarian), American Federation of Teachers, United Transportation Union (Railroad).

EDUCATION

University of Wisconsin. B.S. in Political Science, including 12 courses in journalism, speech and English. 2 1/2 years of subsequent study equivalent to a 2nd B.S. in Genetics and one year of graduate level research in human tissue culture genetics.

LANGUAGES AND TRAVEL

Bilingual in Spanish. Studied German, Latin, Russian and Quechua. One year of overland travel from U.S. to Argentina.

REFERENCES AVAILABLE UPON REQUEST

U.S. HOUSE OF REPRESENTATIVES

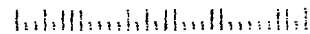
WASHINGTON, DC 20515-4611

PUBLIC DOCUMENT

OFFICIAL BUSINESS

NO. VA. 220
PM
20 MAY 1993
Leslie L. Byrnes
M.C.

Ms. Maggie Williams
Office of the First Lady
The White House
Washington, DC 20500



Variety Pre-Schooler's Workshop

47 Humphrey Drive, Syosset, N.Y. 11791



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VARIETY PRE-SCHOOLERS WORKSHOP

47 Humphrey Drive • Syosset, NY 11791-4098
(516) 921-7171 • FAX (516) 921-8130

Variety Pre-Schooler's Workshop



From a Parent "Sending our son to your school was one of the best decisions...we have ever made...We could never thank you enough for the solid, loving foundation he received at VPSW."

From a Parent "When I was worried sick, frazzled and didn't know where to turn, you helped... Thank you, thank you, thank you!"

From an Alumnus "Thank you for the great job you did in putting me on the right track....I would even dare to say that you might have well saved my life!"

From a Professional "As a special educator, I am most impressed with your program and philosophy at VPSW. Fortunate is the special child who finds his way into the hands of the very special people there."

With Thanks....

Variety Pre-Schooler's Workshop

A special place
for children with
problems in:

Learning

Language

Behavior

Development

Serving Nassau and Suffolk

Judith S. Bloch, ACSW
Founder and Executive Director
Sunny Holmes, MS
Assistant Director-Education
Judith Margolis, ACSW
Assistant Director

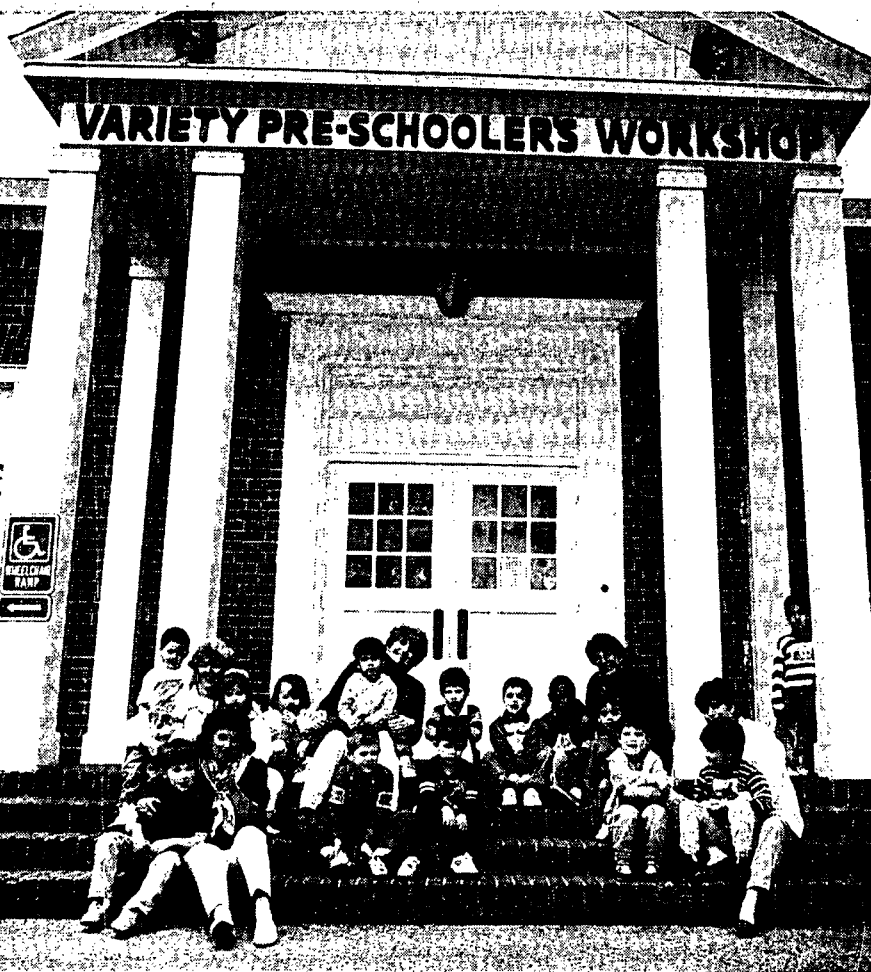
Hon. Alexander Berman
Milton Bloch, DDS
James E. Costello
Jeffrey W. Deneroff
Errol P. Hankin
Gerald B. Sanderoff
James Shuart, PhD

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Peter A. Zutty

Mrs. Martin H. Renken, Chairperson
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BOARD OF TRUSTEES



Variety Pre-Schooler's Workshop,

a pioneer in the identification, evaluation and education of young children with learning, language, behavior and/or developmental problems, is a private non-profit school with a range of programs and services for children with special needs and their families.

From modest beginnings in 1966 with an enrollment of 6 children, VPSW has grown to serve, each year,

more than 200 children in its school and thousands of children, families and professionals through a comprehensive array of related programs and services.

A strong commitment to **early intervention** and a **close collaboration between home and school** has made VPSW a model for hundreds of similar programs throughout the United States.

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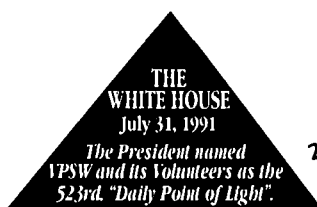
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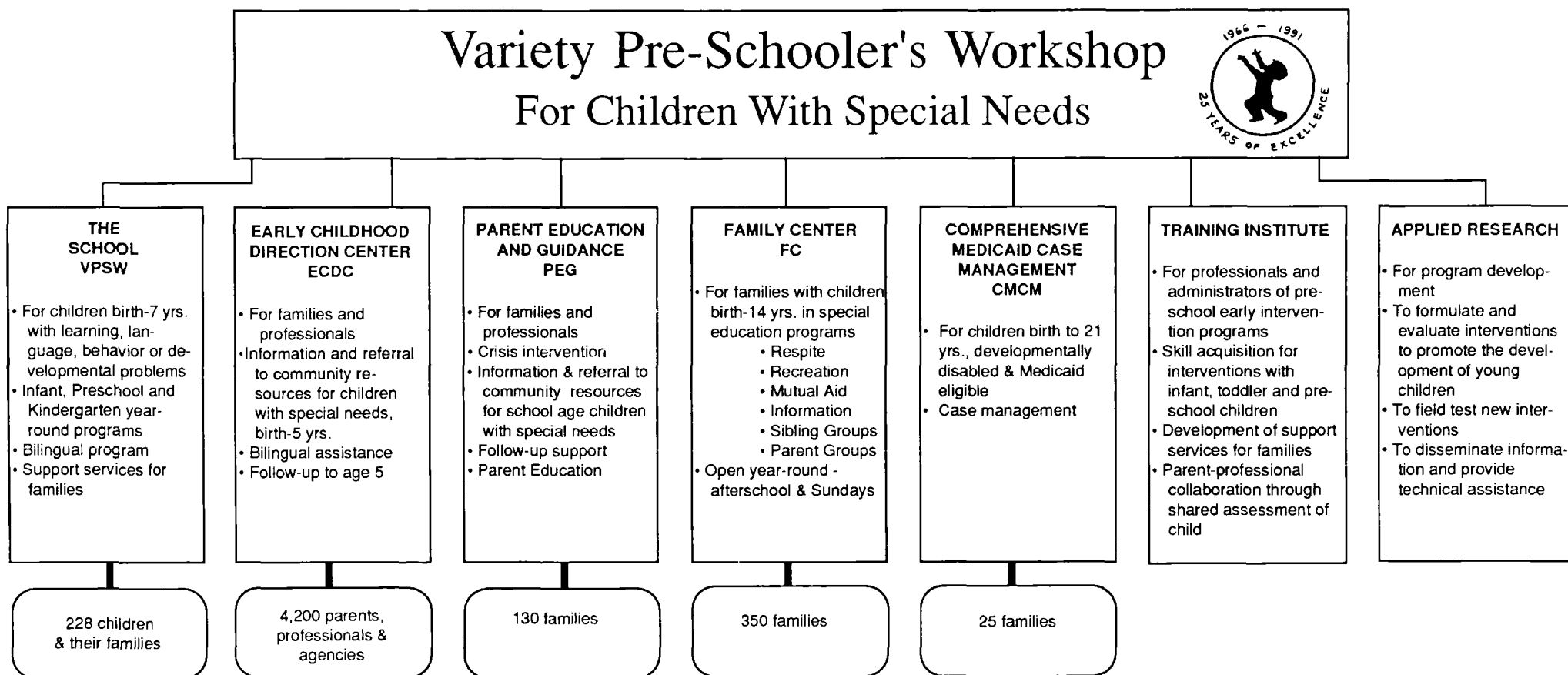
The Training Institute helps professionals and administrators of pre-school early intervention programs acquire specific skills and develop support services and parent/professional collaboration.

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children today

Volume 7 Number 6

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Judith Bloch, ACSW, Director

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IMPAIRED CHILDREN:

by Judith Bloch

Photos: Jeff Sanderoff

*During a break in classroom activity, a teacher comforts children.
Insert: A youngster works on language development.*



For a long time, through the 1950s and 1960s, there was an inadvertent silent conspiracy between parents and professionals to resist early identification of the young, impaired child who presented no clear or gross organic abnormalities. High-risk children between the ages of 18 months and 5 years, and even those with serious problems in learning, language or behavior, all too frequently were not identified or evaluated. Preschool programs for these children, who were not considered eligible for a regular nursery school, were not available.

Professional reluctance to identify atypical children under 3 years of age may be partially attributed to the difficulty in diagnosing the emotionally disturbed, and to the limitations of formal testing procedures. The lack of suitable programs for children and the discomfort of professionals as well as parents in dealing with this problem also delayed identification of the children.

The traditional professional assumption that a behaviorally disordered child has been psychogenically produced by the parents, especially the mother, tended to make mothers the targets of examination and therapy. Parents—shamed, anxiety-ridden and burdened with child care—did not press for services for their children. As a result, there were decades

Helping Families Through The Critical Period of First Identification

of obsessive professional preoccupation with diagnosis and etiology, and a dearth of programs for the impaired child.

Today, however, there is increasing community concern about early identification of children with developmental lags or deviant behavior. Professional and parental denial is less frequent. The new federal legislation, PL 94-142 which mandates a public school education for all handicapped 3-year-olds, recognizes the importance of education for developmentally disabled and handicapped young children. The increasing number of applicants for this kind of service reflects certain attitudinal changes: the growing acceptance of the value of early identification and its potential for remediation and a readiness to reconsider the assumptions of psychogenic causality. Today more clinicians agree that behavior is complex and multi-determined. As a result, many more methods for working with children and their families have been established.

However, the initial tasks for all professionals remain the evaluation and assessment of a child's difficulties and a beginning recommendation regarding remediation. All this must be accomplished without alienating or undermining the confidence of the family, since a working partnership with the parents will be necessary in order to have the greatest influence on the child's behavior. If we understand why so many couples choose to assume the obligations of parenthood, we will be better prepared to work with them and their children.

The wish to become a parent is prompted by a variety of needs and expectations, among which is the desire to expand one's circle of loved ones—to love and be loved. Virginia Satir discusses this eloquently in her book *Conjoint Family Therapy*.¹ For fathers, parenting may mean an assertion of manhood, for mothers, a fulfillment of their biological destiny. We choose parenthood for many different reasons, but the hope is always

that this will be a time of emotional enhancement. With conception and parenthood come aspirations for the family, dreams of love, security and achievement. The plan is for a healthy, happy child. The expectation is that the child will be an asset, although the specific form of this fulfillment depends on individual parental needs and fantasies. For many this is a critical way to satisfy a need for purpose and responsibility. Some see parenthood as a second opportunity to satisfy their own unfulfilled childhood needs or to realize thwarted adult ambitions. Still others may hope that parenthood will be a means of providing protection and care for themselves in their old age.

Parental expectations and fantasies are threatened by acknowledgement of a child's impairment. Parental denial serves to protect the family's self-esteem and image, while professional confirmation of pathology in a child challenges those dreams. The family then feels set apart.

Denial of a child's impairment offers parents additional time to become accustomed to the pain and disappointment these changes in family expectations and self-concept bring. Thus, we can see that the family, at the point of first early identification of impairment, is a family in crisis. Even as parents bring their child for diagnosis and evaluation, their questions focus on prognosis and outcome. At the same time that a parent acknowledges some impairment, he or she seeks reassurance that the child will be all right, that is, will be ready for a regular kindergarten in two years. The worry is not only about today, but tomorrow as well.

The Pre-Schooler's Workshop

Our Pre-Schooler's Workshop, a voluntary agency, was established in 1966 as a community-based alternative to state hospital care for the seriously impaired child and as a facility for early identifica-

tion, evaluation and education of the young child who is delayed or deviant in development.² At present, the agency serves families with children between the ages of two and seven who have learning, language or behavior problems.

Diagnoses of children served include childhood schizophrenia, infantile autism, hyperkinesis, behavior and emotional disorders and developmental lags. The school provides the kind of experiences and environment which can influence children's behavior in ways that may not be possible later.

The program is implemented in a therapeutic nursery/kindergarten where the emphasis is on social, emotional and intellectual development and acquisition of basic skills and language. The objective is to maximize each child's potential, enabling some to move on to attendance at a public school facility or, when an impairment is more severe, to develop enough self-care and communicative skills to avoid institutionalization.

The atypical child we serve places the nuclear family at risk. Research indicates that marital problems, divorce, suicide and alcoholism are more prevalent in families of handicapped children. Therefore we strive to provide services that will protect and support the basic family unit. Our experience demonstrates that a parent-professional team partnership is one way to provide this support.

The intent in our work with the family is to develop a system of support and intervention that will encourage and enable parents to participate in their child's program, one that will embrace agreed-upon priorities and objectives. The first stage of this process is the one I will discuss in this article. It begins with the parent's initial contact with the agency—the very first telephone call to the school—which is the first of many

Judith Bloch, ACSW, is director of the Pre-Schooler's Workshop in Syosset, New York.

steps taken in establishing a therapeutic alliance which usually continues for two or three years.

The school social worker is the first professional the parent usually has contact with and he or she remains available throughout the screening and admission procedures, providing information about our school or dealing with immediate and pressing parental concerns of child management during any of the initial "waiting" periods, which are kept as brief as possible. In serving as a liaison agent between school and home, this worker can help parents understand our concept of a coordinated system.

Later, the professional staff and parents will work together to evaluate the family resources, coping skills and priorities that will be crucial determinants in the family's plan for participating in their child's program. But at this stage the primary hope is simply to establish a link with the social worker that will facilitate the development of the therapeutic alliance between school and home. The quality of this first parent-professional dialogue, during a time of heightened anxiety and tension as parents seek a diagnosis and program, will influence the pattern to follow. Unfortunately, too many case records indicate that hospitals, agencies and clinicians are often inaccessible during this important period when parents seem most vulnerable, open and ready to collaborate. Typically, some school professionals become available, following their own timetables, after a semester begins, often too late for parents who have already been compelled to arrive at their own resolution in the absence of professional help. Under such circumstances, negotiating an agency system serves only to further tax a family's emotional and coping resources.

During this period of early identification of impairment, even strong, intact families may appear disorganized and chaotic, so much so that professionals may falsely assume that there has been a good deal of long-standing parental pathology or serious marital problems, and that these have been responsible for creating or aggravating the child's difficulties. The formerly widespread acceptance of the concept of inadequate mothering may have been based on too many such clinical impressions.

In *A Child Called Noah* Josh Greenfeld shares a harrowing account of his reactions as the father of an autistic

child.³ This painfully honest diary chronicles daily family living that is filled with more stress and pain than any family should have to bear. In the beginning phase of dawning awareness that his beautiful son is impaired, Mr. Greenfeld and his wife experience dramatic fluctuations in mood. They alternate between fear, tears and guilty preoccupations that lead to marital quarrels and accusations, and then wild hope, despite their recognition of the severity of Noah's impairment.

In our experience at Pre-Schooler's Workshop, parental response appears to follow a similar pattern, a developmental sequence not unlike that of terminally ill patients who have been given information regarding their diagnosis. Elizabeth Kubler-Ross describes this at length in *On Death and Dying*.⁴ At first, the tendency of those patients and our parents is to deny either the problem (totally or partially) or the implications of the pathology. Following this, parents of children at our school may have extended periods of mourning or social isolation as the family struggles to maintain its emotional balance. Denial can be seen as a means of keeping affect within bearable limits. It serves to help parents cope with the guilt that follows a wish that the child had not been born, had been born different, or had not been born into their family.

The professional literature describes mothers of these children as perplexed and anxious. While we too have seen uncertainty and confusion in many mothers, it seems a normal reaction to the unpredictable, chaotic behavior of their atypical child and the uncertainty of the course to follow. A parent or mothers group established at this beginning phase can impact upon each family's overwhelming sense of isolation. Parents can provide one another with a mutual support system that will emerge as a result of sharing a common experience. One mother, who participated in such a parent group at our school, spoke of the enormous relief she felt in meeting other families with similar difficulties. Despite the vast differences in education, social status, income and interests among the families in the group, she experienced a sense of community and understanding that eased some of her gnawing anxiety and chronic stress. The group meeting, she told us, marked the first time that she could talk comfortably about her child, without apology or shame, and the first place where she and her child were

accepted without embarrassing questions.

Her comments support our observations that such a group is helpful in facilitating parents' movement from one stage to another. In this instance, many of the parents moved in just a few weeks from a stage marked by feelings of isolation, fear, uncertainty and helplessness to one of group participation, mutual support and problem-solving. A non-judgmental group setting permitted these parents to share and spontaneously unburden themselves of worries and fears common to all parents of impaired children, and thus the group became a vehicle for learning. While each parent responded to and utilized the group in his or her own unique manner, the group experience hastened the adapting process for all.

We recently interviewed a young couple with a severely impaired first-born child. As her daughter approached her third birthday and did not seem to be making any gains, the mother became increasingly immobilized until she was barely able to plan for or care for the child. As a result of the questioning and scrutiny of a traditionally oriented psychiatrist with a psychogenic view of behavior, she had become obsessed with thoughts and questions related to her very clearly ambivalent maternal responses. She began to compare her "failure" with her only child with her mother's success in rearing a large family of 10 children.

She and her husband withdrew from their active social and business life. She was also unable to tell her siblings of her concern regarding her daughter. In the parent group at our school, where they had come to seek a diagnosis, the couple found that they were not alone in their pain, confusion and rage. The group experience was critical in freeing the mother to begin to become more active in her own and her child's behalf.

For some parents, there is an intensification of grief as their denial diminishes and they come to a greater realization that their child's difficulties may be long-lasting, that all the pathology may not be reversible, and that there may be limitations to their child's potential capacity to learn and to function. Mourning sets in for the death of those dreams and expectations for their children that many parents so tenaciously hold onto. This period of sadness can be long and painful as the family begins to understand it must

relinquish some of its expectations of emotional gratification from parenthood. Awareness of their child's special problems compels parents to reorder their dreams. This mourning process and its impact on the family has been described by Albert J. Solnit.⁵

The resentment and anger demonstrated by many of our parents again parallels the sequence described by Kubler-Ross. It seems to accompany or follow the denial process, although there is no rigid schedule. Many of our parents have expressed rage at the injustice of being singled out to carry a special burden, of being deprived of their anticipated joy in parenthood. They are angry because they feel impotent and they are afraid they will not be able to help their child. This anger may sometimes complicate parental dialogue with the professional community or interfere with the necessary planning for the child. Unfortunately, in their grief, parents may misdirect this anger towards their spouse or child. Josh Greenfeld was speaking not only for himself but for many other parents when he wrote:

"I also notice that I have become more distrustful of Foumi [his wife], have lost some of my faith in her, so necessary for our marriage, for any marriage, because she has borne me Noah. Even though genetically, I suspect, it is I who am the cause. But worse than cheating or mutual suspicion when it comes to unfixing the

mystique that glues a marriage, I guess, is to have a disturbed kid. At first I thought it would draw us closer together, necessarily cement our relationship. Now Foumi and I have to be wary that it doesn't draw us apart. We have to be intelligent enough to realize there is a strain on any marriage whenever a baby is sick. And we always have a sick baby."⁶

Given an understanding of these feelings—the parents' wish to deny the problem because of the pain it brings and the need to acknowledge the problem in order to begin a program of remediation—what should the professional do? Clearly one cannot be a party to the denial. On the other hand, a confrontation of the parental pattern of denial with a premature focus on the child's prognosis may push the family to an even deeper level of sorrow. The basic family unit must be protected so that coping capabilities and problem-solving behaviors, now and in the years to come, will be enhanced. The professional must understand that he or she is dealing with a family in crisis and at risk.

Establishing A Therapeutic Alliance

Because at first the family is most likely to perceive their child's problems as paramount and other family needs as subordinate, the initial phase lends itself to the establishment of a therapeutic alliance with parents through a focus on the evaluation of the child's functioning. The

task in the initial stage of professional dialogue is to identify the problem, the child's current level of functioning and the most suitable program for remediation. This must and can be a joint effort. In our experience, most parents have been reliable informants and should participate in the assessment process. This gives them a meaningful task to perform, one which contributes to the remedial program that follows and which helps to counteract the parents' feelings of impotence.

At the Pre-Schooler's Workshop (PSW), we have developed a comprehensive evaluation instrument and systematized the assessment procedure. Now, both professionals and parents use the same instrument, at the same time, as they independently observe and record the child's behavior in order to arrive jointly at a baseline for behavior assessment. The *PSW Assessment Instrument* is designed to record the child's current level of functioning with self-help, language, social, affective, cognitive and motor skills. Most of the items surveyed do not require a formal testing session but are the products of observations made in school by the teacher, speech pathologist and psychologist and in the home by the parents.

The assessment instrument provides valuable information about the child's performance and specific developmental skills, as well as his or her deficiencies. It is administered at regular intervals and serves to facilitate the development of each child's individualized education program. Parental participation in this assessment is required and vividly demonstrates to family members the essential role they can play in planning for their child.

A small excerpt from the *PSW Assessment Instrument* is shown in the accompanying chart. The behaviors listed in column I are typical of normal stages of development; those listed in column II are deviant or interfering behaviors, or behaviors appropriate only to a very young toddler.

For the family, the task of observation, with its focus on doing, rather than introspecting, provides immediate relief from tension and confusion. It also gives the family a better understanding of their child's current level of functioning, and specific information regarding realistic, short-term expectations.

We believe that the traditional practice of extensive history-taking in the first

Photo: Rita Bernstein

A moment of closeness at the Pre-Schooler's Workshop.



interview, with its focus on the mother's feelings and attitudes before, during and after pregnancy, should be discontinued. This type of investigation serves only to heighten a mother's anxiety and uncertainty and interferes with the need to mobilize her strength for the tasks ahead. In this first stage, we do not confront parents with their denial or anger or seek to elicit their feelings about their child's handicap, although we do not avoid opportunities to enable both mother and father to make contact with and express their painful inner feelings. The intent of our contacts during this first stage is to support parents, to begin the process of problem-solving, and to reduce unproductive parental preoccupations with guilt and etiology.

From the onset, it is important to indicate one's professional attitude and stance. At our school we are open about our biases regarding the etiology of impairment. We state our assumption that there are biological as well as environmental and psychological determinants of behavior and in our initial interviews we tell parents they are not

considered responsible for creating their child's disorder. On the other hand, parents are told that they, like all parents, can have great influence on their child's behavior. We also explain that since atypical children are more fragile and vulnerable, their parents must be more consistent and "perfect" than parents of other children—a most difficult task.

We indicate our interest and readiness to work with them now on assessment of their children, and later on amelioration, in a manner that is compatible with their lifestyle and our professional diagnosis. While a better understanding of the family's reaction patterns does lead to generalizations, no family should be so categorized that there is no allowance for the individualization which must become the cornerstone of all our work with parents. There will always be too many variables which will affect the parental adaptive response. We have found that with time family needs and priorities are likely to change. This first collaboration around assessment, if successfully achieved, sets the stage for future parent-team alliances.

Our staff has had the experience of observing gains in functioning in seriously impaired youngsters and is confident that a parent-professional team can enhance a child's development. A cautiously optimistic approach toward the likelihood of an improvement in the child's functioning as a result of this alliance is stated at the beginning of our work with a family.

Parents are also told that they will be given written copies, at regular intervals, of the professional staff reports detailing their child's functioning in self-help, social and cognitive skills and in motor and language development. Such permanent written records serve to counteract any parental tendency to persistent denial of the implications of the child's pathology. The records focus on the next anticipated skill to be mastered and the remediations necessary. This results in an implicit expectation of achievement. At the same time, parents have on hand reports to which they may repeatedly refer, in the more anxiety-free setting of their home, rather than hurriedly in a professional's office. This enables them to review and integrate the findings, at their own pace and as often as they find necessary, and to have a file documenting their child's development.

I have discussed the beginnings of the mourning/grieving process for the family. Its subsequent course will be affected by the nature of parental expectations, their resources and vulnerabilities, and their child's progress. The quality of encounter the family has with the professionals can significantly ease this painful process. The initial parent/professional exchange should set the stage for the long-term therapeutic alliance that the family must form with the professional community in order to protect the family and enhance the child's development. ■

Excerpt from *Pre-Schooler's Workshop Assessment Instrument*

Relationship to Other Children

Column I

- Demonstrates leadership ability.
- Engages in cooperative organized play without close adult supervision.
- Demonstrates attachment to particular child or children.
- Enjoys attention of other children.
- Initiates play with other children.
- Shares play objects.
- Takes turns in play.
- Understands and shares emotions of other children.
- Plays simple group games with adult help.
- Chooses to play alongside other children rather than alone.
- Watches and may imitate play of other children.

Column II

- Ignores or is unaware of other children.
- Avoids interaction even when approached by other children.
- Aggressive with other children (e.g., bites, hits, kicks, teases, provokes, bosses, criticizes, etc.).
- Unable to participate in group activities unless closely supervised by teacher/adult.
- Unable to participate in group activities at all.

¹Virginia Satir, *Conjoint Family Therapy*, 2nd Revised Ed., Palo Alto, Science and Behavior Books, 1967.

²See Judith Bloch, "A Preschool Workshop for Emotionally Disturbed Children," *Children*, Jan.-Feb. 1970.

³Josh Greenfeld, *A Child Called Noah*, New York, Holt, Rinehart and Winston, 1972.

⁴Elisabeth Kubler-Ross, *On Death and Dying*, New York, Macmillan Publishing Co., Inc., 1970.

⁵Albert J. Solnit and Mary H. Stark, "Mourning and the Birth of a Defective Child," *The Psychoanalytic Study of the Child*, Vol. XVI, 1961.

⁶Greenfeld, op. cit.



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and its Volunteers as the 523rd
"Daily Point of Light"



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THE FIVE P'S PARTNERSHIP: TRANSFORMING EDUCATIONAL GOALS INTO REALITIES

A training video for parents and professionals which is focused on a preschool child with special needs. This video was filmed at the child's home and in class at school. Viewers will have the opportunity to learn how to use the FIVE P'S (Parent/Professional Preschool Performance Profile) by rating specific, observable behaviors.

(Funded with a grant from American Legion Auxiliary Dept. of New York State.)

COMMENTS:

"It looks as if you have your finger on something very important in the way of assessments.

T. Berry Brazelton, M.D.

"I hope your home/school collaborative model is adopted as part of the statewide plan for preschool education."

*Jessica G. Davis, M.D., Co-Director
Department of Pediatrics, New York Hospital
Cornell Medical Center, New York, N.Y.*

"...offers a much needed step...provides meaningful information...nonintrusive assessment of the child in familiar settings and establishment of goals sensitive to the child's strengths and needs...promotes collaboration between parents and professionals..."

*Elizabeth Teas-Hester, Ph.D
Excerpt from Test Critiques - Vol. III, 1985*

Order #VC 101 - 25 minutes (1989)- \$45.00

**ALL FILMS PRODUCED AND DIRECTED BY
JUDITH S. BLOCH, EXECUTIVE DIRECTOR
VARIETY PRE-SCHOOLER'S WORKSHOP**

TEACHING CHILDREN SELF-CONTROL

An award-winning documentary of defiant and aggressive behavior in young children. Practical management techniques are presented for dealing with classroom crises. This video demonstrates how Sunny Homes, the teacher (presently Assistant Director, Education) helps the children acquire impulse control and coping skills.

Funded in part with a grant from American Legion
Child Welfare Foundation, Inc.

COMMENTS:

"By vividly placing the viewer in the classroom with aggressive, hostile children, this film successfully portrays the demands placed upon the helping person. It shows the struggle involved in trying to teach severely impaired children how to cope with their often chaotic thoughts and feelings. By clearly evoking all the reactions one has trying to work with such difficult children, it sets the stage for vigorous and useful debate on teaching strategies."

*Dr. Robert Abramovitz, Assoc. Prof.
Pediatrics and Psychiatry
Yale University, Child Care Center
New Haven, Connecticut*

Order# VC 102 26 minutes (1978) \$45.00

THE NEW SURVIVORS

This video promotes an understanding of the needs of families with young children with developmental disabilities. It presents guidelines for enhancing the resiliency and adaptive competence of families and the importance of linkages to community resources

Production of video made possible by The Olsten Corporation

Order #VC 105 23 minutes (1991) \$45.00

A TIME FOR GEORGIA

This award-winning documentary*, showing the pathology of a four-year old autistic child, was selected for viewing at the White House Conference on Children. Clearly presented are the characteristic behaviors of this syndrome as well as the gains such a child can make in a therapeutic nursery setting.

COMMENTS:

"Beautiful, concise, to the point, outstanding...I plan to use this film to teach medical students on the subject."

*Dr. Stephen Maitinsky, Director
Child Development Center*

Nassau County Med. Ctr. - East Meadow, NY

"If nothing else, I am learning about the passionate controversies of reasonable men...did not know you belonged to one wing of the seething conflict regarding the autistic child. Congratulations!"

*Hannah Green, Author
I Never Promised You a Rose Garden*

Order # VC104 15 minutes (1970) - \$25.00 * Black & White

JENNIFER IS A LADY

A prescriptive language development program for two children with infantile autism. Emphasis is placed on methods and techniques used by teachers, individually and with a group, to foster communicative competency.

COMMENTS:

"...a vital, high impact, emotional, and educational experience... a beautiful film which should be seen by all who are interested in helping children."

Martin Greene, DSW

Adelphi University, Garden City, New York

"A good introduction to educational techniques used with autistic children... excellent viewing for students of special education as well as for the general public."

"Play for Keeps"

*University of North Carolina
Chapel Hill, North Carolina*

Order # VC 103 - 26 minutes - \$25.00 (1973 - Updated 1979)

THE NEWSDAY MAGAZINE

February 5, 1984

A Place for Michael

**Variety
Pre-Schooler's
Workshop:
How It Helps Children
Like Michael**

For further information contact:
Variety Pre-Schooler's Workshop
47 Humprey Drive, Syosset, NY 11791-4098
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Pre-Schooler's Workshop: How It Helps Children Like Michael

By Leo Seligsohn

Photographed by Ken Spencer

The Syosset school that makes a world of difference to learning-disabled children like Michael was founded by social worker Judith Bloch in 1966 — the first of its kind in the Northeast.

Called the Pre-Schooler's Workshop (the name was changed recently to Variety Pre-Schooler's Workshop), it pioneered the teaching of autistic children who had not yet reached school age. Pre-school education existed for other handicapped children but training the autistic so young was unheard of at the time. (Autistic children look normal but live in a world of their own, communicate poorly, are given to compulsive, repetitious mannerisms and, for a long time, were regarded as uneducable.)

In recent years, the school has broadened its focus to encompass children with a number of neurological and emotional disabilities beyond autism, building a reputation as a role model in the teaching of learning-disabled pre-schoolers. Jane DeWeerd, chief of the early childhood section of special education programs in the U. S. Department of Education, says: "One of the excellent things about Pre-Schooler's is that they let everyone see what they're doing."

In the 1960s and mid-1970s, practically nobody was paying attention to autistic children, even though education existed for disabled pre-schoolers in better-understood categories, such as cerebral palsy, Downs syndrome, epilepsy and serious hearing impairment. The autistic, on the other hand, were allowed to fall between the cracks. Robert Blume, deputy commissioner of mental health for Nassau County, says: "In the 1960s and early '70s, these kids were written off. Nobody thought they were worth time or money." Often they were multi-handicapped — like Michael (in the



accompanying story) who, in addition to autistic behavior and retardation, has neurological problems that make it difficult for him to walk.

The prevailing wisdom was to hide such youngsters at home until they reached school age, then label them uneducable and put them in institutions at the state's expense. Bloch didn't buy the prevailing wisdom. She believed that, with very early intervention, autistic children were educable and capable of mastering most self-help skills. The result, she reasoned, would be more productive lives for the afflicted, reduced stress for their families and less of a financial burden for society. (It costs about \$12,000 a year to educate a youngster at Pre-Schooler's, compared to about \$42,000 at a full-time state institution like the Suffolk Developmental Center or \$110,000 at the Sagamore Children's Center, both in Melville.)

Today, Pre-Schooler's has an enrollment of 120 children aged 2 to 7, a professional staff of about 80 and funding from Nassau County and the state as well as from private sources.

Originally, it had a staff of three and a handful of autistic pre-schoolers, and was supported by parents who paid \$100 a month. Its first location was in Great Neck, in a room shared with Haim Ginott, the late child psychologist and author.

As the school grew, it moved to Garden City and then, in 1977, it rented space in its present quarters, a former elementary school at 47 Humphrey Dr. that it bought in 1981. Last year, in recognition of a \$200,000 grant from the Variety Club Foundation of New York, part of a national charitable organization that helps children, it added the word Variety to its name.

From a national standpoint, Pre-Schooler's was nine years ahead of its time. Its philosophy that all afflicted people have a right to be helped, from birth, was officially recognized in 1975 when Congress passed legislation providing for education of all the handicapped. The law provided an impetus to the state to fund non-profit organizations like Pre-Schooler's and marked a new era, ending Pre-Schooler's exclusive de-

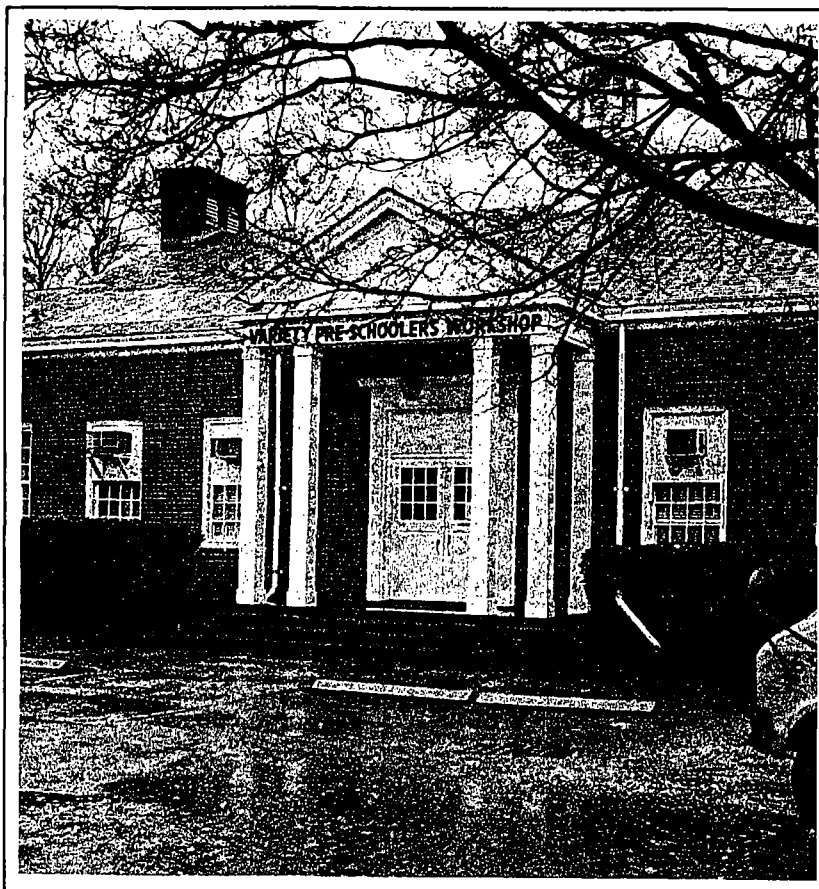
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The atmosphere is that of an elementary school hangs on the photographs faces betray circumstance g

Leo Seligsohn is a *Newsday* staff writer.



Judith Bloch, founder of the Variety Pre-Schooler's Workshop, savors a happy moment with three autistic children in one of the school's classrooms. Above, a view of the school building, located in a former elementary school on Humphrey Drive in Syosset, which serves 120 children from 2 to 7 years old.

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sphere at Pre-Schooler's
efficient, cheerful ele-
ool. Children's art work
hallway walls alongside
of the children, whose
no sign of nature or cir-
one awry. Inside each

classroom, the students sit at tables
or on the floor, playing games or do-
ing art work. Outside, they scramble
around playground equipment. Teachers
are everywhere, consoling,
nurturing and encouraging — being
surrogate parents. "Everything is
geared toward success," says Sunny
Holmes, a teacher-supervisor who
has been at the school for 16 years.
But the best efforts are not always
enough, and that's where special
skills and the Time-Out Comfort
Room comes in. It's a quiet retreat
with a green rug where out-of-con-
trol children can be held by a teacher
until they are able to take charge of
themselves.

Judith Bloch has an expressive
face that beams delight when things
are going well and clouds over quick-
ly when she discerns trouble. There
has been plenty of cause for both re-
actions over the past 17 years. She
remembers how things were.

"You're looking at an established
school now, but we used to look at
ourselves as outsiders," she says. "In
those days, parents were embar-
rassed and desperate because they

felt they had done something to pro-
duce these problems. The feeling
was reinforced by the professional
community. We were at the height of
the psychoanalytic stance. There
was a sense of shame. These children
were practically hidden in closets.
And if parents, particularly of kids
with invisible handicaps, went to
professionals, the professionals
would look at the parents as though
to say: 'What did you do to produce
this?' They talked at the time about
'refrigerated' mothers who couldn't
communicate."

When she decided to establish
her school, Bloch was a social
worker at Hillside Hospital in Glen
Oaks (later affiliated with Long Is-
land Jewish-Hillside Medical Cen-
ter), working under Abraham
Lurie, director of the hospital's De-
partment of Social Services. He be-
came Pre-Schooler's first chairman
and today is on Bloch's board of
trustees. Lurie says: "There's a lit-
tle fire inside of her that keeps
burning and burning. She's the
kind of person who, when she gets
an idea, stays with it." Under

Bloch and her two assistant direc-
tors — Georgene McKernan (for
education) and Judith Margolis (for
special services) — the school is a
complex support network involving
teachers, speech pathologists, so-
cial workers, volunteer high school
students and, perhaps most impor-
tant, the pre-schooler families
themselves. The families are in-
volved through three separately
funded programs that operate out
of the school building.

The Direction Center was start-
ed in 1978 to help identify children
up to the age of 5 in need of spe-
cial services and refer them to the
proper program, which may or may
not be at Pre-Schooler's.

The Family Exchange Center,
set up in 1980, is a program to help
parents deal with the pain and dif-
ficulty of having a handicapped
child. It involves professional
speakers and parent meetings led
by trained parents of handicapped
youngsters.

And this year, the school
launched an experimental program
called Family Respite Center,
which provides pre-schoolers, their
parents and siblings with a recrea-
tional Sunday afternoon. It fea-
tures professional entertainment,
arts and crafts, indoor and outdoor
games and often is highlighted by
the visit of a celebrity. (Jets run-
ning back Freeman McNeil turned
up recently.) The program strives
to solve a common problem for
families of disabled youngsters —
to have a recreational experience
away from home in a place that is
comfortable and fun for everyone
in the family. The program is open
to all disabled youngsters up to the
age of 16 and their families. They
need not be connected with the
school.

Pre-Schooler's and its programs
would have been unthinkable a few
decades ago, when attitudes were
not far removed from what they
had been for centuries. In ancient
cultures, handicapped babies often
were killed. During the Renais-
sance, ostracism and solitary con-
finement were the rule. Various
forms of neglect were common un-
til after World War II, when for-
malized service for handicapped
children began to emerge. But ear-
ly treatment did not begin until the
1960s and early '70s.

As Blume, Nassau's deputy men-
tal health commissioner, puts it:
"The Judy Blochs came along and
saw what could be done. They laid
the groundwork."

A Pace for Michael

By Suzanne Adrian

MY YOUNGEST child is retarded. Grammatically, that is a simple sentence. Emotionally, it is probably the most complex one I have ever uttered. Every aspect of my life has been affected by the reality of that statement. The dreams and hopes that my husband, Jim, and I had for Michael before he was born were gradually and painfully replaced with prayers for his survival. The place that we had prepared for him in our family had to be abandoned. We had to create a new one that would shelter and protect him from a world he could never really understand.

We had to teach our three other children to grow up quickly in some ways, to tolerate Mike's sometimes bizarre behavior, to try to explain him to their friends, to realize that he can't always do what other little brothers can do, and to love him in spite of it all. No longer could my husband and I plan for the day when it would again be just the two of us. It would always be the three of us.

There have been times during the last seven years when I have wanted to quit, to tell the fates that they win. I don't want to hear about another operation or another bout of pneumonia. Forget the IQ scores. Spare me the temper tantrums, the sleepless nights, the pain.

But whenever I am feeling sorry for myself, I just have to recall how far Michael has come. The gains that he has made are attributable in a large measure to the work done at Pre-Schooler's Workshop in Syosset, a nursery school for language, learning and development problems. The expert, loving care that he has received has helped to give him a future and to give me hope. The change that has taken place in Michael is astounding. He will always be clumsy, but he has defied the testimony of some experts who said he probably would never walk. His speech has improved a hundredfold. He will always be retarded, but he no longer stares at the ceiling and is uninvolved. He is a sociable, loving, educable child.

I have made progress, too. Over the past seven years, I have been able to publicly acknowledge that he is retarded. At first, I needed to say it in front of others to hear it myself. I soon began to see that other parents of handicapped children were encouraged by my acknowledgement. They knew they were not alone. They knew that other parents felt deep disappointment and unrelenting pain. I felt good about helping them.

The more I spoke, the more confident I became in my ability to raise my handicapped child. I no

At first, the family thought Michael was a perfectly healthy baby. Then doctors gave them the news: Michael was retarded. But from their initial heartbreak came acceptance and understanding. In their hearts and their minds they each found a special place for him.



Suzanne Adrian is a pseudonym for the author, a former schoolteacher.

longer found euphemisms for retardation. I said it openly and freely. I believed that I was enlightened and honest. I thought my family shared my view.

Recently, I was asked if my family would agree to write a story about our life with a handicapped child. I readily agreed, but, just as a matter of form, checked with my husband and my three other children. My teenager immediately objected: "Haven't we had enough publicity? Why do you have to keep saying that he is retarded? Can't you just accept it?" I was speechless. How could I have been so blind? Or is she the one who can't see? Why doesn't she understand my motives? Haven't I explained them?

She knows that the more open we are, the more people will understand handicapped children. She must know that we have to be advocates for them. She has heard me say that having a handicapped child affects the whole family. She has told all her friends about her brother. Or has she?

I now realize that I never squarely faced these issues with my kids until we were asked to write this story. I was wrong to assume that their feelings were the same as mine. I have learned that we must talk openly with each other.

I will tell our story, but not at the expense of my teenager. I will tell it without using any real names.

* * *

Mike was born on a crisp September afternoon. His entry into this world was not without difficulty. He struggled for the better part of a day and was finally delivered by cesarean section, apparently unmarked by his ordeal. "His head is somewhat large, but don't worry," said his pediatrician. "He just had a rough start."

My fourth pregnancy, though unplanned and somewhat of a surprise, had been, perhaps, the most enjoyable I had experienced. My husband and I had treasured the arrival of this child as the reaffirmation of our youth. We had awaited the birth, secure in our ability to be better parents than we ever had been before. I was 33 when I had become pregnant, but I had not been concerned, because I was still under 35. No one has ever said Mike's retardation could have been related to my age. What is ironic is that when I had had my first three children, I had been a smoker. I had even smoked going into the delivery room. But smoking had become more of an issue by 1976, when Mike was born, and so I had stopped, and it was the first time I had any real trouble.

During my recovery, I befriended a 17-year-old unwed mother with whom I shared a room at Mercy Hospital in Rockville Centre. Karen was deserted by the married father of her child and scorned by her family. She needed to talk, and I listened. She needed to cry, and I held her.

We both left the hospital the same day. I remember talking to my husband about the striking differences in opportunities that probably lay ahead for Mike and for Karen's son, Kip. I felt almost smug about how far my son would be able to go in life because of the head start we would give him. I pitied Kip and held high hopes for Mike.

At first, my other children, all in elementary school, resented Mike. He was supposed to be born and come home all in the span of three days. They were angry about the cesarean section that kept him and me away from them for a week. Those were the days before sibling visits were allowed. But we soon settled into a

normal family routine and forgot any early resentments. Michael seemed to be developing as my other children had, although there were subtle differences. He was harder to please. His cry was more piercing. He was more colicky. His legs didn't seem strong. Yet, he looked beautiful.

Any doubts that I had were eased after Mike appeared on "Good Morning America" with David Hartman and Dr. Lendon Smith, the noted pediatrician. Smith had an ongoing feature on the show about child development and used my son as an example of a well-developed, 3-month-old child. (My mother-in-law had been approached indirectly by somebody at ABC who was looking for a child of that age.) Why should I have any fears? He was given the stamp of approval on nationwide television. Yet those fears would not go away.

As the months passed and Mike reached certain developmental milestones, my fears subsided. He smiled at us, he rolled from his stomach to his back, and he played with his hands — all appropriate stages in the life of an infant. But he was having considerable difficulty holding down his formula. A wave of panic paralyzed me after he had an episode of projectile vomiting when he was about 5 months old. (This is a reflex, sometimes indicative of brain damage, in which an infant throws up food with sufficient force to propel it a considerable distance.) Wasn't that a sign of brain damage? Didn't the doctor question his head size at birth? Didn't he speak of a "rough start?"

When I raised these questions with the pediatrician, he told me: "Relax! Be patient! It's probably an allergy. We'll change his formula." Mike continued to gain weight and looked healthy, although he still vomited almost half of the formula he consumed each day. My doubts took on a new focus. I must be overfeeding him, or maybe I am feeding him too quickly. Am I becoming too anxious? What am I doing wrong?

When he was about a year old, his physical development seemed to reach a plateau. There was no regression, and there was no progress. One alarming habit surfaced. Whenever anyone would try to get Mike's attention, he would look at the ceiling instead of at the person. This puzzled and frightened me.

Mike's difficulty with his formula was complicated by repeated and increasingly serious attacks of

croup. We consulted a pediatric allergist, who agreed to take charge of his case. His diagnosis was that Mike was suffering from bronchial asthma and severe allergy to dairy products and common household irritants. At the age of 8 months, Mike began a regimen of weekly allergy shots and a strict, dairy-free diet.

My concerns about his stagnated development were replaced by fears about his lungs. What will cause another asthma attack? When do I start the medicine? How soon do I go for help? I learned to listen for the telltale wheeze and the dangerous grunting breathing. I knew when his respiration rate was too fast.

I painfully recall a family vacation in Virginia when Mike had a serious asthma attack and the worried looks the other kids had as Jim and I tried to decide whether to put Mike in a hospital in Richmond or to bring him back to Long Island for treatment. The kids were afraid of the sound of Mike's labored breathing, yet angry that we couldn't spend any time at an amusement park near Richmond.

"Well, what do you want to do?" I remember Jim saying in exasperation. I said I just wanted to go home. I thought: "Why do I have to be the bully? Why do I have to be the mean guy? Why can't the rest of you see this kid is in trouble?"

During the course of the next year, Michael was hospitalized three times for treatment of his asthma and the resulting pneumonia. I began to resent healthy children. I despised the hours I spent pacing about a hospital room. I grew intolerant of the demands made upon me by my little girl, Sally, to accompany her on a class trip. I was angry with the doctor who saw Michael as a set of lungs to be cured and not as an 18-month-old child who could neither crawl nor stand nor talk nor care what was happening around him. I bristled each time he told me to be patient about the lack of development. I grew to hate the idea of patience.

At Easter time, Michael suffered a severe asthma attack and was once again hospitalized. I could sense that this time was different. He was sicker than he had ever been before, and the doctors were finally listening to all of my concerns for him. He was not responding to his adrenalin medication as well as he had in the past. His stomach was distended and rock hard. The doctors were puzzled, and I felt abandoned by the God whose suffering I had acknowl-

'We clung to the hope that his prospects were not as dim as the doctors thought. We saw a sparkle in him that was new. We decided to seek another opinion.'

edged earlier that same day in prayer. Where was God when the young resident looked from Jim to me and said: "We'll have to see if he makes it through the weekend"? Where was He when the compassionate pediatric surgeon haltingly told us he couldn't help our son? It seemed like it was the first time a doctor had spoken openly with us.

I remember how Jim had pushed him to tell us what really was wrong with Mike and how the surgeon said he didn't want to talk, that he was not an expert on the brain. We said: "We're not going to hold you to it, but we want to have some sense of what it's going to be like." For a year, I had been asking a pediatric allergist to tell us the truth. I had given no indication that I was a hysterical mother. I felt we had exhibited enough intelligence and fortitude to earn his honesty.

Finally, the surgeon shrugged and said: "Well, I've seen kids like Mike. Usually, they never walk. Sometimes, they never really talk." Then he took my husband's hand and said: "You're going to have a hell of a life raising that child." And his voice just trailed off.

I think it was the scientist defeated. He wanted to be able to do something, and he knew he couldn't. My feeling is that he displayed more humanity than I think I've ever seen a doctor display, because I think he was genuinely in pain.

It was a holiday weekend, and the hospital was almost empty. The surgeon faded away, and Jim went into the room where the crib was, sat down in a chair and folded into himself. I stood by the crib. I tried to talk and couldn't. I looked toward Jim, and he just shook his head. I remember the pain in my throat and in my eyes in trying to hold back the tears. Jim got up and went to the window and had his back to me. I would not be surprised if he was crying, but I really can't say I saw the tears. I have seen Jim cry, but not over Michael. To this day, he has never articulated the depth of his pain nor bemoaned the crushing of the dreams he held for his second son. That night, we prayed for the strength to confront the challenge before us.

Our immediate challenge was what to tell the rest of the family.

What words would we use to our other children? "Retarded" conjured up cruel, childish insults. Could they handle that word? Would they be able to tell their friends?

I don't remember exactly how we tried to make them understand. I think that we said he was probably retarded. I guess we couldn't make it definitive. We told them that Michael's problem would affect each of us deeply and differently.

His 9-year-old brother, the most sensitive of the other three children, thought for a few moments and then said: "I don't think he is retarded; maybe he'll just be slow in math." The denial had begun. But the only time I remember anyone getting excited was the day Jim told his mother and father that Mike was retarded. His father stood up and bolted out of the room, shouting: "No, he's not!"

After 13 days in the hospital, Mike was ready to be released. The pediatric allergist, who for one year had belittled my fears, now took center stage. In his audience he assembled an intern, a social worker, a student nurse and a pediatric nurse. I wanted to grab Mike and run, but I was forced to be part of his little drama. I had to listen to him chronicle Mike's problems — asthma, allergies, retardation, hydrocephalus. I heard him claim that he had worried about him for some time. I had to endure his callous statement: "I will let you know when to institutionalize him." I wanted to scream: "Shut up! Give me my baby, and let me out of here! I'll take him home and love him!"

But I didn't yell. I couldn't speak, even to thank the nurses who had helped me through the horror of those days. My pain and my rage had left me speechless and impotent. Almost blinded by tears, I took Mike in my arms and headed home. With us came his new stuffed bunny. I had bought it in defiance of his allergies. I wanted something to be normal about that Easter.

Once again, we resumed our lives. We celebrated a first communion, the birth of a new cousin and the end of another year. We tried not to notice that children younger than Mike were starting to surpass him. We clung to the hope that his prospects were not as dim as the doctors

thought. We saw a sparkle in him that was new. We decided to seek another opinion.

When Mike was 2 years old, we took him into New York City to see a neurologist at Columbia Presbyterian Hospital. He confirmed the diagnosis of hydrocephalus and retardation. He recommended that physical therapy, speech therapy and special education be initiated as soon as possible. Ironically, my husband and I, though both teachers, did not know where to get that kind of help for such a young child. Fortunately, Jim saw an advertisement for the Direction Center of Nassau County, a state-funded organization that offers assistance to anyone concerned about the development of a child under 5 years old. I called for an appointment.

I was immediately put in touch with a social worker. I recoiled in horror. How many indignities must I endure? Social workers are not for people like me: I wasn't poor or unemployed or deprived. That initial encounter was the beginning of my reeducation. From then on, I would meet many different kinds of people who would teach me to help Michael.

Shortly before his third birthday, he started in a program at the Pre-Schooler's Workshop in Syosset. Along with six other youngsters and their mothers, Mike and I entered the world of special education. At this time, he was unable to stand or crawl. His only means of locomotion was to roll. His speech was limited to a few family names. Most of the time, he was uninvolved in his world.

At first, I think I had the typical attitude of most parents when they arrive there. We were so relieved in knowing that there was a place that would take our kid in, overwhelmed by a sense of gratitude. I think because the Pre-Schooler's Workshop is open and lets you see how it operates, you tend to become critical. But in a sense, the school teaches you to be a very wary consumer. You can really question the administrators, therapists and teachers along every step of the way, and they encourage it. I've had my disagreements with them, but I've been allowed to disagree.

I gradually learned from the skilled and caring teachers how to bring Mike out of his own world, a world that in some ways had become a prison. The physical therapist showed me exercises that would tone up his flabby muscles. The speech therapist helped expand his limited vocabulary.

For the first time in my life, I was part of a group of people who have

'Now, Mike has left the Pre-Schooler's Workshop. Despite his continuing problems, he hardly resembles the helpless child who started there four years ago.'

handicapped children. Sitting in the Family Exchange Center, situated in a comfortable lounge in the school, we ran the socioeconomic gamut. Some of us were educated, and some were not. Some of us acknowledged our problems, and some thought them only temporary. We were as different from one another as our kids were from other 3-year-olds, but our differences soon became unimportant.

We found in each other an understanding that transcended those differences. At last, we could say aloud that we sometimes resent our kids. We could tell stories about their bizarre behavior and not feel judged. We could seek advice on how to get through another day. We could share how hard it is to love a kid who sometimes doesn't know that you exist.

But I found myself in a bind. Throughout my life I have carefully guarded my feelings. Never wanting to appear weak, I often feigned aloofness. "Don't ask me what I feel; just ask what I think" was my usual stance. But no longer could I pretend to be above others. I had to say aloud what I felt.

I needed to know that my world would not end if I didn't always feel good about Mike. There were times that I would almost fantasize: "All right, let him die. I'll be the object of a lot of pity for a year, and then I can get on with my life the way I thought it was going to go." It took me a long time to be able to say that out loud. The first time was at Pre-Schooler's. I had always been taught the value of helping others. I now learned also to accept help. I explored my feelings and thoughts with other parents. As we spoke, I understood better how I felt about Mike and the changes he had brought about in my life.

I gradually moved from expressing myself in the protected environment of a mothers' group (part of the Family Exchange Center) to addressing groups of interested people about the services available to handicapped youngsters. During the past three years, I have spoken before service clubs, testified at federal and state hearings and appeared on cable television.

I think that I have an obligation to my son and other children like him. Their existence is a fact of life. They must be identified and helped as soon as possible. They deserve the same dignity and respect as each of us. If they are to get it, they need advocates.

At one point, the focus of Mike's life shifted back to a hospital setting. He is hydrocephalic — a condition characterized by an abnormal accumulation of fluid in the ventricles of the brain. Most often a surgical procedure, called a shunt, is performed

to alleviate the build-up of fluid and further brain damage. A neurosurgeon installs tubing that runs from the ventricles of the brain, through a hole in the skull, under the scalp, inside the neck and chest, and drains into the abdominal cavity. The flow is controlled by a valve installed behind the ear. An elaborate plumbing system.

The doctors felt that Mike's condition did not require surgery when the hydrocephalus was first diagnosed. There was not a significant build-up of fluid. The situation was monitored and reevaluated periodically. When he was 4 years old, a CAT scan showed that his ventricles were becoming dangerously enlarged and that his head was starting to grow out of proportion to his body. An immediate shunt operation was advised.

The pediatric neurological wing at Columbia Presbyterian Hospital is a sobering place. After visiting there to be with Michael, I will never forget the sound of the respirator that kept a teenage girl alive. Nor will I forget the silence when she died. I have often thought of the mother who pleaded with her baby to wake up and come out of her coma, a coma that resulted from anesthesia given for a hernia operation. And I will always remember the infinite sadness of the woman whose son had an inoperable brain tumor.

Michael was one of the lucky kids. His surgery in May, 1980, was successful, and his recovery uneventful. He awakened from the anesthesia asking for a hamburger. I stayed with him during his two weeks in the hospital. My husband and the children visited frequently. Mike came home bald but triumphant.

Now, Mike has left the Pre-Schooler's Workshop. Despite his continuing problems, he hardly resembles the helpless child who started there four years ago. He now walks, talks in imperfect but complete sentences and is a friendly, sociable, happy child.

As I have grown to live with Mike's problems, I have seen my other children mature quickly. They have endured his erratic behavior with admirable patience. They have answered the questions of their friends and have withstood occasional cruel taunts. They have spent many hours alone while he has been sick. And in spite of it all, they continue to love him.

Yet, despite their love for Mike, I have had to tell this story of a family problem without using real names, from a single point of view. I thought that I knew how each of us felt. I was wrong. Each of us has his own story and must tell it in his own way.

SUMMARY BIO

JUDITH SIMON BLOCH, ACSW

Columbia University, New York -- MSW 1951

Brooklyn College, New York -- BA 1949

Board Certified Diplomate in Clinical Social Work

- Founded one of the first preschools on the eastern seaboard to identify and educate youngsters with serious learning, language and/or behavior problems in 1966. This pioneer early intervention program incorporated the unconventional concept (in those early years) of parent support and participation in their child's education. Under her leadership as Executive Director, Variety Pre-Schooler's Workshop quickly became known as a model resource and demonstration program. Commendation was received from The White House on the occasion of 20th Anniversary (1986). On July 31, 1991, President George Bush name Variety Pre-Schooler's Workshop and its volunteers as the 523rd "Daily Point of Light."

Today, the school is just one of the many programs offered. Despite the word "preschooler" in its name, Variety Pre-Schooler's Workshop provides a broad range of free services to thousands of special needs children from birth-age 14 and their families from Long Island, NY.

- Produced 3 award-winning films. The first was shown at the 1970 White House Conference on Children, with a commendation letter from the U.S. Department of Health, Education and Welfare inserted in the Library of Congress. Second film (and excerpts from the last film) were shown on NBC-TV in New York City.
- Spring 1991: developed through a partnership of professionals and parents a video training film that promotes an understanding of the needs of families with young children with developmental disabilities.
- Fall 1989: produced video training film to help parents and professionals use The Five P's to assess the functioning of children 0-5.
- Chair, Ad Hoc New York State Preschool Provider Network
- Chair, American Orthopsychiatric Association (ORTHO) National Study Group on Prevention
- Co-Chair, Long Island Coalition for Children with Special Needs (Birth to Five)
- Member, Board of Directors, Health & Welfare Council of Nassau County and of state advisory commissions
- Member, Preschool Special Education Advisory Committee, New York State Department of Education
- Member, Prevention, Public Education and Early Intervention Committee, New York State Office of Mental Retardation and Developmental Disabilities Advisory Council
- Field Reader for the U.S. Department of Education, Office of Special Education and Rehabilitative Services
- **Author:** The Five P's (introduced at the World Association for Infant Psychiatry in Cannes, France); Empowering Parents of Disabled Children: A Family Exchange Center; chapter in "Mutual Aid Groups and The Life Cycle;"
- **Guest editor/contributor:** The Forum, publication of the New York State Federation of Chapters of the Council for Exceptional Children (CEC);
- **Numerous papers:** presented at national and international conferences;
- **Profilic contributor:** professional journals
- Formulated grants and obtained funding for family support services
- Quoted resource for articles in, among others, Parents Magazine (September 1986) and The New York Times
- TV appearances include PSA's and various talk shows: Parenting-Who's in Control?, Tim Fleischer WABC-TV; Melba Tolliver, News 12 Long Island; Roma Torre, Long Island Education Today, News 12 Long Island; Margaret Orr, WDSU-NBC, New Orleans; Public Service Series produced by NBC-TV in observance of the United Nations International Year of the Child.
- Radio interviews include: Good Morning Long Island, WGSM-AM; At Your Service Hour, WKIS-AM, Orlando, Florida; The Charles Travis Show, WSMB-AM, New Orleans; John Mavin, Action Line, KLUC-FM, Las Vegas. Has also been interviewed on the Dr. Joyce Brothers Radio Show.
- Who's Who of American Women
- Who's Who in New York
- Who's Who in the East



Variety Pre-Schooler's Workshop

For Children with Special Needs

Friday, January 15, 1993

OYSTER BAY GUARDIAN

Syosset Guardian

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Judith Bloch to Conduct Workshop in Chicago

Judith Simon Bloch, Executive Director, Variety Pre-Schooler's Workshop (VPSW), Syosset, has been selected to conduct a workshop entitled, "Identifying Children with Suspected Disabilities and Informing Parents" during the annual conference of the Chicago Association for the Education of Young Children, an affiliate of the National AEYC. The nonprofit organization works on behalf of children from birth to eight years and their families.

This year's conference, "In the Interest of Children and Families" will be held Feb. 11-13 at the Chicago Hilton & Towers. More than 6,000 professionals in the field of early childhood education will attend workshops and seminars on a wide range of topics related to

child development and social policy issues.

Bloch began a pioneering special education program in 1966 for pre-schoolers with developmental, learning, language and/or behavior problems. Individualized education programs, home/school collaboration and parental involvement have been the cornerstones of VPSW philosophy and practice.

Today, the school is just one part of a network of programs for children with disabilities from birth to 14 years of age and their families from Long Island.

Bloch serves on State advisory panels and participates in the formulation of policies for New York regarding services to preschoolers with special needs.

TRIBUNE SYOSSET-JERICO

SCHOOL NOTES

SHS Spanish Club Visits VPSW

By Kathy Gerber

Members of Syosset High School's Spanish Club visited Variety Pre-Schooler's Workshop, (VPSW) in Syosset over the holidays with gifts such as pinatas and a Spanish storybook for the youngsters.

The high school students and their advisor, Spanish teacher Stephanie Latman, gave the presents to students in the bilingual classes at VPSW. According to Latman, this is the only bilingual nursery program of its kind on Long Island.

In addition to the storybook, members of the Spanish Experience class made an alphabet book to give to the pre-schoolers.

The Spanish Club has visited VPSW for the past four years and is planning a Spanish puppet show for the children at VPSW in the spring.

There are about 130 members of the Spanish Club, which has a number of extracurricular activities such as cooking, seeing Spanish movies and playing games to supplement the use of the language, said Latman.



MEMBERS OF THE SPANISH CLUB at Syosset High School dropped off toys at Variety Pre-Schooler's Workshop. Shown are: Lisa Rosenberg, Dana Goodman, Iris Latman, Dana Resnik, Stephani Petreshock, and Stephanie Latman, advisor (Not Shown: Kathy Holmes).

Variety Pre-Schooler's Workshop Celebrates 25th Anniversary

by Martha Vander Veer

The program for the Donor Wall Reception of the Variety Pre-Schooler's Workshop, October 29, concluded the year-long celebration of the school's 25th anniversary as well as the second annual Champion for Children Awards. The non-profit school on Humphrey Drive, Syosset (the former Locust Grove School) is for children with learning, language and behavior problems. Over 200 foundation and corporate supporters, individual friends, alumni, current parents and staff attended the reception. Champagne and hors d'oeuvres were served.

Bruce Morrow, best known as "Cousin Bruce," a friend of VPSW for over eight years, led the Walk-a-thon last spring and assisted in the dedication of the new therapeutic playground. In recognition of his efforts on behalf of VPSW, and his work for all children in the metropolitan area he received the VPSW Champion for Children Award presented by his friend Neil Padron. "I accept this on behalf of all children," Mr. Morrow said. Executive Vice President of Variety Children's Charity Bob Sunshine started his tribute with a series of anecdotes which began with, "Bruce Morrow has been talking since he was two or three years old—never a problem."

John Neu, son of the late Hugo and Doris Neu, on behalf of the Hugo and Doris Neu Family Foundation, accepted the VPSW Champion for Children Award. Through their family foundation, Hugo and Doris Neu were constant and generous supporters from 1969 and understood the benefit of early intervention.

Representing Nassau County Executive Thomas Gulotta, who hoped to drop by, was



At the Donor Wall Reception to celebrate the 25th year of Variety Pre-Schooler's Workshop are, from left, Judith S. Bloch, Founder and Executive Director of VPSW, and TOB Councilman Thomas Clark.

Mrs. Marjorie Stuart, Deputy Commissioner of Nassau County Department of Mental Health, Mental Retardation and Developmental Disabilities. Before she presented the Proclamations to Mr. Morrow and Mr. Neu, she said, "I have the longest title of any official in Nassau County government."

Judith S. Bloch, Founder and Executive Director, thanked the many friends of the school for their generous support over the past 25 years and congratulated the honorees.

"I view this like a family reunion for a holiday," she said, and expressed satisfaction at seeing progress in accepting the differences.

"We had to find people who cared, were committed to early intervention, who could catch problems as they became evident. Here, there's no big desk between parents and the school.

Everyone works in a fish bowl. Not everyone can do that."

Martin Holmes provided the music throughout and Natalie Bloch Langner sang "Put a Little Love in Your Heart" at reception's end.

A tour was offered. The original gym is now divided in two. The reception was in the all-purpose hall. The other hall was converted into a child's workout room which includes special equipment for special physical disabilities. At first glance it was a large and colorful children's playroom.

The Donor Wall is opposite the entrance; the names on two-to-three inch circles were staged as if they were a cluster of multi-colored balloons with strings extending down to the chair rail in the hallway.

The Workshop and its volunteers were named by President Bush in 1991 as the 523rd "Daily Points of Light."

THE LONG ISLAND INTERVIEW WITH JUDITH BLOCH

Early Help Aids Disabled Children Most

Q: What are the benefits of early intervention for both mentally and physically disabled children?

A: We know that if we start early we can promote changes that are not possible later on — the kind of social competency that helps children learn social skills that will help them adapt to their own age mates and to the community. For instance, we know that a child of 5 or 6 who's not attached to an adult [and] who isn't concerned whether an adult is pleased with him or not is at great risk for later social problems. These children become dangerous later on because they're so indifferent to the established standards and the approval of the social system and the adults in authority. In fact, I think the professional community is beginning to document what mothers knew for a long time: that babies really knew them and were responsive in many ways that the medical community dismissed. When I was a young mother, one of my babies smiled at me and the doctor said it was gas. Now we know better. We know that babies recognize the important adults in their lives.

Q: Do you feel that labeling children causes damage in the long run or might mask other problems?

A: There was a very important research article recently that indicated that anybody who did standardized testing on a child under 5 to determine IQ should be sued for malpractice, since these tests were so unreliable. I think that labeling, or the classification that we have to do to send children with entitlements to a particular program, carries a potential for harm. And there is no doubt that certain classifications are stigmatizing. For instance, the classification of mental retardation is perceived as fixed and irreversible; it means that if we label a child as mentally retarded at 2 or 3 we may in fact be contributing to that outcome, and that child may later on down the road remain mentally retarded. Years ago, at hearings I attended, when they were emptying out the state institutions, there were clearly children who had no place in institutions and who were thought to be retarded but were in fact not retarded. I will never forget one incident of a young adolescent whose mother had died and whose father couldn't take care of her, and who must have been, in retrospect, depressed. She was evaluated and thought to be retarded, and went from a foster home into an institution where she had stayed for 10 years, until she was discovered by a husband-and-wife volunteer couple who demonstrated this young girl was not retarded at all. So classification does have a potential for harm.

Q: Does catching a child's disability early enough with therapy or the proper program make him or her more eligible for mainstreaming?

A: Absolutely. Children with early beginnings are much less likely to end up in more restrictive environments in their later schooling.

Q: What if mainstreamed children have special problems that have to be dealt with?

A: They lose some of the benefits they would get from expert intervention but they gain from becoming part of the world because they're compelled early on to deal with peers and the rest of the world. But a good deal of what I've heard from



Newsday / K. Wiles Studio

THE ENABLER

Judith Bloch is executive director of the Variety Preschooler's Workshop in Syosset, which she founded 26 years ago, and leader of the state Coalition for Children with Special Needs. She was interviewed for Newsday by Judy Chicurel.

families is how difficult it is sometimes to tell their own families that they have a child with a disability. They're very uncomfortable and in great pain when they're around other families where other children are doing very well. They feel so different and so isolated. And it takes a while for them to begin to make some adaptations. We find that what's most helpful is an opportunity to meet other parents and families who are struggling with the same issues.

Q: What is the reaction when parents are told that their children have a disability? Are they in denial to a degree?

A: There are initial reactions to the possibility that their child may have a disability, particularly if it's a child who doesn't have an easily recognized and clear medical problem, such as [being] blind or deaf. When it's not that concrete, it's received with much skepticism. Any threat to the dream of enhancing one's quality of life is dismissed, denied or avoided. Those of us in the field really need to be very sensitive to that dream because that is what fuels the work we do together. So even as we do our evaluations, we should never take away parents' hope that their child will improve and get better, because it's that passion and that dream that keeps us all working very hard to help that child do the best that he can.

Q: People feel that the tremendous costs for preschoolers and young children regarding special education shouldn't be borne by taxpayers. Do you disagree?

A: New York State really has no choice, because it's mandated. If the state doesn't provide these entitlements, it will lose all those federal dollars.

Q: What would you say are the most common disabilities among preschoolers and young children today, and how are they developed?

A: A recent report by the Department of Health and Human Services offered evidence of an increasing rate of children with psychological disabilities. The survey found that 19.5 percent of children ages 3 to 17, or 10.2 million people, have one or more developmental problems. It said that clearly psychological disorders rank among the most prevalent health conditions of modern childhood. What we are seeing is an increased number of low birth-weight babies kept alive by technology, so that while we save the lives of very low-weight babies, it's terribly expensive, and we're not always prepared for the fact that every baby under 3.5 pounds is at risk for later problems with motor skills development and academic achievement. There are increased numbers of teenage mothers giving birth to low birth-weight babies. They don't get good prenatal care. Often, they're not physiologically ready both to give birth and to be parents. Their nutrition is not good. So whatever we can do by way of education to prevent teen pregnancy would help. We know now that most of the retarded babies are a product of alcoholism; we have not only babies that have been exposed to drugs prenatally but often a mother who is unable to parent because of her continued habit.

Q: Who is responsible for the costs of preschool handicapped children's programs? Who has control of these costs?

A: Right now the cost for preschool education is shared by the county in which the child resides and the State Education Department. It is not carried by the school district, although the school district makes the decision about classification and placement.

Q: How would it affect these programs if parents were expected to pay for the cost of evaluation and transportation for disabled youngsters?

A: I think the entitlement is to a free evaluation as well as to a free education, and there is no doubt that it would be an enormous deterrent if parents had to pay.

Q: Do you feel that Nassau and Suffolk counties do enough for disabled preschoolers in terms of funding and commitment to programs?

A: I think the Island has done remarkably well with these children. We're a very supportive community in terms of being responsive to programs that were established way before they were mandated by the federal government.

Q: How do you think federal and county cuts will affect special education for preschoolers?

A: It's a great worry. We're all struggling to find ways to do what needs to be done. The state is now taking steps to simplify the regulations to reduce some of the requirements that are costly. We know the programs cost a lot of money, but we also know they're a very good investment. That what we don't do now, we'll definitely have to do later. And later it will cost us more.

Hundreds Walk for Variety Pre-Schoolers



Cousin Bruce with Final Faze a L.I. group who perform songs from the 50's and 60's give a vaudeville "Ta Da!"



VPSW Walk-Fest '92 May 17

Looking for a great way to spend a Sunday morning while doing something for a good cause? Take part in Variety Pre-Schooler's Workshop's Walk-Fest '92 on Sunday, May 17 at 10 a.m. This fifth annual walk-a-thon is a major fund raising event for the Syosset school, an nonprofit facility for young children with disabilities.

Sam Ash Music Stores, Petland Discounts and Brain Storm (a clothing manufacturer) have joined together with the parents and staff of Variety Pre-Schooler's Workshop to present a wonderful array of entertainment, food and prizes for all those who take part in this walk to raise money for VPSW. "Cousin Brucie," Bruce Morrow of WCBS-FM radio fame, will greet the walkers as they gather on the school grounds and get ready for their fully escorted 10Km. walk around the Syosset neighborhood. Officers from the Nassau County Police Department and members from South Shore React will accompany the walk and provide security. When the walkers return, Raven-Symone from The Cosby Show will be on hand to welcome them back to the school. The walkers will then relax and enjoy the festivities. The music of Final Faze, Big Apple Circus Clowns, a Petland Discounts Petting Zoo and Show, Boscoe the Clown, the Earth Troubadours in Kids Saving Planet Earth, and Mr. Clown and his Magic Show for youngsters will delight all. Ice cream sundaes courtesy of Friendly's of Syosset and a delicious barbecue will round out the day.

Everyone, young and not so young, can participate in this wonderful day and help raise money for children with disabilities. Raise at least \$25 in pledges and you will receive a VPSW Walk-Fest '92 T-shirt. Fabulous prizes will be awarded to those turning in the highest dollar amounts. First prize is a digital home piano, a Korg C-2500. Second prize is a Gibson Les Paul Classic "1960" solid body electric guitar and third is a Karaoke Lone Star K-8 Singalodeon. Other premiums include memberships at Woodbury Racquet fitness club, Sportset-Syosset

club, silent Flute Defense Center, restaurant gift certificates and a \$1,000 in gifts from Petland.

Put on your sneakers, join in and raise money for a good cause - VPSW! Call Marilyn at (516) 921-7171 or go to one of the 70 Petland Discounts locations for a registration form and pledge sheet. Don't miss out on the fun. Mark your calendar for Sunday, May 17 at Variety Pre-Schooler's Workshop, 47 Humphrey Drive in Syosset.



PAUL BATES, of Petland Discounts and some friends from Variety Pre-Schoolers Workshop.

Pet Program At Pre-schoolers Workshop

As he does every Tuesday, Paul Bates of *Petland Discounts* will go into a local school with his menagerie of birds, small animals and reptiles to talk with the children about the value of having a pet.

This Tuesday, Bates shared his animal menagerie with the children from Variety Pre-Schooler's Workshop in Syosset. VPSW was founded by its current director, Judith Bloch. It began in 1966 as a school, one of the first of its kind to understand how crucial it was for preschoolers with learning, language and behavior problems to get an early educational start.

"The children's eyes light up as they touch each animal and experience an emotional response," said Bates.

Neil Padron, president and owner of *Petland Discounts* said he believes that pets add a wonderful new dimension to the lives of those who adopt them. This community outreach is an extremely important part of the community-wide effort to educate the public about the value of pet ownership.

Petland has 69 locations in the New York area. For further information on the Petland Discount Community Outreach Program call Renee Jamison Clark at 273-6363.

Variety Pre-Schooler's Workshop Celebrates 25th Anniversary



Oyster Bay Town Councilman Thomas L. Clark, left, on hand to celebrate the 25th Anniversary of the Variety Pre-Schooler's Workshop in Syosset, presents a citation to officers of the organization recognizing the school's continued efforts to help children with special needs and their families. From left, Chairman of the Board of Trustees Mrs. Martin H. Renken and Founder and Executive Director Judith S. Bloch.

Business leaders, state and local government representatives, parent and alumni families recently joined the Board of Trustees and staff to celebrate the 25th anniversary of Variety Pre-Schooler's Workshop at the Crest Hollow Country Club. The 300 guests greeted Lewis Yevoli, newly elected Supervisor of the Town of Oyster Bay, with a hearty round of applause as he presented a citation to Executive Director/Founder, Judith Bloch.

The audience applauded when Assemblyman Yevoli restated his continuing support of children with special needs and their families. More cheers and clapping followed the presentation of the Champions for Children Awards to Cablevision for its generous corporate philanthropy for the youth of Long Island, and to Dr. T. Berry Brazelton, eminent pediatrician, lecturer, author, TV personality, for his extraordinary service to children and parents.

The Variety Pre-Schooler's Workshop serves hundreds of



Judith Bloch, Founder and Executive Director of the Variety Pre-Schooler's Workshop in Syosset, accepts congratulations from State Assemblyman Lewis Yevoli, who will assume his duties as Town of Oyster Bay Supervisor on Jan. 1. More than 300 guests attended the Workshop's 25-year celebration. - Susan Bloch photo

learning, language, and/or families and professionals behavior problems in its school through a comprehensive array

Garden City news 12-6-91

Budapest Teacher Visits School

A special education teacher from Budapest is visiting Variety Pre-Schooler's Workshop. Ms. Barbara Czeizel is a member of a team of early childhood professionals looking to open an Early Childhood Development Center in Budapest. Variety Pre-Schooler's Workshop was selected as a successful model of the type of program the team would like to implement. Ms. Czeizel is here to observe and learn the successful teaching strategies which have been developed by staff at the school.

Variety Pre-Schooler's Workshop began in Garden City in 1966. It provides a wide range of services for children with developmental, learning, language and/or behavior problems. Respite, support, counseling, and socialization services are offered for parents and siblings. Six Garden City residents or business leaders serve as Board officers and trustees. The Variety Pre-Schooler's Workshop is a beneficiary of the Garden City Community Fund.

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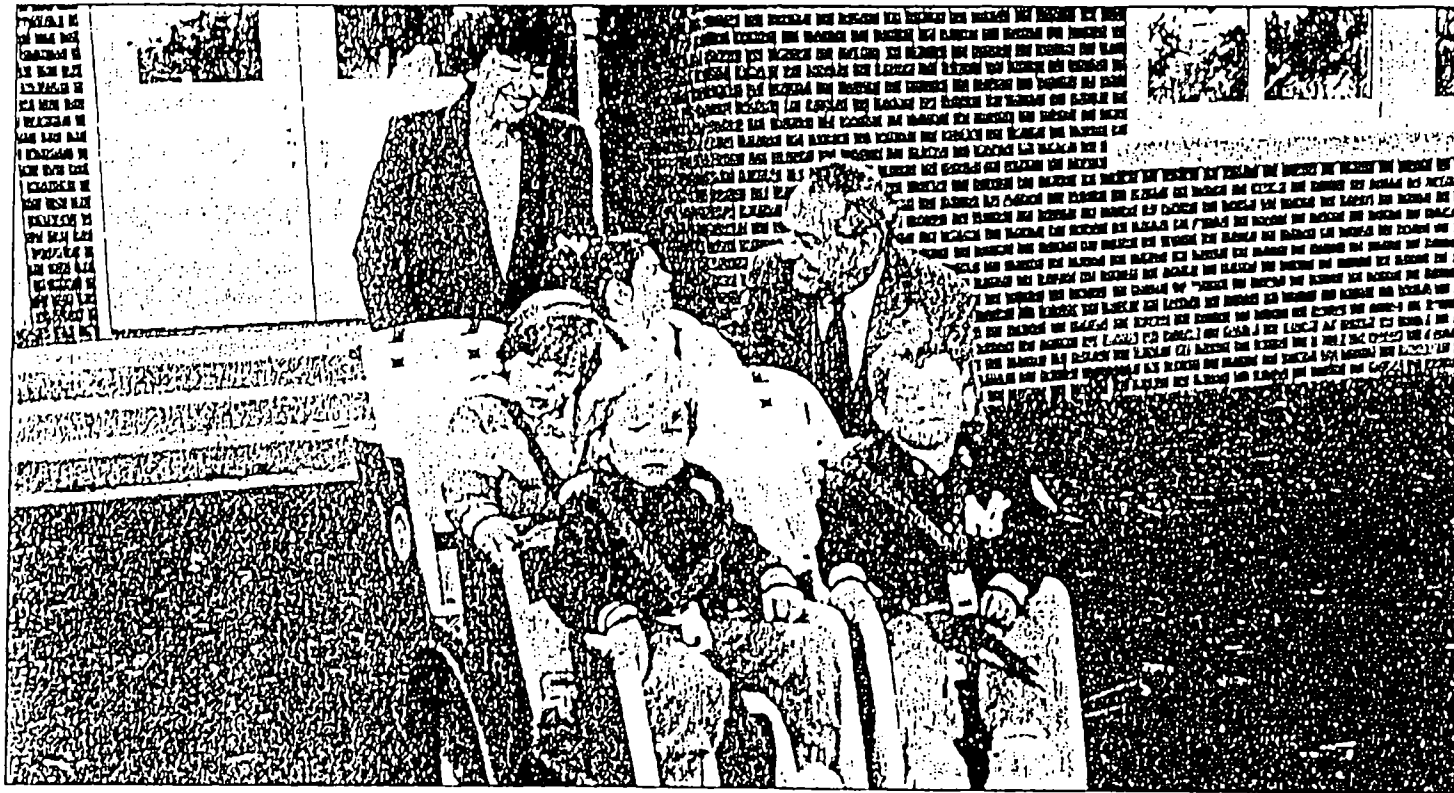
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Variety Pre-Schoolers Workshop Walk-A-Thon



Oyster Bay Town Councilman Leonard Kunzig, fifth from left, joins with supporters of the Variety Pre-Schooler's Workshop in Syosset for the school's annual Walk-A-Thon. Funds raised during the event will help complete the school's playground and facilitate needed repairs. On hand for the occasion, from left, Walter Lustrin, Laurie Lustrin, Linda Lustrin, Melissa Lustrin, Board Chairperson Ronnie Renken, Evelyn Lipori, Michael Lipori, Christina Lipori and Board Trustee John Lipori.

Variety Pre-school Bye Bye Buggy



SCHOOLYARD "MASS TRANSIT" Judith Bloch, Executive Director of Variety Pre-Schooler's Workshop in Synasset, prepares to demonstrate the Bye Bye Buggy, the latest in toddler transport as Senator Ralph J. Marino

(Oyster Bay) chats with one of the vehicle's young "commuters." The 1990-91 state budget includes a grant of \$48,000 which Senator Marino obtained for programs at the facility.

Variety Pre-Schooler's Renovated Playground Officially Opens



Oyster Bay Town Supervisor Angelo A. Delligatti, fourth from left, officially opens a newly renovated outdoor playground at the Variety Pre-Schooler's Workshop (VPW) in Syosset on Sept. 27, with Town Clerk Carl Marcellino, right. Sharing in the ribbon cutting ceremony were, from left, radio personality "Cousin Brucie" Morrow with two preschoolers, VPW's Executive Director Judith Bloch, Director of Nassau County's Handicapped Pre-School Program Antonio Delle Verchia and VPW's Chairman of the Board of Trustees Ronnie Renken. Children with learning language or behavioral problems, to seven years of age attend Variety Pre-Schooler's Workshop, a member agency of United Way of Long Island and Variety, The Children's Charity of New York.

SYOSSET JERICHO

BROOKVILLE • BEECHAMPTON • FARMINGDALE • FORT LEE • GLEN COVE • GREENWICH • HEMPSTADT • JERICHO • LINDEN • MOUNTAIN VIEW • NASSAU COUNTY • Oyster Bay • PLAINFIELD • PLAINVILLE • RYERSON • SYOSSET • WEST HEMPSTADT • WEST LEE • WEST NASSAU • WEST SYOSSET • WEST WOODBURN • WOODBURN • WOODHURST • WOODMERE • WOODMONT • WOODMONT PARK • WOODMONT PARK

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Playground Opens At Variety Preschool

Variety Preschoolers Workshop, VPSW, in Syosset recently marked the start of its 25th anniversary with the official opening of the newly reconstructed therapeutic playground.

Under a colorful arch of balloons, Cousin Brucie Morrow, radio/TV personality, emceed the event and welcomed the many friends, parents and dignitaries who gathered for the festivities.

In the group were Angelo A. Delligatti, Town of Oyster Bay Supervisor, Hugh Mahoney, Special Assistant to Nassau County Executive Tom Gulotta, William J. Quinn from Cablevision and representatives

from several Syosset service groups including the Kiwanis, Rotary and Syosset International.

Judith Bloch, Executive Director of VPSW, a member agency of United Way of Long Island and Variety-the Children's Charity of New York, spoke to hundreds of people gathered about the collaborative efforts of parents, volunteer board and staff that helped bring this project to fruition. Supported by private funds, the playground gives the children at VPSW, and those in our community who are also allowed to use the equipment, challenging and intriguing areas for play that are designed to enhance the



The new playground structure can be seen in the background as Cousin Brucie wheels the new bye bye buggy and Judith Bloch, Executive Director talks to the children at the grand opening of Variety Preschoolers Workshop's new playground.



Cousin Brucie Morrow, radio/TV personality, welcomes guests to the Variety Preschoolers Workshop playground opening. Angelo A. Delligatti, Oyster Bay Town Supervisor joins other honored guests under the festive balloon arch.
Photos by Susan Bloch

development of motor, intellectual and social skills.

After welcoming remarks from the speakers, Cousin Brucie called out the guests of honor — the children — and led them in a ride down the spiral slide. The festive atmosphere continued all morning as the

youngsters enjoyed the playground and all the parents and guests looked on with a sense of joy and accomplishment. This playground represents a legacy to the children with learning, language or behavioral problems now attending VPSW and to those who follow them.



K/C Helps Variety Preschool

Hempstead Town Councilman Patrick A. Zagarino (left) and New York State Assemblyman Fred Parola (right) present a town proclamation to the Knights of Columbus Memore Council #36 from Seaford in recognition of its 17th annual pancake breakfast held on Sunday, September 30. All proceeds went to help the Variety Preschoolers Workshop in Syosset purchase much needed playground equipment. Pictured are: from left: Past Grand Knight Carl Pira, 17 year founder of the event and coordinator of the day, Judith Bloch, Director and Founder of Variety Preschoolers Workshop, Grand Knight Sal Passaretti of Massapequa, Councilman Zagarino and Assemblyman Parola.

Variety Pre-School Receive County Support



NASSAU COUNTY EXECUTIVE THOMAS S. GULOTTA signs an agreement pledging county support for the Variety Pre-schoolers Workshop. Looking on is Executive Director of Variety Pre-school, Judith Bloch.

VPSW Walkathon Success

Threatening skies did not dampen the spirits of the 188 people who gathered to navigate the 10 kilometers of the Third Annual Walk-A-Thon held on June 3, for the benefit of Variety Pre-Schooler's Workshop, a school for young children with learning, language and behavioral problems, at 47 Humphrey Drive, Syosset. Cousin Bruce Morrow, noted disc jockey, led them throughout the Syosset neighborhood.

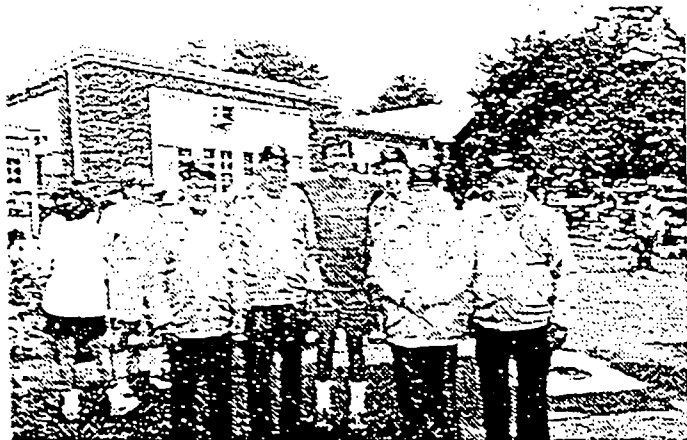
The group of parents, children, grandparents, friends and staff started off full of high spirits and good intentions. As they followed the route, aided by the Nassau County Police Dept., and the Syosset Fire Dept., the walkers enjoyed a sense of comradeship and fun.

As the contingent returned to VPSW, a little foot sore and weary, they were instantly energized when they saw the banner proclaiming the total amount pledged - \$35,000. This far surpasses last year's total of \$19,000. All proceeds from this event are designated for the reconstruction of the therapeutic playground at VPSW. The group then enjoyed a barbecue prepared by the Memorare Council of the Knights of Columbus. During the barbecue, Cousin Bruce announced the winners of the raffle prizes.

Walk-A-Thon '90 was a success because of the diligent and tireless work of a committee of parents, board and staff. Thanks also go to the sponsors for the Walk-A-Thon '90 - United Artists Theatres, The Coca-Cola Company, Bain Co., Canon USA, Inc., The Bank of New York, Marsh's Mens and Boys Shop, Air/Ground Equipment Sales, Inc., Harmonized Customs Brokers, Global, Candid Litho, Practical Graphics, Inc., Manufacturers Corrugated Box Co., Construction Consultants, Wesfair Agency, Tri Quality Mechanical, The Long Island Savings Bank, Apple Bank for Savings, Medfone, Moore Business Systems, Memorare Council, TDR Educational Supply Co., Best Ford, I. Janvey & Sons, Inc. Sir Speedy Printing, Lowitt Alarms, Harold's Carpet Service, Northeastern Equipment, Northwind Landscaping, Sports Authority.



Walk-A-Thon participants setting out on their 10 kilometer walk through Syosset.



Syosset Fire Dept. members join disc jockey, Cousin Bruce Morrow at VPSW Third Annual Walk-A-Thon.



Cousin Bruce thanking the Nassau County Police Dept. for leading the 10 kilometer walk through Syosset.



Memorare Council of the Knights of Columbus preparing a delicious barbecue for Walk-A-Thon participants.



Cousin Bruce announcing Raffle Prize Winners.



Hard working committee of VPSW's Third Annual Walk-A-Thon

VPSW



NEWS

VARIETY PRE-SCHOOLER'S WORKSHOP

FOR CHILDREN WITH SPECIAL NEEDS

Winter 1992

VPSW Celebrates 25 Years of Service



Pictured above from left to right are Lewis Yevoli, Supervisor, Town of Oyster Bay; Judith Bloch, Director VPSW; Isidore Shapiro, Comm. Department of Mental Health and Ronnie Renken, Chairman, VPSW Board of Trustees.

On November 13, 14 and 15, Variety Pre-Schooler's Workshop observed its Silver Anniversary with a conference entitled, "Strengthening the Family : The Child's Primary Resource". The conference began at Hofstra University before a packed audience gathered to listen to T.Berry Brazelton, MD, speak about "Stresses and Supports for Families in the 90's". Introduced by Dr. James Shuart, President of Hofstra, Dr. Brazelton enthralled the audience of 800 with his practical and sensible advice to parents about raising children in these difficult times.

The next day at the Crest Hollow Country Club in Woodbury, VPSW held a professional conference that featured Dr. Brazelton and other recognized experts in various fields who work with children and families. The morning opened with remarks from Abraham Lurie, PhD., who served as the first chairman of the Board of Trustees of VPSW and is a faculty member at Stony Brook University. After Dr. Lurie spoke, Judith Bloch, Executive Director of VPSW, welcomed the attendees. The morning presentation, "Touchpoints for Anticipatory Guidance" was delivered by Dr. Brazelton. Following that, VPSW senior staff and invited speakers presented workshops on topics concerning the assessment of pre-school children; the identification and management of high risk children; working with children

who are behaviorally disordered and helping families cope with loss and grief.

After lunch, Judith Margolis, Assistant Director of VPSW and Conference Coordinator, introduced the newly completed video, "The New Survivors". The video was a joint project by VPSW, the Nassau Regional Planning Group and Olsten Health Care Services. It depicts the struggle of a family coping with their changed life circumstances after the birth of a medically fragile, technology dependent child. Marion Levine, Executive Director of North Shore Child and Family Guidance Center, was the reactor to the film and she discussed the responsibilities of professionals in the service delivery system who work with families.

The afternoon presentation was a panel discussion, "The Assault on the Family: The Cost to the Child and to the Community". Panelists Melba Tolliver from Channel 12 News; Barry Zuckerman, MD; Sheila Stainback from WPIX; Sheryl Dicker, Esq., Executive Director New York State Permanent Judicial Commission on Justice for Children and Dr. Brazelton explored the issue from various points of view. Judith Bloch served as moderator.

Attendees to the conference came from five states in the United States and from as far away as Hungary. Barbara Czeizel of the Bárczi Gusztav College was here as part of her visit to the United States to investigate early



MaryBeth Christie is accepting on behalf of Cablevision the VPSW Champion for Children award from Jack Sage of United Way and David Marsh of MGS Charities.

intervention programs for replication in her native country. Her visit was sparked by a recommendation from the National Center for Clinical Infant Programs that she visit VPSW. At VPSW, Ms. Czeizel received technical assistance and training in how to start similar programs in Hungary.



Judith Bloch and Judith Margolis are shown with conference panelists Sheila Stainback of WPIX and Barry Zuckerman, MD.

The following day a training institute was held at VPSW for close to 100 professionals. The senior staff of VPSW presented the theoretical and practical applications of the collaborative model that is the basis for the work at the school with children and families.

The Silver Anniversary was capped off with a gala party celebrating VPSW's twenty five years of service to children and families. Over three hundred friends and corporate sponsors gathered and reminisced about the years past and the scores of children who have attended VPSW. To the delight of all, some of the youngsters, now teenagers and young adults, were in attendance. During a short program, Michael Stafford, Vice President of the Board of Trustees, acted as master of ceremonies. He introduced Mrs. Martin H. Renken, Chairman of the Board, who welcomed everyone and extended greetings on behalf of the Board. Following her remarks, the first **VPSW Champion for Children** awards were presented to T. Berry Brazelton, MD and Cablevision for their outstanding work on behalf of children. Presenting the award to Dr. Brazelton were Isidore Shapiro, Commissioner, Nassau County Department Mental Health and Judith Bloch. Jack Sage, Executive Director, United Way of Long Island and David Marsh, Co-Director MGS Charity, made the award to Cablevision.

Lewis Yevoli, newly elected Supervisor of the Town of Oyster Bay, presented a congratulatory citation to VPSW in recognition of its anniversary and spoke glowingly of the work VPSW does with children and their families.



Judith Bloch joins with Dr. Brazelton and Dr. James Stuart, President of Hofstra University.

Councilman Thomas Clark of the Town of Oyster Bay presented a citation as did representatives from the offices of Senator Ralph Marino and Patrick Halpin, Suffolk County Executive.

Mr. and Mrs. Walter Lustrin spoke on behalf of the parents of VPSW, both past and present, and thanked the staff, administration and board for being there for children and parents in ways that are as highly caring and skilled as they are professional. Milton Bloch, DDS, offered his unique insight into the growth and development of VPSW and delivered a tribute to his wife, Judith Bloch, the founder and director of VPSW.



Sunny Holmes and Judith Margolis make a presentation to Judith Bloch on behalf of the staff.

The ceremonies concluded with a presentation by Judith Margolis and Sunny Holmes of a plaque to Judith Bloch from the staff. The plaque was inscribed "Our very best wishes to Judith Bloch, Executive Director and Founder, whose leadership over the past 25 years has helped us attain professional excellence in our work. With admiration and affection, Your Staff."

Family Center Sunday Program in Full Swing

The VPSW Family Center, designated a model program by the **Family Resource Coalition** in Chicago, again opened its doors despite the uncertain funding situation engendered by the ongoing fiscal crisis in New York. On Sunday, September 29, one hundred children and their parents enjoyed a day, the first of seventeen planned for this school year, of socialization and recreation. The program which is funded by a grant from the New York State Office of Mental Retardation and Developmental Disabilities and a legislative initiative from the office of **Senator Ralph Marino** provides respite to parents with a child in special education and recreation for the children in the family. The program is unique in the sense that it invites a family to have all of the children in the family take part, not only those in special education. While the children are here at VPSW, the parents have the opportunity to enjoy some time off from their child care responsibilities.

At the opening Sunday program, fourteen separate groups of children met. The children with special needs who attend the program come from VPSW and from other special education schools in Nassau and Suffolk. They range in age from two years to fourteen.

This year the composition of the groups is carefully balanced so as to include a greater degree of integration and inclusion in all of the groups. Children with severe disabilities as well as siblings are being included in all groups, rather than separated out. Using criteria which considers behavioral characteristics and needs of the child, size of the group, experience of the group leader and the kind of activities planned, it is possible to place children with a wide range of functioning within the same group. So far, the results have been gratifying. The siblings, in particular, have had the opportunity to see that they are not alone in having a brother or sister with special needs and that others too feel confused about the mix of emotions that can emerge. As a result of integrating the groups, the children have been able to address these issues and, with the help of their leaders, broaden their perspective.

Each group is staffed with both a professional staff and volunteers. The volunteers come from local high schools, the Nassau County Office of Volunteers and two area universities - Hofstra and C.W.Post.

The Family Center has an advisory board of parents who identify needs and help plan programs. The board agrees that the primary need for families is respite but that there is also a secondary need for a connection to one another for

mutual aid and the sharing of information. Therefore, the Family Center is planning to hold several programs during the year at which families will be invited to attend and meet with one another.

Show and Tell ... Via United Way

More visitors than usual are seen at this time of the year in our classrooms and corridors. United Way arranges tours so that corporate employees can see for themselves what agencies and services their charitable dollars support. VPSW gets to meet new friends who often go the extra mile for our children.

The folks from **Grumman** brought their photographer with them. It was a thrill to see that they then featured VPSW on page one of the **Grumman World** newsletter. An update also appeared in the following edition! Funds from the Grumman Community Support program and from VPSW parent fund raising, with a matching grant from the Charles Hayden Foundation, made it possible to remodel the children's main bathroom in our school.

Representatives from the **St. Paul Fire & Marine Insurance Company** came back after their visit with armloads of toys for our children. **Allstate Insurance Company** executives visited and produced a video in order to share their VPSW experience with their colleagues. Representatives from the **Fireman's Fund** were the latest visitors to get our show and tell tour.

In Memory of Doris Neu

All of us at VPSW have lost a special friend and significant member of our community with the unexpected death of Doris Neu. Her compassion and support will be greatly missed.

Because of the efforts of Hugo and Doris Neu, the future is brighter and more hopeful for children with special needs and their families.

MGS Pledges Continued Support



Susan Gilbert and David Marsh

MGS Charity has pledged support to Variety Pre-Schooler's Workshop for another year. The Huntington based charity, headed by David Marsh and Susan Gilbert, began its association with VPSW in the summer of 1990. MGS, a project-oriented organization,

responded to our need to build a therapeutic playground facility to replace our outmoded existing playground.

Since October 1990, MGS Charity has organized three golf tournaments, a tennis event and entertaining cocktail parties, each designed to raise funds for the playground project. In an all-out effort to achieve the goal, MGS enlisted the help of Cablevision. During a one year period filled with hard work and exciting events, MGS Charity has donated generously and has been a significant supporter of the playground project.

VPSW is proud to have MGS Charity as part of its circle of friends and supporters.

VPSW NEWS

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Executive Director

Judith Margolis

Assistant Director

Sunny Holmes

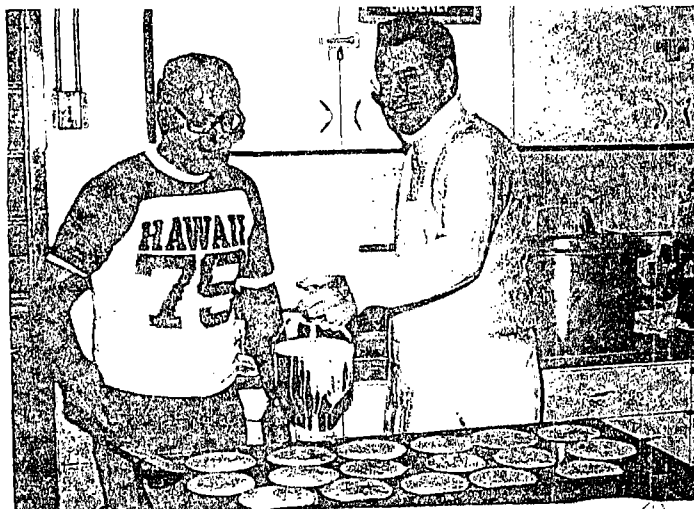
Assistant Director

Mary Fasano

Editor

Variety Pre-Schooler's Workshop is a non-profit, non-discriminatory agency chartered by the New York State Board of Regents. Programs are supported by federal, state, local, private and community funding.

Pancake Breakfast Held



Batter up! Thanks to the Knights of Columbus, Memore Council in Seaford for another successful Pancake Breakfast for the benefit of VPSW. In the photo above, Peter King, Nassau County Comptroller, helps Carl Pira, chairman and driving force behind the breakfast. Carl and his team prepare and serve about 600 breakfasts annually. This year's donation is an all-time high of \$5,000!

VOLUNTEERS NEEDED

We need volunteers to work in various capacities at VPSW - in the classroom, the Direction Center, the Sunday program and the office. We will train you. Call us at (516) 921-7171 and ask for Rose Miller.

Strengthening the Family: The Child's Primary Resource

November 14, 1991

Conference Faculty

Judith Bloch, ACSW
Nancy Braman, PhD
T.Berry Brazelton, MD
Sheryl Dicker, Esq.
Alissa Hammerman, ACSW
Sunny Holmes, MS
Marion Levine, ACSW
Abraham Lurie, PhD.
Judith Margolis, ACSW
Ronald Marino, DO, MPH

Willis Mawyer, MS
John Maroudas
Theodora Maroudas
Mary Lou Singleton, MS
Sheila Stainback
Judy Tabak, MS
Melba Tolliver
Maria Trozzi, MEd
Joan Weinstein, ACSW
Barry Zuckerman, MD

**Special Thanks to the VPSW
25th Anniversary Journal and
Reception Committee**

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Variety Pre-Schooler's Workshop

Judith S. Bloch

Founder/Executive Director

Variety Pre-Schooler's Workshop

Judith Margolis

Assistant Director

Variety Pre-Schooler's Workshop

ABC - TV Comes to VPSW



ABC - TV, in preparation of a special program on parenting, came to VPSW. They were here to meet with T. Berry Brazelton, MD and Judith Bloch and to tape them as they led a discussion with parents of children enrolled at VPSW about issues concerning raising a child with special needs. As the meeting took place, the video camera rolled and captured some of the pain as well as the joy the parents face each day. Afterwards, Tim Fleischer of ABC - TV interviewed Dr. Brazelton.

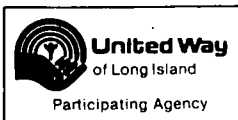
The program will be aired on Saturday, February 1 from 7 - 8 PM. As of this writing it is entitled "Parenting : Who's in Control ? ". Jeelu Billimoria, the producer of the show, has invited viewer comment on the show. Mark down the date and time - Saturday, February 1, 1992 at 7:00 PM on ABC - TV.

SPORTSET Events Benefit VPSW

SPORTSET - Syosset Club, as part of its commitment to VPSW, held a benefit 5K run on Sunday, October 27. Participants paid an entrance fee and gathered pledges. Close to two hundred runners turned out to follow the course around the residential area surrounding the club. If you had a sharp eye, you could spot Amy Goldstein, one of our teachers, among the runners. Also in the pack were relatives of other staff members - the husband of Judy Margolis and the husband and son of Willis Mawyer. All of them ran well. Willis' son earned a trophy for finishing second in his age category! Volunteers, including many VPSW staff, blocked off traffic and assisted the Nassau County Police Department in providing for the safety of the runners.

In April, SPORTSET - Syosset Club will hold a sports night. A basketball tournament, aerobics, racquetball contests and raffles will fill the evening. All guest fees collected for the evening will be donated to VPSW.

Thanks to SPORTSET - Syosset Club, Arlen and his fantastic staff for their generosity and their wonderful sense of caring. We at VPSW salute and thank them for their efforts in support of VPSW.



Grandparents' Day

On November 21, over 80 grandparents visited VPSW to learn about the school and to join with the children in the classroom. The visitors were welcomed by Judith Bloch and then were escorted on a tour of the school by members of the social work department. They were shown all areas of the building and the various facets of the multidisciplinary program at VPSW. The grandparents visited the speech and language treatment wing, the occupational and physical therapy rooms, the playground and the gym.

After the tour, the grandparents went into the classrooms and joined with their grandchildren in some of the classroom activities. The teachers reported that the looks of excitement, love and pride that passed between the children and the grandparents were a joy to see. Each classroom teacher prepared a special activity to show the visitors. The children showed the grandparents what goes on during a typical day at VPSW - story time, music circle, painting, sand play, arts and crafts and computer work. The classrooms were decorated with art work by the children and many a grandparent took home a picture specially made for the occasion.

In response to a call for an opportunity to meet again, Judith Margolis, Assistant Director at VPSW, is going to hold Grandparent Discussion Groups in the near future. There will be one in the evening and one during the day. For more information or to sign up, please call Judith Margolis at 921-7171.

Special Program Planned

On Thursday, January 30, 1992 the Friends of Variety Pre-Schooler's Workshop will present a special program "Resources and Services for Children with Special Needs" Scheduled for 7:30 pm in the conference room at VPSW, the program will feature a panel of experts who will talk about what is available and how to gain access. The information will include but not be limited to camps, socialization and recreation programs.

Members of the panel are Laurel Barrie, Owner/Director The Camp Connection; Cara Greene, Director Special Services, Sid Jacobson North Shore Y; JoAnn Levine, Supervisor, Parent Education and Guidance at VPSW and Judith Schutzman, parent of a child with special needs.

No registration is required to attend the program. If you need additional information, please call Judi Zipkin at (516) 921-7171. Remember - Thursday, January 30, 1992 from 7:30 to 9:30 pm at VPSW.

In Memoriam

*The Board of Trustees and the Staff
of Variety Pre-Schooler's Workshop
mourn the passing of Lena Simon,
mother of Judith Bloch.*

Variety Pre-Schooler's Workshop

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July 31, 1991

The President today named
Variety Pre-Schooler's Workshop
and its Volunteers as the 523rd
"Dally Point of Light"