

Pure Facts

Newsletter of the Feingold® Associations of the United States



May, 1994

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Navigating the Rough Waters of the IEP

Once your child is established on the Feingold Program, you may want to obtain special help from the school to address any learning problems that remain. This means you will need to get an 'IEP'.

What is an IEP?

The letters stand for 'individualized educational program'. This is the plan of action the school is required to follow to ensure that children and youth with disabilities receive a free appropriate education. All of the laws concerning the education of children with special needs sound wonderful; unfortunately there is often a big gap between what is mandated by law and what help the school is prepared to offer. As the parent of a child with learning problems, a long time volunteer in the Northeast, and now as FAUS president, Pat Palmer has dealt with her own frustration as well as the difficulties many parents have met concerning education issues. Along with Feingold volunteer, Judy Schneider, Pat teaches a class called 'Successful Strategies for the ADD Child' at the College of Staten Island in New York.

In this two part interview, *Pure Facts* spoke with Pat about some of the problems parents are likely to encounter as they seek the most appropriate education for their child.

The fortunate parent will find a school system which works to accommodate the child, but in the event you are not so lucky, we suggest you keep this information for current or future use. There are many helpful resources



for obtaining details of the law, as well as guidance on how to proceed. Some of these resources are found at the end of this article.

If the IEP is well written, Pat explained, then the kids should be getting the help they need. In many cases, however, it is not.

Who decides on what is the most appropriate education for a child?

Each school district is supposed to have a Committee on the Handicapped, made up of an educator, a parent, and perhaps a psychologist, etc. It's supposed to be a cross-section of professionals and the community.

The parent should be given a workbook by the Committee. The workbook lays out the process, and explains a parent's rights. In some cases the committee prints their own, but most of the time the state also has one, and sometimes the two are not the same. The information is supposed to say, 'this is the first thing we are going to do; this is the second thing', etc.

Before the Committee on the Handicapped can start the process, don't they have to get a good picture of what the child's problem is?

No. The only thing they need to know is that there is a problem which needs intervention.

And is it usually the teacher who initiates that?

It can be anyone; it can be the teacher, it can be the parent, the principal, psychologist, school nurse; anyone can send the child to the Committee on the Handicapped. What happens then is they're supposed to give the child an assessment, such as diagnostic tests, psychological tests and learning disabilities tests. The parents are usually asked if they have a pediatrician who has seen the child so they can rule out physical causes or neurological problems, and then identify his specific learning disability.

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Because so many parents encounter difficulties in finding the appropriate help for their child's learning deficits, this issue of Pure Facts is devoted primarily to this problem. We suggest you keep this information handy for possible future reference.

The Feingold® Associations of the United States, Inc., founded in 1976, are non-profit volunteer organizations whose purposes are to support their members in the implementation of the Feingold Program and to generate public awareness of the potential role of foods and synthetic additives in behavior, learning and health problems. The program is based on a diet eliminating synthetic colors, synthetic flavors, and the preservatives BHA, BHT, and TBHQ.

Our Feingold Family

or

Who flipped the switch and turned on the calm?

by Carol Tardiff

"Hi, Mom! Time to eat?" Matthew, my four-year-old, burst into the house. "In a minute. Go wash your hands."

"Okay."

Soon he was back to set dishes on the table. After a pleasant meal, my son took his dishes to the sink and then sat down on the living room floor to play blocks with his sister.

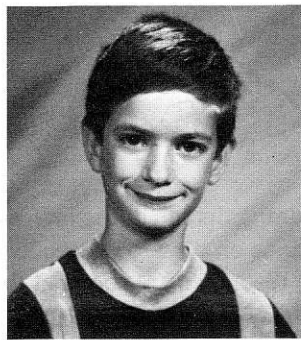
Does this describe dinner time at your house, or does it sound too good to be true? It's an accurate description of what happens at our house now. It was not that long ago, however, that dinner hour was just one more struggle in a long and tiring day.

A simple request like, "Wash your hands" would have been met with an angry, "No, I'm not gonna!" And I knew better than to ask for my son's help with supper. In order to get any food on the table at all, it was necessary to keep him sidetracked with television. Then there was dinner itself. The entire meal was spent trying to get Matthew to stay in his seat, stop stuffing food in his mouth, and stop talking for more than two seconds.

As a two-year old, Matthew seemed to be in motion more than other children his age. He was very demanding — insisting that I play with him every waking moment. He seldom did anything requested without a battle. Reminders, rewards, or punishments did little to change his behavior. He had a very short attention span, was easily frustrated, and would run all the way across a room for the sole purpose of tormenting his baby sister.

And yet sometimes Matthew seemed to be a different child. He would be cooperative and fun. For several days our entire household would be calmer and actually seemed rather normal. Then, just as inexplicably, the "old" Matthew would return — defiant and impossible to reason with or please.

By the time Matthew turned three, I was physically and emotionally drained every evening. It was about this time that I began considering the Feingold program for my son. At first, I was quite reluctant to change our family's way of eating. How could I possibly add one more thing to my day? I was already exhausted trying to keep up with an overactive three-year old (not to mention a baby and two teenagers!)



Matthew, now 8 years old

But after prayerful consideration and a lot of research, I was convinced. After all, what did I have to lose? Well, I lost one impossible child and gained a happier, calmer little boy who could finally sit still, concentrate, and cooperate. The transformation was truly amazing to all of us and led me to read everything I could about food additives and their effect on behavior.

Some families turn to the Feingold program as an alternative to Ritalin for their children. Others find it to be the answer for all sorts of behavioral problems at home. Many report that the health of the whole family improves on the Feingold program. I decided to try our youngest child, Katie, on the program when she was four years old, after she had been on five rounds of antibiotics in just ten months. Not only were the next eighteen months free of doctor's visits, but she stopped waking me up every night with "Mommy! I had a bad dream!"

I have since discovered that I, too, am sensitive to these same chemicals, and avoiding them has meant an end to the bouts of depression and fatigue that have plagued me all my life.

The extra time it now takes me to prepare a few more foods from scratch is greatly offset by the increased happiness of my son and the peace in our household. Of course we still have some bad days as we continue to learn more about our sensitivities. But even if we were all miraculously "cured" tomorrow, I would never return to our old way of eating. I feel so much better serving food to my family that is uncontaminated by petroleum and other chemicals. As I learn more and more about the relationship between food additives and how we feel, I am grateful that we are, and always will be, a "Feingold family."

Editor's Note

Carol's story appeared in the April issue of *Welcome Home*, a monthly magazine published by Mothers at Home. This is an excerpt from the original article. *Pure Facts* expresses thanks to Carol for her excellent work and to the staff at *Welcome Home* for allowing us to reprint it.

The article was accompanied by a description of the Feingold program and our association.

Welcome Home was barely in the mail before FAUS began receiving calls from mothers who felt that Carol was describing *their* child. Letters and calls for help continue to come in, and our information is being sent out to these families.

See page 6 of this newsletter to learn more about Mothers at Home, and the information/support they provide.

Parents often don't realize that all these tests are to be paid for by the school district. However, many want outside evaluation to get an independent assessment of problems and needs, especially if they are having difficulties dealing with the school. Parents may feel uncomfortable meeting with the school personnel who use unfamiliar terminology, or who imply the parents are to blame for their child's problems. This can prompt parents to agree with whatever is offered, without expressing their opinion.

How can a parent avoid feeling intimidated when meeting with the committee?

Parents (ideally both the father and mother attend) are allowed to bring in a third party when they meet with school personnel or the Committee. This can be very helpful as the parent may become emotionally involved in the process and may miss some of the information. Also, the teacher or school personnel are likely to be more responsive when there is a witness.

How does the parent find somebody trained as an advocate?

A child psychologist or teacher may have a recommendation. The ACLU (American Civil Liberties Union) or LDA (Learning Disabilities Association) may have suggestions. In some communities there are advocacy organizations established to help parents receive the services needed.

Are the same people who are drawing up the IEP going to know how to best help the child?

Not necessarily; that's why it's important for the parents to have a really good idea of what is needed. The parents may even end up educating the school district

Would there be a problem with the people the school uses to evaluate the child? Might they have an allegiance to the school rather than the parents?

Yes, a lot of times they do. The bulk of their business may be referrals from

the school, setting up a potential conflict of interest.

Let's assume that the child gets evaluated and that it's well done, and then that information goes before the Committee; do they then figure out where to go from there?

Yes, but I tell parents before they even get that far to get a notebook and keep a record of every telephone call and the purpose of the call. If something is promised, ask for it in writing. Always follow up your request in writing. Send your letter, along with a return receipt to be mailed back to you.

Very often school personnel will say something or discuss a possibility, and it will not happen; they may deny that service had been offered, or simply just not follow through on the action they promised.

What would be the motive of the principal or special ed teacher to promise the parents something they cannot provide? Is it that they want to get the parent off their back?

Sometimes; other times it's that the parent is asking for something that sounds reasonable for the moment but later turns out to be expensive to implement. The principal may find it is more difficult than expected, such as getting a teacher to cooperate, or to refrain from wearing fragrances.

Do you think it happens often that the parent is not given what she is told she will be given?

It happens often enough to be a problem.

Who would draw up the IEP, the Committee?

Yes, and they are not always the best qualified to do it. But if you have a recommendation from a doctor or other professional, the Committee will most likely honor this. If you feel the school is not addressing the problem you will need to find a doctor or learning specialist to make specific recommendations, such as: the child needs the school to cooperate in using a special diet; the child needs to have certain learning tools available, etc.

How would parents deal with the problem they face when they want the Feingold diet written in the IEP but the school disregards this?

The best approach is to find a doctor who will provide a written recommendation that diet is needed. You can call area physicians and ask their nurse if the doctor supports diet management. Remember, you don't have to accept the IEP if you aren't satisfied.

The hardest part is getting something into the IEP (i.e., teacher may not wear perfume). The school is responsible for providing the instructional and related services written into the IEP, but there is no guarantee the child will achieve the growth projected.

We sometimes hear from parents who say the school has threatened to put a child in a classroom for emotionally disturbed children unless the parent agrees to using stimulant drugs. Are the schools allowed to do this? What can a parent do?

A school can implement an IEP without the parent's signature, but only if the child is a danger to another child or to himself. The school then writes the IEP and takes it to the state appeals process or family court to have it mandated. It must be a very serious situation before the court of appeals system would agree. Unless the school has approval from the court of appeals system, a child cannot be placed in an ED classroom without the parent's consent.

A school cannot insist a child be on drugs. The parent is required to address the problem, but they have the choice of the method used.

The child may be in a regular classroom, on the Feingold Program, which is helping, but if the school does not want to cooperate, they may insist the child needs to be on Ritalin. If the diet is helping the child, and the IEP includes it, then the school is obligated to cooperate; the teacher is not permitted to sabotage the diet. Keep in mind that the law mandates the child be in 'the least restrictive environment' and a regular classroom on a good diet is far less restrictive than drugs or a special class.

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A child new to the Feingold Program may need time and help to learn new ways of behaving.

[New York state law specifies: Children placed in residential schools or institutions are not allowed to be given drugs without the consent of parents. This law was passed after children had been medicated without parental knowledge or consent.]

How about the claim that the school needs to have X number of children diagnosed as learning disabled in order to obtain certain funds?

It's not so much that they need X number of students to obtain funds, because they get funds for every student; but to justify having a classroom and teacher on staff in the district they must have X number of students in the classroom. The alternative is to bus the child to a central facility.

How does the parent deal with 'we don't have time to test now - it will have to wait a couple months'?

There are specific time frames set. If the workbook you are provided with doesn't specify this, you may want to contact an advocacy group, a learning disabilities group, or the Federal Office of Civil Rights in your Region or write to: U.S. Dept. of Education, Office of Civil Rights, Washington, DC 20202-1328. Request a copy of their free brochure *The Civil Rights of Students with Hidden Disabilities*.

The Learning Disabilities Association may be able to offer suggestions; they can be reached by calling the headquarters office in Pittsburgh (412) 341-1515.

Are parents still being told the child is not far enough behind to receive special services?

Yes, sometimes they are.

If the public school does not have what the child needs, then the school has to either create a program or pay for the child to receive it at another school; is that right? Who would decide?

The Committee is supposed to do this, but you may need to get a professional to help you with it. All this will require a lot of time and energy. Be sure you keep copies of *everything*!

What if the school says they don't have the funds for the services a child needs?

That's no excuse. They are legally bound to provide an appropriate education in the least restrictive environment.

Suppose the IEP includes a provision that a child will be given a lot of individual attention, or there are other children with special needs? A busy teacher won't be able to do that.

The Committee determines if the teacher needs an aide, which happens when there are many children with needs in a classroom

Where do things generally go amiss? You've said that when the IEP is written it often doesn't cover what needs to be done.

Too often only a problem and a goal are written, but there is no proposal on how to reach that goal, and what is needed to achieve the goal.

Is this fairly typical of the parents who call you, that they are getting a diagnosis instead of a plan for their child?

Yes, it is. The plan does not say how they are going to reach the goal, and does not answer, "what services does the child need in order to reach the goal?"

This is supposed to be in the classroom "Instructional Plan" (IP), to be developed by the school staff. Parents have the right to be involved in the development of the IP.

Let's say the parent has not gotten outside help and the Committee has written up an IEP, how does the parent know if it's going to be a worthwhile thing?

A lot of times they don't. A parent will call and say their child is ten years old and has been in early intervention since age three and still continues to have the same problems.

What would you say to the parent of the ten year old at this point?

Throw away the IEP and start over again.

Does that mean start with testing all over or just rewriting the IEP?

Start at the beginning, with testing. Maybe the diagnosis was wrong. If you see no progress in 6 to 12 months, then start all over again.

Suppose the parent had just gotten an IEP from the committee, and went back to the committee and said "I want to throw out the IEP you gave me"?

1) The parent has to agree to the written IEP; if you don't agree with it, don't sign. 2) NEVER sign anything at a meeting; always take the IEP home and read it.

There is an appeal process if you want to have changes in it. New testing is mandated every 3 years, especially if the child is not making progress.

Would the parent, in effect, end up having to write the IEP herself?

No. Always get professional help. You will need help to determine what the child's true problems are, how he can best learn, and what options are available.

Do the parents need to go to a lot of professionals in search of the answers?

They should probably get physical, psychological, and neurological evaluations. Parents may have to consult multiple professionals for testing.

It sounds like parents can expect to spend a lot of money on this.

Unfortunately, they probably will.

Where would the parent find that kind of help?

Look for specialists. Call a state or local hospital which has children's programs and ask for a list of specialists in the field you suspect needs attention. You can start with your community hospital and they should be able to direct you to a good medical facility.

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Feingold



News

Published by the Feingold® Association of the United States, Inc., P.O. Box 6550, Alexandria, VA 22306 (703) 768-FAUS

May, 1994

Our June Conference!

Late Registrations OK.

Members interested in learning about our National Conference to be held in Fort Worth, TX this June can register until June 10.

Conference dates for members and guests will be June 24 - 26. We will be meeting at the Holiday Inn North at 2540 Meacham Blvd in Fort Worth. The entire family can attend as child care will be provided.

John Taylor, Ph.D., psychologist and author of *Helping Your Hyperactive Child* will discuss Parents & Professionals Working Together.

Robert Sinaiko, M.D., an immunologist who worked with Dr. Feingold, will describe the latest research in food and salicylate sensitivity.

For more information call Carolyn Allen at (817) 788-0383.

Last Call for Photos

Would you like your child or teen to appear in our 1994-1995 School Year Calendar? Send informal photos of your kids; no portraits, please. We are looking for pictures that have a seasonal or holiday theme, as well as favorite activities or hobbies.

The pictures can be either color or black and white, just as long as the image is clear. Mail them to FAUS Calendar at P.O. Box 6550, Alexandria, VA 22306. Please be sure your child's name, age, and address are included. All photos will be returned after the calendar is printed.

Feingold Camp in Northern California

The popular Camp Latieze, located near Lassen National Park, will be holding its session from Sunday July 3 - Friday July 8. The camp is designed for children who have completed grades 1 through 6. Leadership training is available for those who have completed grade 7 or 8.

"Celebrate the Earth" is the theme for this year. Each day will focus on one aspect, i.e., land, wetlands, oceans, etc. Activities will include arts & crafts, nature study, sleeping under the stars, swimming, and creek exploration.

The fee of \$170 includes all costs: activities, meals & lodging. Camperships are available. For information call Patt Burkett at (916) 547-4563.

South Africa

Next time you are in Johannesburg, you may want to look up volunteers in the Hyperactive Support Group of Southern Africa. The organization's president, Heather Picton, can be reached at 2 Gale Road, Parktown, Johannesburg 2193, South Africa. Phone (011) 482-3343

Northern Maryland

The next meeting will be June 6, 7:30 pm at the Amolia United Methodist Church at Joppa & Oakleigh Roads in Towson.

In March Maryland volunteers had two speaking engagements to talk about food additives to children in 4 - 5 grade and 6- 8 grade.

Volunteers addressed the Baltimore School Counselors Association at their monthly meeting in April.

FANM looks forward to having three of their members attend Conference.

New York - a reminder to parents

Long Island volunteers from the Feingold Association of the Northeast will be holding monthly support meetings for members at the Holy Cross Lutheran Church on Jerico Turnpike in Commack.

Meetings are being planned for the first Friday of each month at 8 pm. For details call Diana Kane at (516) 724-2608.

Welcome!

These members are experienced in using the Feingold Program and have volunteered to be Program Assistants. You are welcome to call any of our Program Assistants if you have questions, or would just like to meet another Feingold mom.

Florida - Panama City: Gail Budgeon (904) 874-0120

Illinois - Moline: Sharon Boron (309) 762-1310

Iowa - Davenport: Chris Gardner (319) 386-5367

New Hampshire - S. Effingham: Margaret Stewart (603) 539-2820 Margaret's son, Sammy is 5 years old; she would like to meet other area moms, and invites you to call.

New York - Montgomery: Mary Cooper (914) 361-1816 Mary has a six year old son, William; she would like to meet other Feingold moms.

Salicylate Sensitive?

An adult Feingolder with chronic hives/salicylate sensitivity would like to correspond with other adults similarly afflicted.

Please write to:
Lucia Satinsakas
35 Woodvale Drive
Syosset, NY 11791

Product Alert!

PROGRESSO Italian Style Bread Crumbs now have possible BHA/BHT/TBHQ. The company cannot assure us the product is free of these additives since they use many bread suppliers.

BIGELOW TEAS, all varieties - both herbal and tea-based now contain artificial flavors.

HUNGRY JACK Complete Pancake Mix now lists artificial color on the label.

VICKS regular flavored cough drops now contain artificial flavoring.

Lowfat and Nonfat Milks

Thanks to our members for sending us the names and addresses of the dairies in their area, we can now tell you of several which have acceptable low-fat and non-fat milks.

In recent newsletters, we have noted that the vitamin A Palmitate which is added to reduced fat milks is generally treated with antioxidant preservatives, and this information is not included on the label. This is why we have recommended members use whole milk, which is not required to have added vitamin A fortification.

The following low fat and skimmed milks are acceptable:

PATHMARK (Northeast)
SUNNYSIDE FARMS (CA & NV)
BAY-VIEW FARMS (CA & NV)
WEGMANS (NY & Erie, PA)
NATURAL HORIZONS - available in health food stores nationwide except the Southeast
DEAN'S (The dairy is in Illinois)
BAREMAN'S (MI, IN, IL)
AMERICAN CHOICE (The dairy is in New Jersey)
ROYAL FARMS (CO only)
PRAIRIE FARMS (IL, IN, MO, KY, AR, IA)

Not Acceptable

TASTE-GREAT - has BHT (Richmond, VA)

To have the milk in your area researched send the name and full address of the dairy to: Lois Miele, FAUS PIC, 12699 Senda Acantilada, San Diego, CA 92128.

Eat your milk, not BHT

While Monsanto and the FDA are trying to increase milk production through the use of hormone injections, others are attempting to find new uses for the excess milk which gluts the market.

Researchers at the University of California (Davis) have developed an edible film from whey, a milk protein. *Business Week* reports, "The film is a superior oxygen barrier that can extend the shelf life of crackers and nuts. That would reduce the amount of packaging households discard and eliminate the need for BHA and BHT preservatives."

This would be welcomed by Feingold families, although those with severe milk allergies might need to be cautious.

PIC Report

from the Product Information Committee

The following products have been either researched or re-researched and may be added to your Foodlist.

Stage One (non-salicylate)

EREWON Date Nut Granola, Salted Brown Rice Crackers, Tamari Brown Rice Crackers (HFS)
FEATHERWEIGHT Low Sodium Corn Flakes (MSG/HVP in malt flavoring)
GRAINDANCE Organic Breadsticks, Organic Unbleached Wheat Focaccia, Spelt Breadsticks, Spelt Focaccia, Spelt Pizza Crusts, Whole Wheat Pizza Shells
HAIN Canola Oil
KOZMIC Kraut (HFS)
MALTSUPEX Powder (laxative)
NATURE FOOD CENTRES Low Sodium Corn Flakes (HFS)
NEW MORNING Black Strap Molasses (HFS)
PILLAR ROCK Sockeye Red Salmon
PINK BEAUTY Keta Salmon, Pink Salmon
PROGRESSO Red Kidney Beans
RED STAR Active Dry Yeast, bulk
SAFFOLA Mayonnaise (trace of paprika, CS)
SHULTZ Old Fashioned Sourdough Pretzels, Amish Sticks, Mini Pretzels
STEEN'S Ribbon Cane Syrup
STEPHEN'S Bockwurst
STIEFEL LABS Acne-Aid Detergent Soap
TABATCHNICK Chicken Noodle Soup with Dumplings (CS, MSG/HVP in autolyzed yeast)
VAN DE KAMP'S Batter Dipped Fish Fillets (MSG/HVP)
WAMPLER-LONGACRE Pre-Sliced Turkey Breast, LEAN-LITE DELI Deli-Sliced Turkey

Stage Two (salicylate)

GRAINDANCE Pizza (tomato)
NEW MORNING Baby Dills (cucumber), No Salt Chips with Honey (cucumber, cider vinegar, clove)
SAFE TUSSIN 30 - OTC medicine (SB, sorbitol, methyl salicylate)
SALADA Naturally Decaffeinated Tea
SOYDANCE Pizza (tomato)
STONYFIELD FARM Lowfat Egg nog (peach)
SUN-MAID Raisin Crunch Snacks (CS, raisin)

Products which have been discontinued

GIAMBRI'S Coconut Chocolate Covered Egg, Marshmallow Chicks and Rabbits, White Chocolate Candies
HUNGRY JACK Microwave Popcorn
PILLSBURY 12 Heat 'n Eat Biscuits, 8 Big Deluxe Heat 'n Eat Biscuits
TASTYKAKE Shortbread Cookies
TUMS Liquid Extra-Strength Antacid
YARDLEY'S Old English Lavender Soap - Liquid

The Feingold® Associations do not endorse, approve or assume responsibility for any product, brand, method or treatment. The presence (or absence) of a product on a Feingold foodlist, or the discussion of a method or treatment does not constitute approval (or disapproval). The foodlists are based primarily upon information supplied by manufacturers and are not based upon independent testing.

Your local hospital probably has its own library, and may have hours when it is open to the public; ask the librarian to assist you in finding the best resource.

Has it been your experience that when parents have gone to these specialists that the advice they've gotten is good?

Most of the time, but remember, parents have the best sense of what will work for their child. Don't let a professional intimidate you; when it comes to your child, *you* are the expert. Share your opinions of what you feel will work and be honest about your feelings.

If you are seeing a counselor or other specialist, and you don't feel comfortable, or the child isn't comfortable, then by all means, find another one!

Is ADD considered a handicapping condition that can warrant special education or related services?

Up until a few years ago it was not readily recognized as such; but in 1991 the U.S. Department of Education issued a Policy Clarification Memorandum which carries the force of law.

The memorandum clarified the fact that children with ADD may qualify for special education and related services solely on the basis of their ADD when it impairs educational performance or learning. These children are eligible under both part B of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.

Do any of the IEPs ever mandate social skills training?

Social skills deficits are considered a disability under section 504 of the Rehabilitation Act of 1973, but schools are seldom equipped to deal with this.

The February 1993 *Pure Facts* described a new book called *Helping The Child Who Doesn't Fit In* by Nowicki and Duke. This is a good resource for both parents and professionals.

Special ed teachers should be aware of the book, *Skill Streaming for the Elementary Child*, and other materials by Eileen McGuinness.

If the child has only the behavioral component of ADD (hyperactivity), the school is required to treat it as a handicapping condition. Hyperactivity certainly is a condition that interferes with learning.

What if a child has a learning problem, but it's only in one subject?

Even kids with good behavior, who are bright, may have trouble in some areas. A child may be an excellent reader, but behind his class in math. Some schools will place him in a track where all of his classes are slower. As a result, he is bored to tears in his remedial reading class because he belongs in grade-level or advanced reading. If the child has an IEP, all of this needs to be spelled out in it, but unfortunately the student with less severe problems is not likely to have an IEP.

If a child has not received help by the time he reaches high school, should the parents give up?

The law covers a wide age range. Early intervention programs start as early as 2 or 3 years old. Occupational therapy and special ed are mandated to be offered until a child is 21 years old, regardless if he is in school or not. Such a request goes before the school's Committee on the Handicapped.

Resources:

The National Information Center for Children and Youth with Disabilities in Washington, DC offers an excellent summary of I.E.P. Call them at 1-800-695-0285 for a free copy of their September 1993 *News Digest*.

Parent Education Center in Alexandria, VA can provide referrals to organizations in your area which can assist you in obtaining services for your child. 1-800-869-6782.

Parents Helping Parents, publishes *I.E.P. Manual*, comprehensive information on PL99-457, I.E.P. process, time frames, Fair Hearing & Due Process. It includes samples, exercises & handbooks.

The cost is \$20 plus \$5 postage and handling. Make check payable to PHP, 35 Race Street, Suite 140, San Jose, CA 95126 (408) 288-5010.

Reaction!

One new member carefully checked out the food at a Chinese restaurant before she took her son.

Program Assistant, Karen Witzke, received a call that the child had a bad reaction, despite his mom's best efforts. The likely culprit? The dish included cashew nuts which were probably treated with BHA or BHT.

Follow-Up

Last month, *Pure Facts* described the bad press being given to the tobacco industry, as well as the fact that many of the food companies in the U.S. and abroad are owned by Philip Morris and R.J. Reynolds/Nabisco. If the FDA, Congress, and much of the public has its way, cigarettes will be regulated as a drug, and advertisements severely curtailed, particularly promotions to children.



But the demise of the tobacco giants is not imminent, even if the \$50 billion market in the U.S. were to be entirely snuffed out. When the going gets rough here at home, the tobacco giants get going outside our borders to sell their products abroad. There is an enormous potential market in other countries, plus fewer regulations to get in the way.

Business Week reports that Philip Morris and R.J. Reynolds are each shipping over ten billion cigarettes a year to the former Soviet Union, bringing in over \$100 million annually. The potential market there is believed to be 430 billion cigarettes a year, and the figure for Eastern Europe is an additional 270 billion. This is even larger than the U.S. market of 500 billion cigarettes consumed annually.

(Perhaps health care companies treating lung cancer and heart disease should start making plans for exporting their services to these countries!)

Food Additives are a Real Blast!

A masive explosion startled the residents of Cobb County, Georgia, located near Atlanta. The incident took place in an industrial park, destroying one of the buildings; fortunately it was not occupied at the time of the explosion, and is believed to have been used just for storage.

Nearby residents report they heard a loud, rumbling sound followed by an explosion, with flames soaring about 100 feet in the air. The flare was so bright it lit up the sky, and observers thought a plane had crashed into the building.

It has not been determined what caused the explosion, and hazardous materials crews were quickly dispatched to see if the contents of the building posed a threat to public safety.

Although the authorities concluded that the fumes released in the explosion were not likely to pose a health hazard, Feingold members might dispute this. The building, it turns out, had been a storage facility used by a flavorings and fragrances company. After the smoke cleared, the *Atlanta Journal* reported, the air was permeated with an orange citrus odor.

And we thought we had problems!

The Japanese enjoy the longest average life span and one of the lowest cancer rates in the world. Hiroto Ochi, PhD, of the Japan Institute for the Control of Aging, attributes this to the traditional Japanese diet, which is higher in nutrients and lower in calories than typical Western fare.

This reputation for optimum nutrition may be in jeopardy following a report from the Environmental Assessment Center in Okayama, Japan. It seems the Center has succeeded in manufacturing sausage by adding soybean protein and steak flavoring to sewage solids.

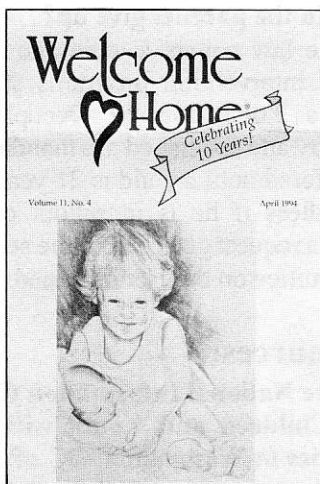
The company acknowledged that "sewage does have a slight image problem."

Happy Mother's Day!

Many mothers today have chosen to devote their skills, talents and energies to nurturing their families. Mothers at Home is a national organization founded in 1984 by three Virginia moms who saw the need for an organization to offer information and support to these women, as well as to those who wish they could be full time moms.

The organization is called Mothers at Home, and their monthly publication, *Welcome Home*, is an ambitious journal composed primarily of articles contributed by readers.

The staff and volunteers of Mothers at Home operate in a unique setting. The office work area is designed around a lively playroom where kids play while their moms publish *Welcome Home*, network with other family-supportive organizations, and keep up with public policy concerns impacting families.



Representatives speak to mother's groups, give media interviews and testify before Congress on issues important to women and families.

Telecommuting, home-based work, job sharing, flexible schedules and part-time positions are options provided to women who want the best of their two worlds.

For more information, call their information line at: 1 (800) 783-4MOM (9:00 - 5:00 Eastern time). If you would like to receive a sample issue of *Welcome Home*, send \$2 to:

Mothers at Home
8310-A Old Courthouse Road
Vienna, VA 22182

Oh No! Not Spring Cleaning!

It doesn't seem fair to talk about Mothers Day and house dust on the same page, but the Environmental Access Research Network described new research which should make us all feel a bit more noble as we poke that vacuum wand under the family room sofa.

It seems that house dust is not just an embarrassment for the times your mother-in-law drops by unannounced. House dust contains more than molds and mites, and can be pretty toxic. All the nasty stuff that pollutes our environment is likely to be found in those little puff balls: pesticides, solvents, lead, asbestos, smoke, etc.

The researchers point out that sunlight, moisture and bacteria in the soil will break down some of these compounds when they are outdoors, but this reaction cannot take place inside.

Infants are at particular risk as they spend so much time on floors, put everything in their mouth, and have a low body weight.

[Source: "Chemical Contaminants in House Dust: Occurrences and Sources" by Roberts et al. *Indoor Air '93: Proceedings of the International Conference on Indoor Air Quality and Climate*; profile by Cindy Duehring.]

Well, try to have a happy Mother's Day anyway.

Pure Facts

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