

Families Together, Inc.

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Statewide Spanish parent line 1-800-499-9443 (All toll free numbers for Kansas parents & education advocates)

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Statewide Conference

Submitted by Kristen McFarren, Kansas City Center



Laughter echoed throughout Kansas City, Kansas as more than 100 parents, foster parents, siblings, support personnel, caregivers, educators and administrators from across Kansas, gathered together to share strategies for helping children who have disabilities, February 8, 2003 at Families Together's annual "Together We Can Learn" conference.

The day was jam-packed with strategy-sharing, networking opportunities, information, resources, exhibits, laughter and a

lot of fun! "Together Everyone Can Achieve More" was the theme of the day as participants learned from each other and from presenters.

Jan Moss, University of Oklahoma Center for Excellence on Developmental Disabilities, delivered the morning keynote address and set the tone for the day with humor. Jan presented from her unique perspective of both a professional and a parent of two children with developmental disabilities. Because she can identify with families of children with disabilities, she gave insights on living with the quirky, interesting everyday happenings that only relatives of children with disabilities can understand. Jan shared funny anecdotes about her family and particularly her son. She explained how she learned to find the humor in his perspective of life and how she looks at her often stressful life through his eyes and finds laughter.

Another point of Jan's keynote was that the systems in place to help children with special needs do not always work the way in which parents want them to work. Issues of funding, program cuts and system politics can get in the way of the best laid plans and change the lives of families in an instant. Jan emphasized the importance of humor as a survival tool in regrouping the family to roll with the changes sure to come. Both parents and educators felt that Jan Moss was a great presenter to begin a long day of learning. Her humor-filled presentation gave participants a fresh perspective and a much needed break from the stresses in their lives.

Keys and strategies continued to be shared in the various breakout sessions. The sessions covered a wide range of topics and there truly was something for everyone.

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Alisha Criswell, Capper Foundation, provided a variety of hands-on examples of assistive technology devices, resources and funding sources which might enhance the skills of children with disabilities.

Dawn Thomas, Ph.D., Christian Psychological Services, emphasized that social skills can influence many aspects of a child's life including academic performance, behavior, social and family relationships and extracurricular activities. Participants learned about different interventions and programs.

Participants learned how to aid a child's early development and relationships by encouraging play and routine in the child's day. These tips were part of an interactive presentation by Barbara Broce and Stephanie Diehl, Geary County Infant-Toddler Services.

Recognizing the role of the school nurse in meeting a child's medical needs through the IEP (Individualized Education Plan) was the focus of the breakout session by Anne Stanton, RN MSN and Heidi Kessler, RN MSN.

Leia Holley, Families Together, Kansas City Parent Center, led participants to experience how a stimulating, sometimes chaotic environment can lead to behavior issues. Sensory and learning needs were discussed because they can affect a child throughout a typical day.

Educators and parents are pivotal in students' successes or failures in classroom settings. Cindy Swarner, M.S.Ed., Neurological Disabilities Support Project, presented strategies for classrooms and homes to help participants become more knowledgeable advocates.

Theresa Cummings, Juvenile Justice Administrator, gave an overview of the Juvenile Justice Authority and the new grant initiative sweeping the county.

Sensory processing in children can affect performance in both the classroom and home. Linda Baker Nobles, Rockhurst University, discussed how to recognize signs of inadequate sensory processing and presented sample strategies in meeting the child's needs.

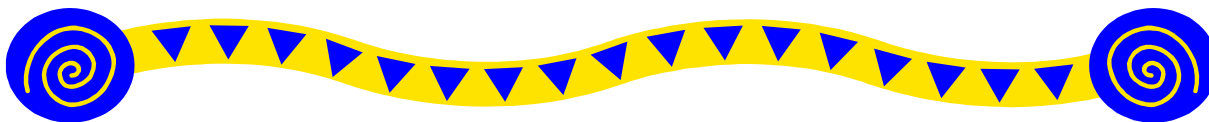
Barbara Crooks, Manhattan/Ogden USD #383 helped participants see past high school and look to the future by planning for work, higher education, assisted living options, recreation and leisure.

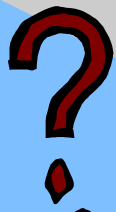
Ethel Eacus, teacher at Christ the King in Kansas City, Kansas, was the recipient of this year's Inclusion Award. Linda Starbucck accepted the award on Ms. Ethel's behalf. Linda nominated Ms. Ethel for her desire to educate herself on autism and her dedication to "break through" to Linda's son, Brendon. Ethel Eacus took time to reach Brendon on his level, taught him the skills essential for every four year old and prepared him to move on to preschool and to be included with children his own age. Linda is appreciative to Ethel for being Brendon's guardian angel!

Jeff Lewine, Ph.D., Hoglund Brain Imaging Center, concluded the day with our ending keynote address. He brought his medical expertise to the table by discussing the latest in brain research and how that research can lead to innovative treatments and therapies for children with developmental and learning disorders. Dr. Lewine delivered the key to open new doors in treatment options. Families and professionals were hopeful as they looked towards the future of new research, new therapies and endless possibilities.

Dr. Lewine also informed the conference participants of the new Hoglund Brain Imaging Center now located at the University of Kansas Medical Center. Participants gained a new understanding of how brain imaging can help effectively treat neurological disorders. In his keynote, Dr. Lewine brought something as complex and complicated as neuro-science to families and professionals on an easy-to-navigate level.

Throughout the day, parents and educators obtained strategies to unlock the doors to a child's potential by looking at family issues, educational interventions and medical breakthroughs. Participants gained insight by networking with each other and emphasized that all children can succeed when we all work together.





Q&A



Q. Based on a physical therapy evaluation performed at the hospital, my doctor says that my son needs physical therapy twice a week. But the early intervention program evaluation recommends a physical therapist once a month to show me how to

work with my child. Why don't they follow my doctor's advice? What can I do?

A. The hospital evaluated your child from a medical standpoint. Therefore it is not surprising that their recommendations are different.

The team must consider the information from your doctor, but staff is under no legal obligation to provide the services recommended by the hospital.

If your doctor made a recommendation for therapy, discuss any available options within the medical field through your insurance.

This may also be a good time to have a conversation with your service coordinator about the way services are delivered in your home.

The spirit and intent of the Infant and Toddlers with Disabilities Act (Part C of the Individuals with Disabilities Education Act), also known as Early Intervention, is to enable families to become active participants in the development of their child. In this role families should be able to access all available resources within their community.

Parents can actively engage in sessions with a physical therapist and occupational therapist. Ask questions. Learn how to reinforce the training yourself. Find out where to receive more information. After all, families know what's best for their child, and they are the most important first teachers in a child's life.



Q. Can a school place limitations on an ESY program?

A. At the annual IEP or IFSP meeting for every child with a disability, the IEP or IFSP team must discuss whether the child needs Extended School Year services. Extended School Year services (ESY) means special education and related services that are provided to a student with a disability beyond the normal school year. ESY eligibility and program decisions must be made on an individual basis by an IEP or IFSP team (parents are a part of the team). If ESY is determined to be necessary by the IEP or IFSP team then the decisions about the type and amount of special education services to be provided must be listed on the IEP or IFSP. School districts may not limit the amount, duration, or kind of ESY services to "fit" a program that is already in place if that program is not appropriate based on the individual needs of the child.

Resource Library

Submitted by Janet Tyler

The Neurologic Disabilities Support Project (NDSP) Library offers Kansas parents, family members and educators access to hundreds of resources on neurologic disabilities. The library is designed to provide information regarding the diagnosis, assessment, and educational needs of children with autism, attention deficit hyperactivity disorder, and traumatic brain injury, as well as other neurologic disabilities. A variety of books, periodicals, audiotapes, and videotapes are available for short-term loan. Materials may be checked out online at www.ksndsp.org or by calling **913-588-5936** to request a catalog. The NDSP is funded by a grant from the Kansas State Department of Education's Student Support Services.



Community Care Coalition

Community Care Coalition is a partnership of non-profit organizations throughout the metropolitan Kansas City area that focuses on caregiver needs. We invite you to participate in a FAMILY DAY to find out about new resources and share information relating to caregivers for children and young adults with special needs. A SPECIAL DELIVERY will be held on April 6 from 12:00 to 3:00 p.m. at St. Joseph Health Center, 1000 Carondelet Drive (State Line and I-435), Kansas City. The featured speaker is Reverend Don Bakely, a published author and father of six children, two of whom have special needs. Workshops on stress management and sibling issues will also be offered. For more information contact the Families Together Kansas City Center at (913) 384-6783.

Family Story



Early Childhood Intervention

By Brian Baker

In 1998 our son, Rowdy, was born with cerebral palsy. At that time, we were informed that the possibility of developmental delay was inevitable and the severity unknown. After thirty days in the Intensive Care Unit, Rowdy was sent home with an Apnea Bradycardia monitor. During our release process, Hospital-to-Home Care was contacted. Within days they came to our home and Rowdy was assessed. A regiment of therapy was prescribed.

Our neurologist at the time wanted to use a "wait-and-see" approach, but my wife and I were more aggressive than that. The following weeks, months and years, I educated myself on viable therapies, the best doctors and hospitals. It was during my research that the "Early Childhood Intervention" became so important. After the first year, I quit my full time job to be Rowdy's full time therapist and advocate.

Although Rowdy is now transitioning into kindergarten, his abilities would not be so advanced as they are had he not been worked with diligently during his first three years. The system is not perfect, but if parents are persistent, each child can receive everything available to them. I believe that therapy performed by a parent or therapist is important. Applying for funding is very necessary. Most of all, Early Childhood Intervention is vitally important!

Intervencion de Ninez Temprana

por Brian Baker Traducido por Isabel Aguilera

En 1998 nuestro hijo el Rowdy, nació con la Parálisis Cerebral. En ese momento nosotros estábamos informados que la posibilidad de retraso de desarrollo era inevitable y la severidad era desconocida. Después de treinta días en la Unidad del Cuidado intensiva, Rowdy se envió a casa con un admonestrador Apnea Bradycardia. Durante questo proceso del descargo, el Cuidado del Hospital-a-Casa fue avisado. Dentro de días ellos vinieron a nuestra casa y Rowdy fue avaluado. Un regimiento de terapia fue prescrito.

Nuestro neurólogo en el momento quiso usar el acercamiento "espera-y-vea", pero mi esposa y yo éramos más agresivos que eso. En las semanas siguientes, meses y años yo me eduqué en las terapias viables, los doctores más buenos y hospitales. Estaba durante mi investigación que la "Intervención de Niñez Temprana" se puso tan importante. Después del primer año, yo dejé mi trabajo de tiempo lleno, para ser el terapeuta de tiempo lleno de Rowdy y tambien para ser el mejor abogado que el tiene en su vida.

Aunque Rowdy ahora hacer la transición al Kindergarten sus habilidades no se adelantarían asi como ellos estan se no fuera que nosotros habiamos trabajado diligentemente con el durante sus primeros tres años. El sistema no es perfecto, pero si los padres son persistentes, cada niño puede recibir todo distonible a ellos. Yo creo que la terapia realizó por un padre o terapeuta es muy importante. Solicitando la ayuda (fundos) es muy necesario. ¡La mayoría de todo, la intervención de Niñez Temprana es sumamente importante!

Taking Care of Yourself

Taken from Wrightslaw:

From *Emotions To Advocacy - The Special Education Survival Guide*

www.wrightslaw.com

www.fetaweb.com

- * Set aside time with your partner. Use email or voicemail to stay in touch.
- * Schedule one-on-one time with each child. Write the child's name by a date on the calendar. Let the child pick the place and activity.
- * Master the art of the short escape. Visit a local attraction for an afternoon or a local resort for a weekend. Short escapes will help you unwind.
- * Share child-care with another family. Pick times each week when you can help the family and when they can help you. You will each have someone to contact when you need a break.
- * Help others. If you spend one hour a month helping others, this will help you keep your problems in perspective. You will know that you are not alone.
- * Set aside a block of time to do special education tasks (i.e., making phone calls and filing documents). If you stick to a schedule, special education will not consume your life.
- * Nurture friendships. Make time to go to the movie, have meals, exercise, or take walks with friends.
- * Ask friends for help. Tell friends or family when you need help with child-care and errands.
- * Find another parent whom you can contact when you are worried and need encouragement.
- * Simplify. Get rid of clutter. Your home will be more relaxing and peaceful.
- * Take the phone off the hook. When you need quiet time, turn your phone off for a few hours.



**Your Support Can Make
A Difference!**

Your donation of:
 \$60... will help a family attend a statewide conference.
 \$50... will provide toll-free line access to parents for an entire week.
 \$25... will provide a new book for the free lending library.
 \$10... will provide information packets to families.
 \$5... will provide newsletters to 20 families.
 Enclosed is my tax-deductible donation of \$_____.

Send to:
 Families Together, Inc.
 3340 W. Douglas Ste. 102
 Wichita, KS 67203

**Families can designate an organization when they give to United Way or to the Combined Federal Campaign.*

Thank you!



A Note From the Director's Desk...



Dear Parents and Advocates,

As this newsletter goes to print, winter is in full swing! But, spring is just around the corner!

With spring come discussions between many families and the schools that service their children about Extended School Services (ESY). This year, many districts (plagued with difficult financial situations) will be looking very closely at the eligibility of each student for ESY. Parents and advocates that believe that their student needs these services should be prepared to show data and circumstances that support their contention that ESY is needed. (See the Q and A section on page 3 for further information.)

Many parents are feeling the pinch of the state budget cuts in reduced hours of supportive home care hours, non-payment of incontinent supplies, and other cutbacks at Social and Rehabilitation Services (SRS). The good news, at print, is that incontinent supplies will be paid for again. However, parents, grandparents, advocates and friends of children with disabilities must make sure that their voices are heard in Topeka by the persons that are making the decisions about such issues RIGHT NOW!

Families Together, Inc. received a 10% cut in one of our state contracts. Consequently, we had to lay off one person, and seven employees had to take pay cuts. In addition, no employees received pay increases. This cut only added to our already tight budget. We are exploring other funding sources, grant opportunities, etc. If you have information about foundations or other grantors that would be interested in the work of assisting parents that have a son or a daughter with a disability, please call the office nearest you and ask to speak to the center coordinator.

This is a great time to keep in contact with your state legislative representatives and senators. Go to our web site to find links that will keep you "up-to-date" with bills this sessions. Make sure that they know how you feel about funding for Special education, general education, and community supports and services (HCBS, etc). There will be opportunities for families to testify about the issues that effect them during the session, as well. If you would like to be contacted to testify, please call the Topeka center right away.

Stay warm - spring is coming!

Connie

NICHCY

National Information Center for
Children and Youth with Disabilities

NICHCY has NEW Web Site!!
Same address - www.nichcy.org

- ★ All text-only publications have been reformatted to a new easy-to-read layout
- ★ A side-bar menu makes navigation easy
- ★ The ALL-NEW resource library featuring the Technical Assistance & Dissemination (TA&D) Network makes finding information a breeze

Call us or visit
our website!

1-800-695-0285
www.nichcy.org



Focus on Kansas Resources

Families Together toll free numbers:

Wichita	1-888-815-6364
Topeka	1-800-264-6343
Kansas City	1-877-499-5369
Garden City	1-888-820-6364
Spanish line	1-800-499-9443
NC Region	1-866-778-7710 <i>or</i> 1-866-963-1734
NW Region	1-866-775-7710
SC Region	1-866-884-8810
SE Region	1-877-948-3049

Make A Difference Information Network 1-800-332-6262

An information service for children and adults with disabilities, their families, and their service providers.

SUPPORT GROUPS

HAD (Hays Association of the Deaf)

Meets: 2nd Saturday 10:00 am-5:00 pm
1204 Canterbury

Hays - Janie Mong (785)743-2752

SHHH (Self Help for Hard of Hearing)

Meets: 3rd Tuesday 7:00 pm-9:00 pm
LINK office 2401 E 13th

Hays

HealthCareCoach.com

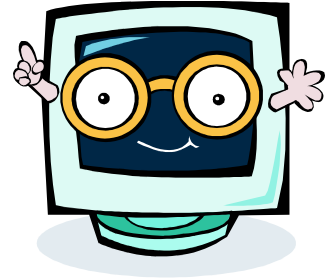
HealthCare Coach is a new website dedicated to helping people with health insurance get what they need out of the health care system. The website features hundreds of informative articles and links to health care resources, and is packed with facts and do-it-yourself tips on everything from keeping health care costs down to making sense of today's health care issues.

An Internet resource for transition services can be located at www.transitioncoalition.org

Camp Mennoscah Retreat

A retreat for people of all ages with disabilities and their families will be held at Camp Mennoscah near Murdock, Kansas (Southwest of Cheney) on May 24 and 25, 2003. Come and enjoy a time of fun and relaxation in a Christian camp setting run by the Western District Conference of the Mennonite church. Activities will include a hayride, crafts, fishing, canoeing, campfire singing and more. Volunteers are needed, too! For more information please call: Deron and Krista Nisly at **620-297-3290** or email campmno@mennowdc.org.

Check Out these Internet Resources!



Are you looking for a dentist that uses sedation? Try this site.

<http://www.sedation-dentist.com/kansasedationdentists.html>

KSDISABILITY.COM

A dynamic new web-based resource on disability issues titled "**KSDISABILITY.COM**" launched in January, 2003.

The website is the heart of a new public relations campaign to promote persons with disabilities in a positive light as well as educate Kansans on the importance of community-based care for the disabled. The public relations campaign is made possible through a grant from the Kansas Council on Developmental Disabilities; an advocacy organization devoted to improving services and quality of life for persons with developmental disabilities. The campaign features radio, television and movie theatre advertising throughout 2003 to promote the messages of the campaign.

The site also has several unique features for families with children who have disabilities including a message board that they can use to communicate with other families across the state. The site also features an "Ask the Experts" page that will allow families to ask questions about disability issues that will be answered on the site by professionals within the disability field.

KSDISABILITY.COM also contains a wealth of information regarding eligibility for services in Kansas, how to access services and contact information for all licensed providers of services in Kansas.

The public relations campaign is being carried out by InterHab: The Resources Network of Kansans with Disabilities.

KSDISABILITY.COM's web address is:
<http://www.ksdisability.com>



What's the "difference"

Written by Doug Bowman, Coordinator, Coordinating Council on Early Childhood Developmental Services

Have you ever looked in the eyes of the girl with whom no one ever sits to eat lunch in the cafeteria? Have you ever noticed the look on the boy's face who is always last to be picked when they choose up teams? This is just a glimpse into the feelings of someone who is perpetually "different" from the rest.

This sense of isolation and despair can cause irrevocable harm. Consider how deeply ingrained it can become for a child who looks completely "different" from others. It might be because of the color of one's skin. Perhaps it might result from an obvious physical disability - they don't sit up (or sit still or sit at all) like everyone else. Maybe they speak a language other than English at home.

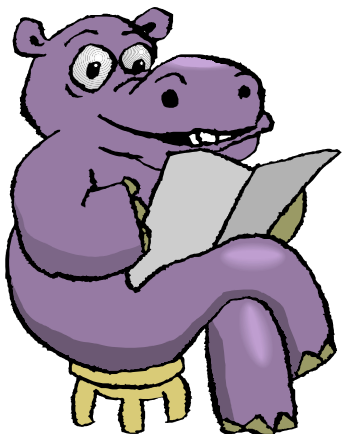
Our attempts to teach acceptance of diversity are fine... for as far as they go. However, we can't be satisfied with the good role models on Sesame Street, or by a few insertions into our curriculum. The best way to teach this vital concept is by living it. We must ask ourselves the tough questions: Are the programs within which we work truly accessible to ALL children? Have we sought out the resources available to make special children successful? Do we have our own inner attitudes correctly adjusted? Are they truly "different"?



The lessons of diversity are best taught by day-to-day living beside people of all kinds. This kind of assumed acceptance can be contagious. Young children often gravitate towards this inclusiveness naturally. If we adults fail in our own way, those cancerous feelings of isolation can leave scars on children's psyches that may never heal. Research shows that those critical emotional connections in the first few years are vitally important. Let's nurture them!

We will know that we have succeeded when diversity in all its forms is commonplace. It will seem very odd to us that we could ever have considered doing it any other way. We have much to learn from one another. Let's not allow any barriers (whether attitudinal or institutional) to interfere with that learning. Kindness, empathy, and understanding can become a way of life - our everyday life.

Health Insurance Premium Payment Program



HIPPS is a program which may help families pay for a portion of their employee health insurance premiums if at least one member of the family is currently enrolled in the Kansas Medicaid Program. At least one family member, who is 18 or older, must be employed or in cases where a family member has recently lost his or her job, the family member must be eligible for a COBRA insurance plan.

*If you have questions about the **HIPPS** program and how it could help your family, call **1-800-967-4660**.*

New Kansas Parent Information Resource Center

Submitted by Nancy P. Kraft, Ph.D., Director



The new federally funded Kansas Parent Information Resource Center (KPIRC), gives parents a resource to help them understand the No Child Left Behind (NCLB) federal education legislation and how it impacts their children and their children's schools. The KPIRC is a partnership between eight regional and statewide parent advocacy, parent education, and school-based organizations that includes Families Together, Inc. A major goal of the KPIRC is to support parents in helping their children meet the Kansas Quality Performance Accreditation (QPA) standards.

The KPIRC will help parents understand NCLB, inform them of their rights under the legislation, and enable parent input and voice in school policies and practices that shape their children's Title I and other educational programs covered under NCLB. The KPIRC will work with educators to assist them in working with and communicating more effectively with parents, and provide resources, strategies, and training to parent groups to help them assist their children's learning.

The pending reauthorization of the Individuals with Disabilities Education Act (IDEA) will be impacted by NCLB which requires increased accountability for improved achievement of *all* students, a focus on "scientifically research-based instruction," and parental choice. Title I, remedial education programs targeting reading and math, receive the most funding under NCLB. While the allocation of Title I funds is determined by the number of low-income students attending your school, students do **NOT** have to be from low-income families to receive Title I services. Issues to watch concerning IDEA reauthorization:

- Special education and Title I co-exist in many of the schools in Kansas (660 out of 1600 Kansas schools have Title I). Special education students are often eligible for both Title I and IEP services but schools frequently do not mix the two programs. Most Title I teachers are "reading specialists," and many special educators have limited training in reading instruction.
- Each child is entitled to a "highly qualified teacher," and parents must be informed directly and annually regarding the credentials of their children's teachers.
- Paraprofessionals must have at least 2 years of college (defined in Kansas as 48 college credits) or must be able to demonstrate (grandfathered in) basic literacy by their performance on a State sponsored test. If your child attends one of the 200+ Kansas schools with a school-wide program, special education paras now have to meet this requirement.
- Annual Yearly Progress (AYP) must be demonstrated by all student groups (including those with disabilities) to the extent that by 2014 - ALL students are at a proficient level. Achievement "benchmarks" on the state assessments will be tracked annually to determine if each "sub group" or disaggregated group meets the levels required for adequate progress toward this goal.

A website, www.kpirc.org, provides numerous parent and education resources and links with a section that answers NCLB IDEAS-related questions. For more information or answers to questions you may have about the KPIRC, call **1-866-711-6711** or e-mail nkraft@kpirc.org.



Education Advocate Update

A reminder to stay informed - from Karen Snell, Topeka Center...

As an education advocate, you are afforded the same rights that are afforded to the lawful custodian of a child with an exceptionality under state and federal law. One of those rights (and responsibilities) is to be informed of the child's progress. Are you receiving progress updates and/or report cards for your child? If not, please request them from the school so that you are best able to advocate for the student.

Summer Planning

Submitted by Leia Holley, Kansas City Center

Many times when a child has a disability we lose sight of their abilities to be a kid. What is summer for kids? Summer is swimming, YMCA activities, community recreation center events and/or day camps, water balloon fights and picnics. Most importantly, it is time with family and friends. There are kids who go to various camps with friends. Summer is the perfect time to foster friendships and build peer relationships, which will enable children who have disabilities to succeed throughout the year.

"But my child has a disability; he can't do things like other kids. He needs a 'special program'."

Kids with disabilities have unique challenges and needs yet they also have amazing gifts and talents. Try these four steps:

Step 1) Re-discover your child:

- What does she like to do?
- Who does she like to do it with?
- What are her interests?
- What is she good at?
- What doesn't she like?

Step 2) Explore your options:

- Find out what peers are doing.
- What activities does your community offer?
- Are there volunteer opportunities?

Step 3) Determine level of support (accommodations/modifications) the child will need based on individual needs.

Step 4) Be creative - think outside the box!

EXAMPLE 1:

- Step 1)** Your 15 year old daughter likes to read and is a good reader.
- Step 2)** Other kids are joining the libraries reading program.
- Step 3)** No support needed to join reading program.
- Step 4)** Call library and see if they need volunteer readers for program.

Back to step 3)

Her reading level is 3rd grade. She will need to read to kindergarten and preschoolers.

EXAMPLE 2:

- Step 1)** Your two year old son loves water.
- Step 2)** He is taking swimming lessons at the YMCA but keeps swimming away from the swim instructor. (A safety concern.)

Step 3) He will need one-on-one support with someone who has patience and knowledge in basic sign language.

Step 4) Check with local high school/ college swim team or lifeguard training programs to find a volunteer. The student may be able to work with their instructor to gain credit hours. Continue lessons along-side peers with additional support of volunteer.

EXAMPLE 3:

Step 1) Your 10 year-old son loves listening to bands play music. He loves to shine his brother's trumpet.

Step 3) The community band meets Wednesday evenings to practice, plays monthly in the park and marches in the Fourth of July Parade.

Jump to

Step 4) Contact band director about attending practices and helping clean instruments.

Step 3) Mom will provide transportation. Will need assistive device mounted to wheelchair to steady instruments during cleaning.

Step 4

again) Your son is now part of the community and his new friends invite him to be the honoree Drum Major for the Fourth of July Parade.

Finding appropriate summer activities for children with disabilities can be challenging. There are many wonderful programs throughout Kansas specifically for children who have disabilities. The challenge is determining *who your child wants to be* and what type of summer activities will help open doors towards that future. Before you let a disability guide you, listen to your child and let him guide you through an amazing summer.

Ideas: find a volunteer

local high school, colleges/universities, churches/synagogues, Boy/Girl Scouts, community volunteer centers, civic organizations, Big Brothers, independent living centers...

Ideas: places to volunteer

library, day care centers/preschools, humane societies/animal shelters, schools, Parks & Recreation Departments, nursing homes, independent living centers, hospitals, youth centers, Families Together centers, anywhere...

Ideas: places for recreation

YMCA, Parks & Recreation Departments, community center, swimming pools, local parks... ■

For more information on summer camps, contact <http://www.disabilityresources.org/CAMPS.html>

Spring 2003 Calendar of Events

Date	Event	Contact
Mar. 31-Apr. 2, 2003	Children Who Are Medically Fragile or Technology Dependent Conference, Philadelphia, Pennsylvania	http://www.kencrest.org/medfrag/conf.html#RFP
Apr. 3-4, 2003	National Autism Symposium, Springfield, MO	573-751-4054
Apr. 4-5, 2003	<i>Families Together Parent Networking Conference, Coffeyville (space available)</i>	877-948-3049
Apr. 11-12, 2003	<i>Families Together Family Enrichment Weekend, Lawrence (waiting list)</i>	800-264-6343
Apr. 11-12, 2003	<i>Families Together Early Childhood Family Enrichment Weekend Wichita (waiting list)</i>	888-815-6364
Apr 16-19, 2003	First Annual Conference on Autism, Aurora, CO	www.coloradoinstituteofautism.org
Apr. 18, 2003	"Kids Reading... Kids Succeeding!" Spring Conference, Wichita	816-587-3240
Apr. 21-22, 2003	STOMP Conference, Ft. Leavenworth	877-499-5369
Apr. 24-25, 2003	Kansas Fatherhood Summit (scholarships available)	800-432-8222
May 17, 2003	<i>Native American Families Together (NAFT) Training Wichita</i>	888-815-6364

BIG TENT COALITION

Rally for Freedom
Wednesday, April 2, 2003
10:30 a.m.
South steps of the Capitol

Please come join us to stand together with over 70 organizations
in support of persons with disabilities.

•Together we can make the difference•

When you email our centers...

please fill in your name and the subject space if you are sending us an attachment.



There are some emailers that send attachments which may contain a virus that can infect our computers. We only want to open attachments from friendly families and agencies like you! So let us know who you are so that we can respond to your request. If you email us and do not get a timely response, please contact the center nearest you so that we can follow up with you. Thanks!

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- if your address has changed or is incorrect;
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