



Educating, Assisting, Supporting, and Informing through this newsletter...
A newsletter for and by parents with sons & daughters with disabilities and education advocates.

Families Together, Inc.

Wichita Administrative Center
3033 W. 2nd Suite 106
Wichita, KS 67203
(316) 945-7747 or 888-815-6364

Kansas City Center 1-877-499-5369
Garden City Center 1-888-820-6364
Topeka Center 1-800-264-6343
Statewide Spanish parent line 1-800-499-9443

(All toll free numbers for Kansas
parents & education advocates)
www.familiestogetherinc.org

Volume 81

June, 2009

Kansas Department of Health & Environment - Infant-Toddler Services/tiny-k

By Tiffany Smith Birk Infant-Toddler Coordinator



Kansas Infant-Toddler Services, Part C of the Individuals with Disabilities Education Act (IDEA) is a statewide program designed to enhance parents' ability to care for their children birth up to three years of age that experience disabilities or developmental delays by providing special services to the child and family. Infant-Toddler Services are provided at no cost to any family who has a child that is eligible. Services are provided through local agencies in the child's natural environment (those places your child would spend time in as part of your family to include home, child care, playgroup, shopping trips, etc.) by highly qualified professionals. A major focus of the Infant-Toddler Services/tiny-k program is that services are family-centered; that is, they emphasize parent choice, a strengths-based perspective, and recognize the family as a unit. Parents are encouraged to be active participants in all aspects of Infant-Toddler Services and may contact local coordinators or staff at the state if questions arise. KDHE Infant-Toddler Services works in partnership with Families Together Inc. to provide assistance to parents and child advocates of infants and toddlers with disabilities in Kansas.

Over the last year, Infant-Toddler Services has launched a new website at www.ksits.org. Please review this information and let our staff know if you have any suggestions or information that you would like to see included. We are also in the process of updating our procedure manual and are looking for input from the parents, providers, community members and other interested parties. The draft of the procedure manual is posted on our website with contact information if you have suggestions or comments.

What should I expect from my early intervention program? What should my services "look like"? What should they "not look like"? What does it mean when programs say they are family centered? These are questions many parents ask themselves when trying to make decisions about services for their child. In December of 2007, a group of national experts published a series of documents developed to answer these questions for parents and early intervention providers. This group outlined a mission and a set of key principles.

MISSION

Part C early intervention builds upon and provides supports and resources to assist family members and caregivers to enhance children's learning and development through everyday learning opportunities.

Continued on page two...

Inside this Issue...



- Resource Library P. 2
- From the Director's Desk p. 2
- Oral Health..... P.3
- Insight School P. 3
- Family Story P. 4
- Spanish MTSS..... p. 4
- Resources..... p. 6
- Education Advocate Update p. 7
- Midnight Farm Day Camp p. 7
- Calendar of Events.....p. 8
- HomeworkKansas ... p. 8

...continued from page one

KEY PRINCIPLES

1. Infants and toddlers learn best through everyday experiences and interactions with familiar people in familiar contexts.
2. All families, with the necessary supports and resources, can enhance their children's learning and development.
3. The primary role of a service provider in early intervention is to work with and support family members and caregivers in children's lives.
4. The early intervention process, from initial contacts through transition, must be dynamic and individualized to reflect the child's and family members' preferences, learning styles and cultural beliefs.
5. IFSP outcomes must be functional and based on children's and families' needs and family-identified priorities.
6. The family's priorities, needs and interests are addressed most appropriately by a primary provider who represents and receives team and community support.
7. Interventions with young children and family members must be based on explicit principles, validated practices, best available research, and relevant laws and regulations.

For more information about what these key principles look like in practice, visit

<http://nectac.org/topics/families/families.asp>

As the Part C Coordinator, I want parents of children enrolled in Infant Toddler Services to know that our program values your input at the local and state level. Please consider becoming active in your local ICC or the State ICC. Your feedback is vital to the success of our Kansas program.

The Finnup Foundation Families Together, Inc. Resource Library

The Garden City Center would like to announce the development and opening of the Finnup Foundation Families Together Resource Library.

Each year, Families Together provides, without fees, direct support to more than 12,000 Kansas families. The Finnup Foundation has made it possible to better serve the families of southwest Kansas by providing the grant that was used to develop this resource library. The resource library includes books, dvd's, videos, and cd's in both English and Spanish covering many different types of disabilities and other resources for parents, children and professionals.

Please feel free to stop by and check out our library. The resource library is located at 1518 Taylor Plaza in the Garden City Center. For more information, please contact Teresa at 620-276-6364 or 1-888-820-6364 or e-mail her at teresa@families-together-inc.org.

A NOTE FROM THE DIRECTOR'S DESK...



Parents and Education Advocates:

SUMMER! With it's more relaxed schedule and its different activities – IS HERE! Families Together staff members will be in the office this summer from Monday through Thursday to help you get ready for the next school year. If last school year was great, think about what made it great and work to keep those things in place. If the previous year left a lot to be desired, brainstorm about strategies that might make next year better. The Families Together staff is here to work with you when you are ready.

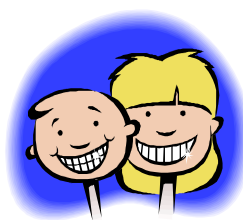
Although, the Kansas Legislative session is over, the people that represent you are in your communities all year long. Make an appointment to visit with them and let them know how their decisions effect your family.

The Federal legislators, our congresspersons and senators are in session all during the year. When they are in your district, go visit! If you would like to contact them in Washington, you can call, email or write. They, too, make decision that effect your family. Make sure that they know how you feel about services to children with disabilities in our schools and in our communities. It only takes a minute, and they want to hear from YOU!

The new Obama Administration has not included funding for the Family to Family Health Information Centers in the budget for 2010. If your family has a child with special health care needs, you might want to let them know how that would affect the help that you can get from Families Together, Inc. through that program.

Finally, help your child or young adult retain their skills this summer: Make learning fun!

Connie



Fluoride is Our Teeth's Best Friend

What is fluoride? It is a natural mineral that helps harden our teeth's outer surface – called the enamel. It helps make babies' teeth stronger so they fight off dental decay. It also helps children, teenagers, adults and elders, protect their enamel and resist tooth decay.

What are the typical ways to apply fluoride to our teeth?

Fluoride in Toothpaste. All toothpaste approved by the American Dental Association contains fluoride. It is safe to apply a very tiny dot of children's fluoride toothpaste to babies' first teeth, especially children who are risk for tooth decay. When we brush daily, fluoride toothpaste reduces decay by 11%.

Fluoride in Drinking Water. When we drink water with fluoride, our saliva naturally coats our teeth with it. Fluoride is found in water that comes out of our tap in the kitchen. Not all tap water has enough natural fluoride so cities add it to improve the oral health of residents. People who use well water need to have it tested: some have too much fluoride and some have not enough. If children are not getting enough fluoride in water they drink, dentists may prescribe a vitamin with fluoride to help strengthen tooth enamel. Be aware: most bottled water does not contain the recommended level of fluoride. Drinking water with fluoride can reduce tooth decay by 45 – 60%.

Fluoride Varnish. Fluoride varnish is painted on our teeth, just like varnishing a piece of wood to protect it from damage. Since it is safe, easy and quick to apply, children and adults can have fluoride varnish applied in dental offices, medical offices, early childhood programs, schools, nursing homes, and health departments. Fluoride varnish strengthens the enamel and at times helps damaged teeth repair themselves. Having regular applications of fluoride varnish reduces decay by 40 – 75%.

Please remember: fluoride is only one important step in your fight against oral disease. Having regular dental care and eating a "tooth healthy" diet – limited amounts of food with sugar and other processed carbohydrates -- helps us stay cavity-free our entire life.

Marcia Manter, Community Development Specialist, Oral Health Kansas

For more information, please contact Oral Health Kansas 785 235 6039
mmanter@oralhealthkansas.org

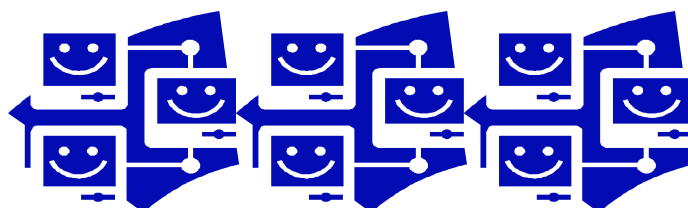
Insight School of Kansas

Insight School of Kansas is an online public high school that is authorized and governed by the Spring Hill, Kansas school district. Insight Schools is a subsidiary of Apollo Group, Inc., operator of University of Phoenix, the nation's largest private, accredited university and the leader in online learning. With eleven schools in ten states and growing, Insight Schools operate the nation's largest national network of full-time, diploma-granting online public high schools. There is no cost – and no age limit in Kansas, so adults as well as teens can enroll. Each of the students is issued a laptop computer, printer/scanner, and all of the materials needed for classes. The students must provide or have access to an internet connection, and the school does provide a small stipend to help defray internet costs. Some other benefits of Insight Schools include: 120+ classes ranging from comprehensive classes through dual enrollment with Axia College (University of Phoenix's two year college) , after school clubs, 24/7 live tutoring and technical support, and the support of their teachers and adult iMentor. Insight is also beginning this school year two new programs, iThrive and iExplore. These are internship and mentorship programs designed to help the student explore career options.



Insight enrolls students that for whatever reason, traditional high school is not a good fit. This includes those who must work, those who are challenged with health or physical issues, who are pursuing their dreams in sports, entertainment, or other careers, who need extra time to master a concept or skill, or those who simply do not function well in traditional classroom settings.

Insight School of Kansas is enrolling NOW for the 2009 – 2010 school year. The enrollment will close in July. For more information, contact: Kimberly Williams at 602-713-3137 or check out their website: www.insightks.net





FAMILY STORY

By Rachel Banning

There should have been a parade of red flags waving that beautiful September morning when we walked into the daycare center. Mia and I were ceremoniously welcomed by the director, which was not completely out of the ordinary, but three months had past since we first started taking Mia there and the director seemed especially eager to see us that particular morning. Acknowledging her with a smile, I bypassed her and delivered Mia safely to the nursery. The director followed and seemed to be preoccupied with me so I initiated a simple, "Good morning." She gently touched my elbow and asked for a minute of my time. Red flag. I agreed, not knowing what to expect and followed her to a conference room where we were greeted with stares of concern from five familiar and two not so familiar faces. Again, red flag raised here.

I sat down in what seemed to have been designated my assigned seat and thought to myself, "What have I done?" The director began with introductions were I was introduced to Mia's speech therapist, occupational therapist, her physical therapist, teacher, center nurse and the unfamiliar faces were a nutritionist and a social worker. Red flag. A piece of paper was handed to me with a pen, as the director began to tell me that Mia was under nourished. I signed, not paying attention, and looked at her in disbelief. Undernourished? What? Mia ate like a champ at home. I was just in the midst of introducing baby food and we had to switch to formula to keep up with her. I was confused. Nutrition? Mia was now six months old and after sustaining a brain injury at birth we had to teach her how to suck and swallow—I was there every second teaching, manipulating tubes and bottles and nipples, feeding after feeding, praying and celebrating when she finally got it. My mind was spinning. Why were all of these people here? What did I just sign? What were they talking about? They must have seen my panic and decided to strike another blow. The social worker pulled a growth chart out and pointed out that Mia's growth was flat. The teacher voiced her struggle on how Mia refused to take a bottle and they were force feeding my six month old. The occupational and speech therapists chimed in that their efforts were in vain as well. They all kept coming back to me. I was a bad mother. I was the problem. I undernourished my baby. I cried.

After my hyperventilation slowed down, the director graciously adjourned the meeting and suggested that I speak with my husband and let the therapists and teacher come up with a course of action. For now, they were allowing me to take Mia home. More red flags here. The director handed me a newsletter and Kleenex and sent me on my way. I walked back to the nursery, collected Mia, shoved the newsletter in the diaper bag and left. In tears. Could they really take my gorgeous baby girl away? The same baby that I had been told would never make it out of the NICU, she would never open her great big brown eyes, breathe on her own or someday, smile?

Several days later, still uninspired and feeling helpless but steadfast to the continuous feeding schedule, I was cleaning out the diaper bag and ran across the newsletter that the director had given me. On the back was the phone number for Families Together, Inc. I called the number not sure what to expect, but soon found that the sea of red flags that I sensed would no longer have to go unexplored. In just that first parent assistance phone call, Families Together educated me to understand that the piece of paper that I signed, made that devastating meeting official—without a 10 day notice. Through a Parent Networking Conference, Families Together encouraged me to come up with my own plan of action and get documentation from Mia's doctor to prove that Mia was healthy, thriving and growing, slowly, but definitely growing. Soon, I began writing the IFSP side by side with the team, no longer allowing them to come up with a plan of action without me. In turn, I taught the speech therapist how to feed Mia. Almost nine years and 17 IFSP's and IEP's later, Families Together still empowers me to grab the red flags, wave them until I get the answers I need to make an informed decision and then, proactively burn them.

MTSS ¿Que Es?

Submitted by Yolanda Corral, Garden City Center

En Kansas, nosotros creemos que cada niño debe aprender y alcanzar altos estándares, tanto académicamente y socialmente, esto incluye a todos los estudiantes, incluso los estudiantes con discapacidades. Hay dos leyes federales que han marcado la diferencia de cómo las escuelas entregan y coordinan los servicios para los niños. La primera es el Acta de Educación Elemental y Secundaria (ESEA) llamada la ley "Que Ningún Niño se Quede Atrás" (NCLB). Para el año 2014 esta ley requiere que todos los estudiantes tengan éxito en la habilidad de lectura y Matemáticas, y también que las escuelas tengan un mayor número de graduados y una tasa más baja de abandono. La segunda ley influyendo a los distritos y a las escuelas es la reautorización en el año 2004 del Acta para Educación de Individuos con Discapacidades. (IDEA) En 2004 el concepto de Contestación a la Intervención (RTI) se introdujo en reautorización de IDEA y esto ha influenciado a los distritos en la manera en que identifican y ayudan a los estudiantes con excepcionalidades.



Taelor and Julian

En conjunto estas dos leyes apoyan las creencias y prácticas detrás de Kansas Multi-grado Sistemas de Apoyo. (MTSS) es un continuo aumento de intervenciones. Estas intensas investigaciones son proporcionadas a estudiantes que responden a sus necesidades académicas y/o de conducta. Incluye vigilancia progresiva de la eficacia de las intervenciones proporcionadas. El resultado es asegurar que cada estudiante de Kansas alcance altos estándares. Que cada miembro de la comunidad de aprendizaje continúe creciendo, aprenda y lo refleje. Que cada líder en todos los niveles es responsable por cada niño, los cambios son intencionales, y los miembros de la comunidad serán parte de la práctica fundamental de resolver problemas eficazmente y la fabricación de decisión instrucción al. La meta de **MTSS** es para que las escuelas puedan usar sus recursos de maneras en que le permiten a cada niño tener éxito. Nosotros podemos lograrlo por la prevención orientada, sabiendo ante mano quién necesita los apoyos lo más pronto posible cada año y poniendo esos apoyos en su lugar. Llevando a cabo las intervenciones basadas en evidencias para necesidades del estudiante. Utilizando datos de progreso para la vigilancia para saber cuando hacer un cambio en la instrucción. Trabajando y colaborando con todos los involucrados en la educación de nuestros estudiantes, sobre todo los padres-dentro de nuestro estado son imprescindibles para el éxito de esta iniciativa. Oportunidades para el dialogo con todos ustedes incluyen ambos educadores generales y especiales, sobre la manera en que podremos trabajar juntos para apoyar a los estudiantes dentro de el sistema multi-grado de apoyo. (**MTSS**). Esto es un enfoque cooperativo emocionante a la porción que todos estudiantes tienen éxito, una tentativa importante; un enfoque sistemático a todo el estado para ayudar a que todos los estudiantes aprendan, luchando especialmente a los aprendices que están batallando sobre todo. KSDE está apoyando el sitio Web www.kansasmtss.org como la ubicación para que las personas aprendan más sobre el trabajo excitante que ocurre dentro de nuestras escuelas en Kansas. ***"¡Detrás de Cada Estudiante Exitoso esta un Equipo" Poderoso!"***



www.metootrikes.com

Triciclos que son de precio razonable comparado a otros triciclos de necesidades especiales... Yo encontré que Me Too Trikes provee un triciclo adaptable económico para permitirles a más niños pasearse. Es asombroso ver una cantidad de niños que no pueden ponerse de pie o caminar sin ayuda que pueden pedalear independientemente. Además, los niños que no tienen la capacidad de pedalear aun todavía pueden disfrutar los beneficios de montar un triciclo aprovechando el sistema conveniente de un pedal de mano. By Kristen Revis

www.metootrikes.com

Trikes that are reasonably priced compared to other special needs trikes... I found MeToo Trikes to provide an affordable adaptive tricycle to allow more kids to ride. It is amazing to see how many children who are unable to stand or walk without assistance can pedal independently. In addition, children who are unable to pedal can still enjoy the benefits of riding a trike by taking advantage of the convenient push-handle system. By Kristen Revis

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

www.familiestogetherinc.org

MAKE A DIFFERENCE INFORMATION NETWORK

1-800-332-6262

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

www.makeadifferenceks.org

KPIRC

Kansas Parent Information Resource Center
(A resource for parents of any child)

3500 SW 10th Room 011E • Topeka, Kansas 66604
785-783-2975 • e-mail: jgroff@kpirc.org
website: www.kpirc.org

NICHCY

*National Information Center for
Children and Youth with Disabilities*

NICHCY Website
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



CHECK OUT THESE INTERNET RESOURCES!

What if Families Together earned a penny every time you searched the Internet?

GoodSearch.com is a new Yahoo-powered search engine that donates half its advertising revenue, about a penny per search, to the charities its users designate. Use it just as you would any search engine, get quality search results from Yahoo, and watch the donations add up! Just go to www.goodsearch.com and be sure to enter Families Together (Wichita, KS) as the charity you want to support. And, be sure to spread the word!

KSDE Friday Facts

www.kansped.org/ksde/fridayfacts/frifacts

SOAR

Welcome. JAN's Searchable Online Accommodation Resource (SOAR) system is designed to let users explore various accommodation options for people with disabilities in work and educational settings. These accommodation ideas are not all inclusive. If you do not find answers to your questions, please contact JAN directly. The staff of experienced consultants is happy to discuss specific accommodation needs in a confidential manner.

<http://www.jan.wvu.edu/soar/>

Brave Kids Resource Directory

Find medical information and resources for children with special needs, chronic illness and disabilities such as: autism, cancer, cerebral palsy, ADHD, ADD and more here at Brave Kids. Brave Kids provides parents and children with information on health services, financial assistance, support groups, child care, dental assistance, camps, transportation and physical therapy to name a few.

<http://www.bravekids.org/>

TSA for Young People

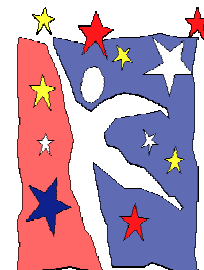
This section of the Tourette Syndrome Association's web site is dedicated to young people with Tourette Syndrome. You will find publications and other information particularly for children with Tourette Syndrome. We also have material that might help educate friends or classmates of children with Tourette Syndrome.

<http://www.tsa-usa.org/People/kids/kids.html>

Education Advocate Update

Submitted by Darla Nelson-Metzger, Education Advocate Co-Coordinator

Summer break is here and most of the students you serve will have some time off, but don't relax quite yet! Please make sure you receive those final grade cards and progress notes. Ensure your student(s) made adequate progress toward the goals on his or her IEP. If not, the IEP team needs to meet early in the school year to amend the goals.



Grades and progress are particularly important for students in grades 9-12. For those education advocates who are serving these students, we need make sure appropriate supports and services are in place so credit accumulation is possible. Did you know that only 52% of teens in foster care graduate from high school? That is an alarming statistic that needs to be addressed by all of us. As education advocates, we must assist the IEP team in developing an appropriate and achievable transition plan for the students we serve. The transition plan must address the courses of study necessary to receive a diploma. In addition, the team must develop a post-secondary education goal and an employment goal. So, take some time with the student you serve to understand what his or her dreams are for the future.

We thank you for your service this school year and please don't hesitate to call Families Together with any questions or concerns you may have. Enjoy your summer!

Midnight Farm Day Camp

Fun and Learning for Children with Autism Between Ages 6 and 18

Midnight Farm is part of Community Living Opportunities, Inc., a not-for-profit organization serving children and adults with severe developmental disabilities since 1983.

Midnight Farm offers two camp opportunities. Some scholarships are available.

CAMP ONE

June 29th - July 2nd

DAY CAMP FOR KIDS WITH AUTISM

Monday - Thursday (9:00 am to 4:00 pm)

Cost \$380 per child

CAMP TWO

JULY 7th - JULY 10th

DAY CAMP FOR KIDS WITH AUTISM AND TRAINING FOR PARENTS

Tuesday - Friday (9:00 to 4:00 pm)

Kids go to camp while parents learn empirically-based techniques for reducing problem behavior and teaching skills such as communication, social skills, self-care, play and hobbies. Parents practice skills with their children and receive feedback from trainers during parts of the camp day. Cost \$380 per child.

Parent training is free of charge if parents have a child attending camp. The cost is \$80 for a parent of a child with autism who wishes to attend training but does not have a child at camp.

Midnight Farm is situated on 40 acres and features a 20,000 square foot, multipurpose facility, including a rustic meeting lodge, a bunk house, an equestrian facility/arena, and a barn. Outside the barn are paddocks, petting areas for animals, walking and horseback riding trails, a fishing pond, and picnic areas.



Camp Activities:

Animal Petting and Care

Camp Crafts

Snack Crafts

Sing-Alongs

Social Activities

Nature Hikes

Painted Horse Parade

Painted Horse Bath

Kites and Parachutes

Supported Horseback Riding (additional fee)



For more information and enrollment contact the camp director: Diane Bannerman Juracek, Ph.D., BCBA 785-218-9358

If you are interested in volunteering at Midnight Farm contact Yolanda Hargett at 913-341-9316 Ext. 102

For more information about Midnight Farm's day camp and application forms, go to: www.midnight-farm.org

SUMMER CALENDAR OF EVENTS

DATE	EVENT	CONTACT
June 21-24	Tenth Annual Governor's Conference on Juvenile Justice, Wichita	1-800-432-8222
June 26-27, 2009	Vision Impaired Inservice in America (VIISA), Salina	913-707-3280
Aug 8, 2009	Highway to Literacy	dburns@ksde.org
Aug 29, 2009	Step By Step Walk, Wichita	888-815-6364
Sept 19, 2009	Families Together Transition Conference, Wichita	888-815-6364

HomeworkKansas

Kids have homework and HomeworkKansas can help. The State Library of Kansas is offering a tested and proven, free tutoring service called HomeworkKansas.

This fall begins the third year of this statewide service offering interactive, one-to-one homework tutoring in math, science, social studies and English for students K-12.

Students need only to go to the HomeworkKansas website at www.homeworkkansas.org and choose "Click here to connect to Homework Kansas" to initiate a session. Tutors are available 7-days a week from 4 p.m. to 11 p.m. Spanish-speaking tutors are available to provide assistance for most subjects from 4 p.m. to 9 p.m., Sunday through Thursday.

Last year, students logged over 20,000 HomeworkKansas sessions and raved about the help they received.

For additional information, contact Eric Gustafson at egustafson@kslib.info or **785-296-8152**.

Flyers to distribute to your staff are available on the www.homeworkkansas.org website, choose "Download Flyer".

Return Service Requested

Families Together, Inc.
501 Jackson, Suite 400
Topeka, KS 66603

