



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.

Administrative Center 3033 W. 2nd, Suite 106, Wichita, Kansas 67203 (316) 945-7747 [www.familiestogetherinc.org](http://www.familiestogetherinc.org)  
Wichita Center 1-888-815-6364 • Topeka Center 1-800-264-6343 • Garden City Center 1-888-820-6364 • Kansas City Center 1-877-499-5369  
Statewide Spanish parent line 1-800-499-9443 (All toll free numbers for Kansas parents & education advocates)

Volume 62

Sept. 2004

## General Curriculum

Submitted by Leia Holley, Kansas City Center



Many times when a child has a disability, it is difficult to see this child as a general education student. We must remember as our children who have disabilities go to school, they are general education students who just happen to receive special education services. School for all students is friends, recess, lunch, homework, academics, sports, clubs and other extracurricular activities. The school year is the perfect time to foster friendships and build peer relationships, which will help enable children who have disabilities to succeed throughout life.



*"She can't do the academic work like other kids.  
My child has a disability. She needs a 'special program'."*

According to the Individuals with Disabilities Education Act (IDEA), special education is "**specialty designed instruction**" whose purpose is to address the unique needs of the child that result from the disability, and to ensure **access of the child to the general curriculum**.

Your first step to helping your child succeed as a 'general education' student is to ask for a copy of your child's grade-level general curriculum (available on some district websites), a list of any special projects or activities, i.e., science projects, and a copy of the student/parent handbook.

The term "general curriculum" can be thought of as the overall plan for instruction adopted by a school or school system. Its purpose is to guide instructional activities and provide consistency of expectations, content, methods and outcomes, according to the National Center on Accessing the General Curriculum. This is why it is important for you to know your school. What is the school's mission? For example, Haysville USD #261's, district's mission is "to prepare all students to excel as lifelong learners."

Your second step is to have everyone who knows your child (including the child when appropriate) make a list of the child's strengths and interests. What is it that she really likes to do? Don't miss the little things; such as giving hugs, smiles, high fives, loving balloons, Wheel of Fortune; everything is important. Next, what do you see as your child's needs, i.e., friends, communication skills, appropriate social skills, writing..? This is where the specially designed instruction/special education supports and services are vital to insuring your child succeeds in the general curriculum.

IDEA states the individual education program (IEP) must contain measurable annual goals, including benchmarks or short-term objectives...to enable the child to be **involved in and progress in the general curriculum**. Since the general curriculum is defined as the same as that established for students without disabilities, IEP goals need to be aligned, as appropriate to the needs of the child, with the grade-level curriculum.

Okay, now here is the most important step: match the grade-level general curriculum to the abilities and interest of your child. By taking the focus off the

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disability and focusing on your child's abilities, you enable a 'special education student' to become a student who needs special education supports and services to **be involved in and progress in the general curriculum.**

Students with disabilities have unique challenges and needs, yet they also have amazing gifts and talents. Many students with disabilities will only need supports and services to succeed in the general curriculum. For some students, changes in content and/or expectations may be necessary and could include:

**accommodations** – change input and/or output method used by the teacher and/or the student related to the instructional outcome (listening to an audiotape rather than reading, dictating a paper rather than writing.)

**adaptations** – change conceptual level for the standard (complete fewer math problems but of the same difficulty)

**parallel curriculum outcome** – change outcome within content (instead of writing a lengthy report that explains analysis of a novel, a brief report is written that describes actions of a character in the novel.)

**overlapping curricula** – enables students to be involved in general education curriculum activities while accomplishing a very different content or curriculum goals (social, communication goals can be accomplished within activities in general education settings). This can be the most difficult area to include a child in the general curriculum. Many times these are the students who need a 'functional curriculum', a curriculum to learn more daily living skills. Here are a few examples as to how to match your child's strengths/abilities to the general curriculum. One of the most under-utilized supports for children with disabilities in accessing the general curriculum is peer support. In science, a peer, with adult support if necessary, can help their classmate (student who has a disability) identify the day's weather, the season or the type of clouds by pointing to a picture or writing for the student. The support a peer provides would be based on the individual student's needs. For science projects, request that your child be paired with a student who would benefit from additional adult support/help. Invite your child's partner to your home to work on the project. Your child can be working on social and communication skills and helping with the science project to the best of their abilities. Instead of learning the states, learn to put a puzzle of the states together. Break the curriculum into elements which meet your child's needs. (Adapted from: "Inclusion Notebook: Problem solving the classroom and community.")

The key to involving any child in any situation is focusing on the individual child's strengths. If you focus on an individual student's strengths, interests, the general education curriculum and the natural resources in your school and community (peers, family, volunteers...), as an effective member of your child's IEP team, you will watch your child grow to become a valued member of his/her community.

You can find "A Guide to the Kansas Curricular Standards" on our website: [www.familiestogetherinc.org](http://www.familiestogetherinc.org)

## CALLING ALL COOKS!

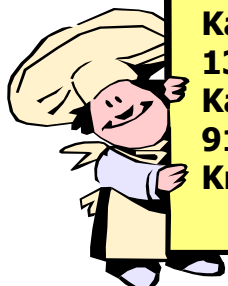
**Families Together needs your help composing a cookbook to be published as a 2005 fundraiser for our organization. Simply submit your favorite recipes. Share your family favorites including kid-friendly recipes and disability 'safe' recipes - be creative!**

**Who's the chef in your family? We also need fun photos of families cooking together.**



### SEND TO:

**Kansas City Parent Center  
1333 Meadowlark Lane, Suite 103  
Kansas City, KS 66102  
913-287-1970  
Kristen@familiestogetherinc.org**



**Send your recipes and/or photos to our Kansas City Center along with your contact information. Your recipe could be published in our upcoming cookbook sold all across the state of Kansas! Don't miss this opportunity – submit your recipes now!**

# Reauthorization Update

By Patricia Bill, taken from Pacesetter Newsletter

The U.S. Senate passed its bill in May to reauthorize (update) the Individuals with Disabilities Education Act. (IDEA). The IDEA provides a free, appropriate, public education to children with all disabilities.

Like the House bill, which passed in April 2003, the Senate bill contained a number of amendments that would change the IDEA. Most parents say both bills weaken the education rights of children with disabilities that the current IDEA provides. Others have different views.

Parents say they are concerned about the bills because, among other things, the bills:

- eliminate short-term objectives in children's Individualized Education Programs (IEPs);
- allow three-year, instead of annual, IEPs;
- eliminate the right of a child with a disability to "stay put" in an education placement in certain conditions, as guaranteed in the current IDEA;
- lack the promised full federal funding for IDEA.



The next step in the legislative process is conference committee, in which members of both the House and Senate meet to reconcile differences in the bills. Once the conference committee develops a combined bill, the two houses will vote on it. President Bush would then need to sign it before it becomes law.

Political observers predict several scenarios. Two frequently heard are:

- Lawmakers will push through IDEA before elections so that they can point to it as an accomplishment.
- IDEA will not clear conference committee before Congress adjourns in October, because the controversy in the bills could affect lawmakers seeking reelection.

Information about the IDEA is available at <http://Thomas.loc.gov/> (U.S. Congress site).



**ACCESSIBLE ARTS, INC.**

*"Championing the arts for children with disabilities"*

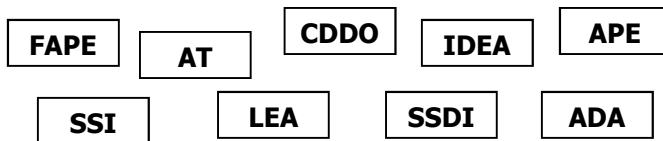
Interactive Arts Activities for Children:  
 Visual Arts  
 Drama & Storytelling  
 Music & Dance

Arts Workshops & Training for Adults:  
 Parents  
 Teachers & Arts Providers  
 Paraprofessionals & Social Workers

**For Information Call:  
 Accessible Arts, (913) 281-1133  
 Visit Our Website:  
[www.accessiblearts.org](http://www.accessiblearts.org)**

## Regional Coordinator Update

Submitted by Karen Snell,  
Topeka Center



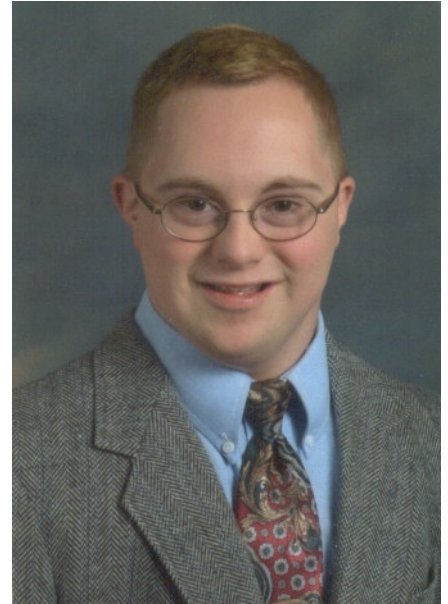
Do you sometimes feel like you are drowning in alphabet soup? Behind these acronyms lie a wealth of information that could be beneficial to you and your child with a disability. It is important to be informed about the educational options and community services available so that your child will have every advantage possible. Families Together is here (all over the state!) to help you to sort through the confusion. The Regional Coordinators will be back on staff beginning September 1<sup>st</sup>. Give us a call.



# Family Story

## **Steve Engelken's story**

*Submitted by Bernita Engleken*



**T**wenty three years ago, on April 23, 1981, our sixth child was born six weeks prematurely. We were told within the hour that Steven had Down Syndrome and that we should put him in an institution and go on with our lives. He was in an incubator for the next week. We had five teenagers who had anxiously awaited the birth of this new baby. I felt that I had failed everyone.

Telling the teenagers became the difficult job of my husband. As a new mother, just having gone through a traumatic delivery, I was in no shape to take on that task. It was my job to call the grandparents, my siblings and my husband's siblings for support. The next afternoon, I marched all of the teenagers to give me lots of hugs and to meet their new brother. Our lives went into motion. Nurses were much more encouraging than the doctor who had delivered Steven had been.

Muscles are underdeveloped in children born prematurely, and there is also low muscle tone in children with Down Syndrome. I was determined that he would nurse, as all of the other five children had done. It took seven months before he developed the muscles to completely nurse and be able to maintain his weight. It was a very, very slow process. Each time I nursed him, it took forty five minutes to an hour. I had to then force feed him with a bottle that I would slowly put pressure on, carefully making sure he did not choke. Our wonderful pediatrician continually encouraged me by saying "Keep nursing him. You are helping him develop the muscles for speech later."

I called everywhere, while I was in the hospital, trying to find a developmental pre-school for him to attend as soon as possible to begin working with muscles, expressions, understanding, learning to use his arms and legs, and developing the muscles to hold up his head. He began services at the age of six weeks. At first, it was an 86 mile round trip, 3 days a week. The next six years included hospitalizations, respiratory infections, ear infections, pneumonia and a whirlwind of events. Leaving the place where he had such caring teachers, respiratory therapists, occupational therapists, speech therapists and true friends was very emotional, but he was ready for the public schools. We moved to a larger city for better services, but nothing came easy. Advocacy training was something we began to learn from day one. We were also a part of a support group that we attended with other parents, and we attended Families Together weekends.

We did not accept what the school district offered, but instead insisted that an Individual Education Plan be developed to meet Steve's needs. Elementary school was a learning experience for all, but teachers were excited and we worked well together. He succeeded wonderfully. Fear set in as we prepared an IEP to follow Steve to middle school. The principal made it very clear that Steve was not wanted there. Despite many struggles, high school brought many ups and downs as well. We could never count on any consistency. Steve graduated in 2001 with straight A's, which he had maintained all through his twelve years of school.

Steve now takes classes at the local Junior college and lives in an apartment with a neat roommate who is 27 years old, very caring, compassionate and has no disabilities. He also is enjoying his favorite pastimes— bowling, being a senior patrol leader in scouts, playing basketball weekly with a group of regular guys, working out at the YMCA, going to dances and doing group music therapy for fun. He keeps very busy!

*Bernita Engleken, Bucyrus*

*Are you a parent of a child with a disability?  
Is your community adequately  
supporting your child?*

## **Advocacy in Special Education**

**A Free Internet Course  
to Empower Parents**

**Filled with information for successful advocacy!**

- ☞ Know your legal rights
- ☞ Learn practical strategies to obtain services and supports
- ☞ Understand special education documentation
- ☞ Connect to parent support networks
- ☞ Print a resource list with nearly 400 references
- ☞ Earn a course certificate
- ☞ Enter a drawing for a \$25 gift certificate

***Available only for a limited time—  
register today!***

**To register e-mail: [advocacy@tc.columbia.edu](mailto:advocacy@tc.columbia.edu)**

Visit: [www.SPED.advocacy.com](http://www.SPED.advocacy.com)

This course is part of a research study approved by Columbia University in New York. Participation is voluntary, all information is confidential, and there are no obligations.



## **A Review for Education Advocates**

*By Darla Nelson-Metzger, Education  
Advocate Co-Coordinator*



**H**ow many of you are asking yourselves, “Where did the summer go?” I know I am asking myself that question as I prepare for my second son to start school for the first time. I also need to remember that I have three other students who will be starting school soon. These are the three kids for whom I am an education advocate. A quick review of your rights and responsibilities might be an appropriate way to start off the school year—so here it goes. As an education advocate, you have the right to:

1. prior written notice whenever the school proposes a special education action;
2. inspect and review all education records with respect to identification, evaluation, placement, and provision of a free, appropriate public education;
3. consent or refuse consent for the school to release education records;
4. consent or refuse consent for the school to conduct a preplacement evaluation or place a student in special education services;
5. consent or refuse consent for the school to conduct a reevaluation;
6. be informed of and to attend IEP meetings; (meetings are to be held at a mutually agreed upon time)
7. be provided a copy of the IEP and the evaluation report;
8. be provided with written updates of progress at least as often as parents of students without exceptionalities are updated; and,
9. be notified of long-term or short-term suspension or expulsion.

As an education advocate, you will encounter school personnel who are not familiar with your rights. I know I spend some time each year informing different teachers, therapists, and administrators of my role. Always give them the benefit of the doubt and some time to get it right. If problems persist, however, you may need to take further action. You also have the right to formal complaint processes, mediation, and due process.

Perhaps the most important thing to remember is that all of the Families Together staff is here to assist you in your duties as an education advocate. If you have questions, please feel free to contact the center or regional coordinator closest to you. Have a great school year and as always, thank you for your efforts on behalf of Kansas kids!

## **Locker Locks**

*Submitted by Leia Holley,  
Kansas City Center*

**H**aving your own locker is a rite of passage for students in middle school. Yet for students with disabilities, the inability to use a combination or key lock can be an obstacle. What if a student could open his locker lock remotely- just like you unlock a car door? Sound impossible? A simple inexpensive assistive technology solution is available. It is a remote controlled padlock and it is available in the hardware department of Wal-Mart and many other stores.





## Q&A

**Q.** Does the school have to inform me of who will be at my child's IEP meeting?

**A.** Yes. In notifying you about the meeting, the school must indicate the purpose, time, and location of the meeting, and who will be in attendance. In addition, if a purpose of the meeting will be the consideration of a student's transition services needs or needed transition services, the notice must also inform the parents that the school is inviting the students, and identify any other agency that will be invited to send a representative. This written notice is required at least 10 days prior to the meeting. The school must also inform the parents of the right of the parents and the school to invite other individuals who have knowledge or special expertise regarding the child to be members of the IEP team. Parents are encouraged to let the school know whom they intend to bring. Such cooperation can facilitate arrangements for the meeting, and help ensure a productive child-centered meeting.

## Family Voices

*Submitted by Susan Arnold, Topeka Center*

**T**he *Center for Health and Health Care in Schools* has a great website for accessing important information and resources related to children and adolescent health in schools. Created within the website is the *Parent's Resource Center* which provides two types of information: 'Learn How' – a section that provides valuable links to parent-friendly resources on child and adolescent health, and 'Act Now' – a guide written by the Center to help parents assess health-related services and programs at their child's schools. This site offers health issues news, surveys, fact sheets, health tips, and more for parents and professionals. Check it out:



[www.healthinschools.org](http://www.healthinschools.org)

## Los Doce Mandamientos Para Padres De Niños Con Necesidades Especiales

*Sometido por Isabel Aguilera, Garden City Center*

El nuevo año escolar ha empezado e yo quiero compartir con ustedes los doce mandamientos para los padres de niños con necesidades especiales. Yo espero que ellos serán útil para usted y su niño como ellos han sido para mí.

1. Usted es el mejor voz y la persona mas consistente para abogad por su nino.
2. Usted tiene informacion valiosa sobre su niño. Profesionales necesitan su entrada.
3. Usted necesita escribirlo y guardar una copia.
4. Usted intentará resolver los problemas al nivel más bajo pero no dude avisar una autoridad superior si la no problema esta resuelto.
5. Usted necesita guardar los archivos.
6. Usted tomará tiempo para pensar un través de la información cuando necesita.
7. Usted tomará tiempo para pensar a través de la información antes de hacer una decisión. Nunca tome una decisión de la cima de su cabeza.
8. Usted tiene el permiso para hacer menos que perfecto. Lecciones importantes son aprendedas de éxitos y fracasos.
9. Usted no se volverá un mártir. Decida tomar un descanso de vez en cuando.
10. Usted mantendrá un sentido del humor. Es grande para su salud emociona y la de su familia.
11. Usted siempre recordará decirles a las personas cuando ellos están haciendo un trabajo gran.
12. Usted animará que su niño haga decisiones por ellos mismos porque algun día ellos necesitarán hacerlo. La práctica es buena para ellos.

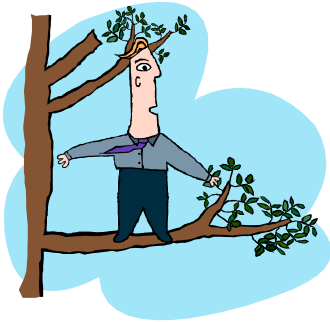


Me gustaría sugerir que usted ponga ésta pagina en alguna parte donde es facil encontrar para que usted pueda frecuentemente referirse a ella. Yo le deseo un año escolar muy feliz y productivo para usted y su niño. Si le gustara avisarme, por favor llame a Familias Unidas : (620) 276-2380...gratis 1-(800) 499-9443.

## 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 a 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.  
3033 W. 2nd Ste. 106  
Wichita, KS 67203

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

### Thank you!

## KPIRC

Kansas Parent Information Resource Center  
PO Box 320  
Lecompton, Kansas 66050  
785-887-6711  
866-711-6711  
fax: 785-887-6711  
e-mail: [nkraft@nekesc.org](mailto:nkraft@nekesc.org)  
website: <http://www.kpirc.org>

## NICHCY

*National Information Center for  
Children and Youth with Disabilities*

**NICHCY has NEW Website!!**  
Same address - [www.nichcy.org](http://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](http://www.nichcy.org)

## A Note From the Director's Desk...



Dear Families and  
Education Advocates:

Where did the summer go?

At Families Together, we have been working hard to put together a great series of conferences for you in this school year. The dates for the overnight events are in this issue. Our theme will be MAGIC: Make a Giant Individual Commitment. We will have a great time learning from each other as we work our magic together.

In the last newsletter, I asked each of you to consider the value of Families Together services to your family. Many of you sent contributions. You will see the list of families who sent a donation in this newsletter. Thanks to each of you for letting us know that the services you have gotten from our staff members have helped your son or daughter to get a better education or to be more involved in your community. If you meant to send a check and forgot, we welcome donations at any time.

The state budget crunch has impacted the budget for Families Together. We hope to create the same level of service with a little smaller staff. Your contributions will make a big difference!

Have a great school year! Call us for information or assistance along the way.

Sincerely,  
Connie

# KANSAS RESOURCES

Families Together toll free numbers:

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

## 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

## Beginnings for Parents of Children Who are Deaf or Hard of Hearing Parent Group

Beginnings was established to provide emotional support and access to information as a central resource for families with deaf or hard of hearing children, ages birth through 21. Beginnings provides an impartial approach to meeting the diverse needs of these families and professionals who serve them. Services are also available to deaf parents who have hearing children.

800-541-4327

<http://www.beginningssvcs.com/index.htm>

## Alexander Graham Bell Association for the Deaf and Hard of Hearing Parent Group

Gathers and disseminates information on hearing loss  
Promotes the early detection of hearing loss in infants  
Encourages the use of speech and speechreading

[www.agbell.org](http://www.agbell.org)

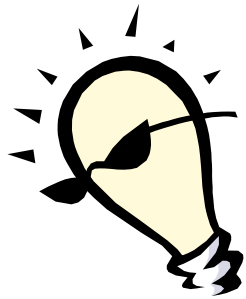
## American Society for Deaf Children Parent Group

Membership organization providing information to parents and families with children who are deaf or hard of hearing  
Promotes the use of sign communication for deaf children and their families. PARENTDEAF-HH — An internet discussion group for parents founded by ASDC

800-942-2723

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

## Check Out these Internet Resources!



Family friendly fun— enhancing the quality and fun of family life for special needs families  
[www.family-friendly-fun.com](http://www.family-friendly-fun.com)

Parents Helping Parents— meeting children's special needs through parents helping parents [www.php.com/](http://www.php.com/)

Our-Kids— devoted to raising special kids with special needs The Our-Kids web site supports the Our-Kids email list. Our-Kids is a "family" of parents, caregivers and others who are working with children with physical and/or mental disabilities and delays. [www.our-kids.org/](http://www.our-kids.org/)

## [www.thegraycenter.org/ask\\_the\\_experts.htm](http://www.thegraycenter.org/ask_the_experts.htm)

This is a great website for information on Autism and Aspergers syndrome. This also has information that addresses disabilities that have sensory issues.

## Recreation Resources for People with Disabilities

DRM Guide to Disability Resources on the Internet  
[www.disabilityresources.org](http://www.disabilityresources.org)

Directory of Sports Organizations for Athletes with Disabilities  
[www.aapmr.org/comsumers/athletes.htm](http://www.aapmr.org/comsumers/athletes.htm)

Disability Travel and Recreation Resources  
[www.makoa.org](http://www.makoa.org)

National Center on Physical Activity and Disability  
[www.ncpad.org](http://www.ncpad.org)

American Camping Association [www.acacamps.org](http://www.acacamps.org)

Kids Camp [www.kidscamps.com](http://www.kidscamps.com)

Breckenridge Outdoor Education Center [www.boec.org](http://www.boec.org)

Wilderness Inquiry.Inc. [www.wildernessinquiry.org](http://www.wildernessinquiry.org)

North American Riding for the Handicapped Association  
[www.narha.org](http://www.narha.org)

Campfire USA [www.campfire.org/](http://www.campfire.org/)

Boy Scouts of America [www.scouting.org/](http://www.scouting.org/)

Girl Scouts of America [www.gsusa.org/](http://www.gsusa.org/)

4-H Club of America [www.4-h.org/](http://www.4-h.org/)





# Thankyou!



Families Together wishes to thank the following

Contributions for 03/01/2004 — 07/31/04

Teresa Benson	Southeast Optimist Club of Wichita
Jodi DeLong- Jay Wolfe Auto	Sharon Andrews
Donald & Denise L Frickey	The Wils Family
Cecelia Schreiber	The Dutro Family
Bill & Jean Long in Memory of Charles R (Bob) Long	Doug Petrie
Mrs. Alexander	The McKelvin Family
The Moffith Family	The Weddle Family
The Bergstrom Family	The Allen Family
The Hanson Family	The Kress Family
Woner, Glenn, Reeder, Girard & Riordan Law Firm	The Breen Family
The Martinez Family	The Laird Family
The Purdy Family	Fundamental Learning Center, Inc.
The Anderson Family	Leca Good
The Spence Family	The Wheat Family
The Reuber Family	The Anderton Family
The Herl Family	The Schmidtberger Family
The Rogers Family	The Campbell Family
KC Public Schools	The Thomas Family
Michelle Wisdom	Baby Warehouse
Prairie Pilot Club of Wichita, Inc.	Doug Petrie

***A special "Thanks" goes out to all of our volunteers who help make Families Together a success.***

Our hope is to acknowledge all contributions.

*Submitted by Shannon Garrett, Wichita Center*

# The Kansas Deaf-Blind Consortium needs you!

*Submitted by Jacque Clifton, Independent Living Resource Center, Inc.*

If you are the parent, guardian or family member of a deaf-blind child, we need your help! The Kansas Deaf-Blind Consortium is made up of many organizations that provide services to people with vision and hearing loss. They meet about every six weeks to discuss services and supports available in the community for deaf-blind individuals and their families. The KDBC would like to have more families involved so the KDBC members get a good picture on what the needs in the community really are. For more information about the Deaf-Blind Consortium, visit the Kansas State Project for Deaf-Blind Youth's website at: <http://www.kansped.org/ksde/deafblind/deafblind.html>. There is a link for the KDBC brochure and you can read about the organizations currently involved. The KDBC has a workshop focusing on Orientation and Mobility (O&M) for deaf-blind children coming in October. Teachers, therapists and families are invited to attend. For more information on the KDBC, please contact Jon Harding at 913-677-4562 or Jacque Clifton at 316-942-6300 ext 222.

## You Can Support Families Together in Many Ways

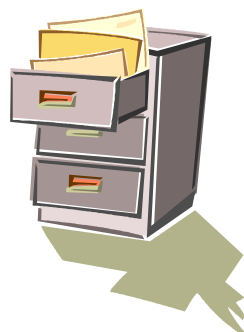
As the numbers of families we serve and the needs of their children intensify, our organization struggles to find the financial resources necessary to grow to continue to meet these needs. Meeting the needs of Kansas families which include a child with a disability takes a major commitment of funds, expertise and time.

Families Together is a non-profit, tax exempt corporation. Your donations are tax deductible. Please consider the Families Together Wish List your guide to making a difference. A donation from you creates another avenue for Families Together to increase our existing resources.

### Wish List from the Centers

#### General Supplies:

- 8½ x 11 paper– white and/or colored
- 1/3 cut manila file folders
- letter size hanging file folders
- large manila envelopes
- writeable computer CD's
- floppy disks for computer
- color laser jet printer



If you wish to make a donation, please call the center nearest you.

**THANK YOU!**

## Advertising Policy for Families Together, Inc. Print Newsletter

Families Together, Inc. will only consider informational advertisements.

No "issue" advertisements will be accepted.

Advertisements for ½ page or smaller will be considered.

Families Together has editorial discretion on all copy submitted for publication.

Families Together has the right to reject any advertisement that does not fit with our mission and philosophy of services to persons with disabilities.

Cost of advertisements:

½ page \$150

¼ page \$80

One eighth page \$45

Please submit ads and payment to:

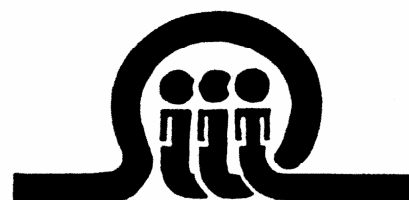
**Families Together Topeka Center  
501 SW Jackson Suite 400  
Topeka, KS 66603**

**785-233-4777**

**800-264-6343**

**e-mail:**

**[topeka@famielstogtherinc.org](mailto:topeka@famielstogtherinc.org)**





# Fall 2004 Calendar of Events

Date	Event	Contact
Aug. 25-26, 2004	Supporting Family Caregivers Conference, Wichita	316-943-1191
Sept. 10-12, 2004	Sound Beginnings Family Conference, Wichita	785-368-7167
Sept. 16-17, 2004	Specialized Training of Military Families (STOMP), Wichita	316-759-6278
<i>Sept. 25, 2004</i>	<i>Families Together Mini-Conference, Garden City</i>	<i>888-820-6364</i>
<i>Oct. 2, 2004</i>	<i>Families Together Mini-Conference, El Dorado</i>	<i>888-815-6364</i>
Oct. 7-8, 2004	Governor's Conference on the Prevention of Child Abuse and Neglect, Wichita	785-274-3100
Oct. 8-9, 2004	Kansas Deaf-Blind Consortium workshop on Orientation and Mobility & Deaf-Blindness, Kansas City	913-677-4562
<i>Oct. 15-16, 2004</i>	<i>Families Together Parent Networking Conference, Topeka</i>	<i>800-264-6343</i>
<i>Oct. 22-23, 2004</i>	<i>Families Together Statewide Conference, Garden City</i>	<i>888-820-6364</i>
Nov. 15-16, 2004	"Building Positive Relationships with Children, Families and Their Communities" Kansas Head Start Association Annual Conference, Wichita	660-679-3703
Nov. 17, 2004	TASH National Conference, Reno, Nevada	<a href="http://www.tash.org/">http://www.tash.org/</a>
<i>Dec. 3-4, 2004</i>	<i>Families Together Parent Networking Conference, Wichita</i>	<i>888-815-6364</i>
<i>Feb. 2005</i>	<i>Families Together Parent Networking Conference, Hays</i>	<i>866-775-7710</i>
<i>Mar. 4-5, 2005</i>	<i>Families Together Family Enrichment Weekend, Garden City</i>	<i>888-820-6364</i>
<i>Mar. 4-5, 2005</i>	<i>Families Together Parent Networking Conference, Chanute</i>	<i>877-948-3049</i>
<i>Mar. 11-12, 2005</i>	<i>Families Together Parent Networking Conference, Salina</i>	<i>866-778-7710</i>
<i>Apr. 1-2, 2005</i>	<i>Families Together Family Enrichment Weekend, Lawrence</i>	<i>877-499-5369</i>
<i>Apr. 8-9, 2005 (tentative date)</i>	<i>Families Together Early Childhood Family Enrichment Weekend (ages 0-3 years), Wichita</i>	<i>888-815-6364</i>
<i>Apr. 22-23, 2005</i>	<i>Families Together Parent Networking Conference, Hutchinson</i>	<i>888-815-6364</i>



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Or email **PTP@families-togetherinc.org**

**Thanks!**

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