

OUR MISSION

The Arc of Spokane Advocacy & Family Support Team provides information, education, resources, support, and advocacy to people with developmental disabilities and their families. Our goal is to help people become more informed and to empower people to become better equipped to access the services and supports they need. We promote independence and choice and respect the values and perspectives of families. We strive to be responsive to the needs of families and provide the understanding and support that families need.

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How Can We Foster Independence in Our Child with Special Needs ?

Prepare your child at home for the new challenges he or she will face in adult living. Above all, foster as much independence as your child is capable of achieving. Here are some suggestions for helping your child to become as independent as possible.

- Devise realistic household chores and insist upon completion. A small child can dust chair legs, baseboards, and wash windowsills.
- Teach basic cooking skills. Microwaves and easily prepared foods make simple cooking possible for practically everyone.
- Expect children to accept consequences. Excuses are not going to help when they reach adulthood. Children need practice in accepting responsibility for their behavior.
- Allow children to take risks. They will learn—by trial and error—their own style of compensation. Give them the joy of accomplishment, of living with the results of their own decision-making. Help them to cope with the results of an error in judgment and don't penalize them by saying "I told you so."
- Don't set a double standard for children in the family. Expect all of the children—disabled or not—to conform to certain basic rules for courtesy and moral behavior.
- Don't allow the child with disabilities to think he or she deserves special treatment. Try to make his or her routine as much like that of the rest of the family as possible.
- Teach social skills to your child with a disability. Remember that it is hard to be a friend of someone who doesn't have appropriate social skills.
- Encourage the child to work at a community job or a job in the home or neighborhood (volunteer work is helpful as well as paid employment).
- Stress good work habits like being on time, completing tasks, and doing work neatly.
- Be sure that your child socializes with individuals without disabilities as well as individuals with disabilities. Have your family interact with families who do not have children with disabilities.
- Allow your child to develop as many practical skills as possible, including such things as driving (even if it takes extra lessons), music appreciation, or sports.
- Help your child to set realistic goals.
- Let your child make as many decisions for himself or herself as possible. This will give the child personal management skills necessary for adulthood.
- Don't allow your child to manipulate you. Manipulative behavior interferes with achieving maturity as an adult.
- Involve your child in ordinary activities of running a home like mowing the lawn, taking out the trash, learning to fix a lamp, hanging pictures, doing the laundry. The child may not be physically able to do all of these tasks, but knowing how they are done is important.
- Encourage money management, budgeting, and saving
- Encourage your child's sense of humor. Make laughter part of every day.
- Help your child to develop leisure time skills like

(Continued on page 2)



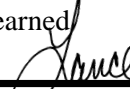
Lance's Notes

The cover article this month gives some great advice on things that we can do for our sons and daughters with developmental disabilities to help them be as independent as possible. With the stories from all the families that I have met and worked with over the past 11 years in mind, this article provides some very valuable, concrete input to us as parents. I remember asking adults with disabilities questions about what their parents did well and not so well when they were young. I took their input to heart to be the best father I could be to Lance Jr.

In some of the workshops and presentations that I do, I ask parents the following questions. Do you think your son and daughter will live with you for the rest of "your" life? I specifically mention the parents' life because the reality is that our sons and daughters will probably outlive us and we need to plan for their future if we are not here. A father once told me "the difference between families that have a child with special needs from the typical family is that you need to plan for the future of your child beyond the end of your own life." The reality is, if we don't plan for the future of our sons and daughters, someone else will and there is no guarantee that they will have the same values and vision we hold for them in mind.

The other comment I make is that nothing magical happens at age 18 or 21 that makes a person want a job if that value has not been encouraged throughout the person's life. I was talking to a person the other day that summed up the value of a job for people with developmental disabilities quite well. He said simply "if you want a better quality of life, get a job. If you want a better living situation, get a job. If you want better transportation, get a job! If you want a more active social life, get a job! It makes so much sense. One thing we can do when our children are young is have expectations of them and give them chores and responsibilities just like anyone else.

In my opinion, the way that we can best plan for the future is to encourage as much independence and responsibility for our sons and daughters as possible. We cannot be there every minute of their lives to watch out for them and protect them from every bad thing that can happen. I know this is the biggest worry most of us have as parents. There are several ways that we can ensure a good life for our children as adults, and it might be a good, healthy balance between having supports in place to assist them, having high expectations for them, encouraging them to make good decisions and maybe even allowing them to make a mistake or two to learn from. Unfortunately, I have learned most lesson in life the hard way by making mistakes. Can anyone else relate?



participation in sports, daily exercise, hobbies, computer or table games.

- Teach your child to think of others—remembering birthdays, saying thank you, volunteering to help, listening to others.
- Develop your child's conversational skills. People are boring who can only talk about their disability or who keep bringing the conversation back to themselves.
- Provide sex education.
- Concentrate on the child first and the disability second.
- Model and monitor good grooming habits.
- Teach as many personal care skills as your child can learn and teach them when your child is young. If your child is going to require personal care services for a lifetime, allow another person—outside the family—to care for his or her personal needs as the child becomes a teenager.
- Make a determination about guardianship.
- Plan financially, including making a will, getting a Social Security number for the child, and applying for Supplemental Social Security and Medicaid when the child reaches 18.

Reprinted in part from *Parents' Guide to Transition: What Happens After High School?*
Written and edited by Katharin A. Kelker, Ed.D. and Roger Holt, ATP

Our Readers

Advocacy & Family Support is produced monthly and provides information to parents, grandparents, guardians, other family members, professionals and other adults who have a person with special needs in their life. We encourage you to copy and share this information. Please credit *The Arc of Spokane Advocacy & Family Support* and, where possible, the author.

Submissions

Please send submissions for our next issue by September 20 to:

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Mailing List

If you would like to be added to, or removed from our mailing list, please call Deanna Noland at (509) 328-6326.

E-mail List

To receive this newsletter in PDF format via email, visit www.arc-spokane.org/maillinglist.htm and click on the link for **Advocacy & Family Support**. At that location you may also subscribe to lists for Local Events, Statewide Events, Legislative Advocacy and The ArcLite newsletter.

Disclaimer

The inclusion of any article or resource in this newsletter does not imply endorsement.

Contents are intended for informational purposes only.



Cathie's Notes

Summer is coming to an end and that means that the school year is just around the corner. I can hear the moans of children all across Eastern Washington!

This is a time of renewed reminders to our children about being safe when traveling to and from school. For some of you this also means the process of learning routes to new schools since moving into your new home. Please remind your children not to talk to strangers and to travel home with a friend or neighbor instead of alone after school. Walking home with a friend or neighbor will make it a safer journey. We always taught our children two routes home that they could take. Then if I needed to find them in route home I could locate them easily. This always helped me when they were 3 minutes late and I was in a panic to find them as they dawdled along looking at the newest neighborhood kitten or puppy.

Our program has a few openings for down payment assistance but they are filling up fast. In November or early December, we should be in the process of applying for new funding to offer down payment assistance. Funding for down payment grants from the state or federal government is limited in this financial atmosphere.

As a result, we may need to offer a lower down payment assistance to families in the coming year. We will be evaluating what any new loan amounts might be over the next few months. The amount we can loan out is dependent on how much we receive in a state grant to allow us to make down payments available in our community. If the amount we receive is lower we may be forced to lower that amount we can give out to each family. I will keep you posted on our down payment program rules in the coming months.

For new families thinking about buying a home, I want to remind you to research information about the schools in the neighborhoods where you want to purchase a home. Most school districts in Spokane County have web sites with information about schools and activities in their district. Some of our newest homebuyers have registered their children in schools close to the home that they will be closing on in the next month. This will help the children make new friends in the new neighborhoods that the families have chosen.

Spokane has all those wonderful "Dollar Store's" that will help families make the return to school a special occasion. You will find small containers for packing lunches and stickers to decorate them in an individual way for your children. Kids like to have something different than all the other children. Remember you can freeze a bottle of water that fits the lunch box to help keep meals prepared at home safe to eat during the lunch time. The water bottle will thaw out in time for your child to have some extra hydration during their break for lunch.

Wishing you a happy and safe return to school!!!

Cathie

Roz

Cool School Lunches

HomeOwnership
Opportunities



All parents have a different idea of what is healthy food and what is not. In your child's early years, you have had the opportunity to hand select and monitor what your child eats for lunch. They are in school and all that has changed. Either the cafeteria is choosing the food they are eating or your child may be carrying a lunch you have packed. Now it is time to test their own ability to make good choices in what they eat for lunch. It is only natural for your child's eyes to wander and notice, and want what other children are eating. You can help teach your child to pack a healthy lunch each day and start to meet one of their own independent skill levels that is needed when they are grown up.

Quick lunchbox suggestions include the following: Dried fruit; Nuts; Fresh fruit pieces or piece of whole fruit; celery sticks filled with cream cheese and raisins or white bean dip; sugar snap peas with ranch dressing for dipping; yogurt or a smoothie; lunch meat roll ups with cream cheese and an asparagus in the middle; hard-boiled egg; cheese cubes or string-cheese logs; peanut butter (or sunflower butter) and apple slices or crackers; white bean dip or hummus with carrots and mini-pita breads; whole-grain crackers or pretzels; trail mix made from cereal, nuts and dried fruit

Talk to your child about lunchtime. Don't assume if the lunch box comes back with uneaten food that your child didn't like it. Perhaps they may not have had enough time to eat, or they spent lunchtime doing too much socializing with friends and just didn't get everything ate.

Kiwi Wraps or Rolls

1T. peanut butter or sunflower butter
1T cream cheese
½ kiwi
Tortilla-whole wheat or plain (squared)

- Remove the skin of the kiwi and slice it into thin rounds.
- Spread peanut/sunflower butter over half the wrap and cream cheese on the other half of the wrap.
- Arrange the kiwi slices evenly over the cream cheese.
- Beginning on the cream cheese end, gently roll up the tortilla forming a log shape.
- The peanut /sunflower butter will act as the glue to keep it together.
- Serve.





Because we ALL deserve to be safe

Hello All!

By the time you read this, School will have already begun for most of the districts in Spokane County. School is a great time for students to strengthen old friendships and make new friends. For older students some of those friendships may grow into something deeper.

Is your child prepared for this? Are *you* prepared for this? If you answered "no" to either of these questions, you, and your child, may be interested in a few of the new activities of the Partnership this year.

One of the new activities is an "I still have a few questions..." night for students ages 15 – 21. Actually, it is 2 nights, covering topics such as anatomy, physiology, personal hygiene and sexual reproduction. The purpose is to open up the discussion on the topic and determine if there are areas where additional information is needed; think of it as an informal review. Parents will be offered a choice of training materials specifically designed for teaching children with intellectual disabilities. The hope is that both parent and child will want to continue the discussion (with the provided information) at home.

If you would like more information, or you think your child may be interested, please call me to register. The nights are scheduled for the end of September and registration is required to participate.

Stay Safe!

**Would you like to receive this
newsletter electronically?**

**Please help us!,
Save trees, and postage!**

It's easy...

Just go to www.arc-spokane.org,

And click on Newsletters,

Then call Deanna @328-6326, and
remove your name from the mailing
list.

That's all folks!



Parent to Parent now has a Discussion Forum for parents, family, friends & providers who love & care about people with disabilities or chronic health issues. It's brand new, go visit <http://p2pspokane.forumotion.com/forum.htm> and become a member today.

Note: Some of the categories are set to PRIVATE for members only.

The Arc Advocacy & Family Support Team

The Arc of Spokane Advocacy & Family Support Team provides information, education, resources, support, and advocacy to people with developmental disabilities and their families. Our goal is to help people become more informed and to empower people to become better equipped to access the services and supports they need. We promote independence and choice and respect the values and perspectives of families. We strive to be responsive to the needs of families and provide the understanding and support that families need.



Spokane County Parent Coalition offers information, education, resources, and advocacy to families. Important issues are addressed through workshops, conferences and mailings. Training is provided for advocacy at the local, state and federal levels. A scholarship fund is available for families to attend workshops. Contact Lance Morehouse at (509) 328-6326 or email him at lance@spokaneparentcoalition.org



Parent to Parent gives emotional support and information to parents about their child's disability or special health care needs. The program provides parent matches, monthly parent support groups, a newsletter, sibling support groups called SibShops and other workshops on issues important to families. Contact Helen Black at (509) 328-6326 or hblack@arc-spokane.org.



Individual Advocacy provides information, referrals, individualized support and advocacy to empower persons with developmental disabilities and their families so they may address the issues they face in their lives. This could include providing emotional support, exercising and protecting legal & civil rights, assisting in accessing community services, and collaborating with those services as needed to best serve the individual. Contact Kendra Wolf at (509) 328-6326 or kwolf@arc-spokane.org, or Roz @ rbethmann@arc-spokane.org.



HomeOwnership Opportunities coordinates and assists qualified applicants in the process of owning their own home. An action plan will break down the complex tasks into manageable pieces such as finding down payment and low interest loans. Classes and resources on maintaining the home are also offered. Contact Cathie Griffith at (509) 328-6326 or cgriffith@arc-spokane.org, or Roz @ rbethmann@arc-spokane.org.

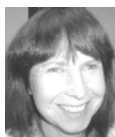
Spokane Fathers Network provides opportunities for fathers to share the joys and challenges of raising children with special needs. Support and resources to fathers and families of children with special health care needs are provided. Contact Gregg Osborne at (509) 768-1383 or darciandgregg@comcast.net



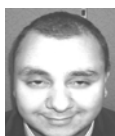
Senior Families Support Group meets monthly to assist families who have sons and daughters over the age of 30 with developmental disabilities to plan for the future. Parents discuss the challenges they face and hear from guest speakers on topics and issues important to their lives. Contact Deanna Noland at (509) 328-6326 or dnoland@arc-spokane.org.



The Partnership for the prevention of sexual assault and exploitation of people with developmental disabilities. This program provides an annual Safety Rally and Resource Fair, Community presentations, a resource directory, and relationship education groups for young adults. Contact Theresa Fears at (509) 328-6326 or tfears@arc-spokane.org.



The Self Advocacy Program provides support and advocacy to people with developmental disabilities. The mission is to promote consumer driven services provided by a self-advocate. Services include mentoring, presentations, person centered planning and resource and referral. Contact John Lemus at (509) 328-6326 or jlemus@arc-spokane.org



IEP Meeting Facilitation; Q & A's

A facilitated IEP (Individualized Education Program) meeting is an option for early conflict resolution that is available to parents and schools. In a facilitated meeting, a trained neutral facilitator helps the IEP team with the process of deciding what will be included in the IEP. This facilitation may take the place at any IEP meeting when the team members feel that they will not be able to reach agreement without meeting facilitation. The option of a facilitated IEP meeting is voluntary. The parents and the school staff must agree to the use of a facilitator.

Why would I want to participate in a facilitated IEP meeting? The purpose of facilitation is to help the school and family reach an agreement on the IEP when there has been a history of disagreement and/or communication difficulties in planning for the student's education. The use of a third party neutral oftentimes can help parents and districts to arrive at an IEP that is mutually acceptable.

How do I request a facilitated IEP? The parent, guardian, adult student or school staff may request a facilitated meeting by calling the Special Education Support Center at 1-877-843-1343 or making the request online at www.specialeducationsupportcenter.org. Support Center staff will work with individuals to obtain agreement from both the family and the district for IEP Meeting Facilitation when appropriate.

What is the cost of a facilitated IEP meeting? The Special Education Support Center is funded by a grant from the Washington State Office of Superintendent of Public Instruction. IEP meeting facilitation is free.

Is the facilitator a part of the IEP team? The facilitator is a third party and remains neutral throughout the facilitation process. He/she does not act as a member of the team. Instead, the facilitator guides the team through a meeting process that provides team members the opportunity to reach agreement on the Individualized Education Program (IEP).

Who are the facilitators? The Special Education Support Center has a list of skilled facilitators. The facilitators include community members, parents and educators who have experience and training in facilitation processes and IEP requirements.

Where and when are facilitated IEP meetings held? The date and location of the meeting is set by the district. Once the district and family have agreed upon a mutually acceptable location and time, the Support Center will assign a facilitator to the meeting.

What is the role of the facilitator? The facilitator:

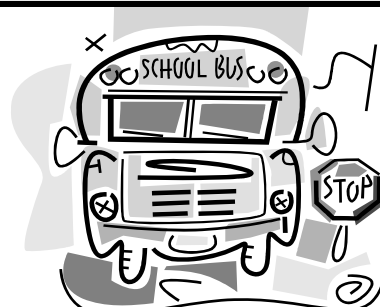
- Maintains impartiality and does not take sides, place blame or determine if a particular decision is right or wrong
- Models and helps maintain open, respectful communication among team members.
- Helps team members develop and ask clarifying questions about issues that may have come up in previous meetings or communications
- Helps the IEP team focus on creating an IEP that meets the needs of the student
- Helps to keep the team members on task
- Offers ways to address and resolve conflicts in the development of the IEP
- Assists team members determine how to deal with important topics which are unrelated to the IEP
- Maximizes the use of the time spent in the IEP meeting
- Guides the discussion, keeping the team's energy focused on the student

The facilitator:

- Will not offer an opinion regarding the legal issues
- Will not determine if the IEP meets regulatory requirements
- Will not interject suggestions regarding the content of the IEP



www.arc-spokane.org



The
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Advocacy & Family Support September 2009 Page 6

Eunice Kennedy Shriver transformed prospects for people with developmental disabilities

I was in full-bore hell-mother-on-wheels mode, working over the kindly principal at the school where my son's special-education program was moved. His bus, which collected other students in special education, was consistently delivering him to school 25 minutes late. The school utterly disarmed me with a solution that scared me to death: My son would ride with our neighborhood's kids on the regular-ed bus.

Two years later, I'm ashamed for not insisting on the idea myself. My fears of bullying went unrealized. Now, my son knows all the kids who wait at the corner, their parents and some of their dogs. And, the best part? *They know him*. I've told that story a couple times this week as I've talked about the passing of Eunice Kennedy Shriver with friends who also love people with intellectual and developmental disabilities. It was Shriver's love of her sister, Rosemary, that helped change the prospects for people like my son and millions of others.

As many obituaries noted, Shriver was also the sister of President John F. Kennedy, but her contributions are monumental in her own right and not only as the founder for the globally successful Special Olympics. The combination of her relationship to the president and their mutual devotion to their sister began a critical national conversation — still far from complete. Writing in the Sept. 22, 1962, issue of the *Saturday Evening Post*, Shriver revealed to the nation, in the vernacular of the time: "Rosemary was mentally retarded." Shriver's groundbreaking article rejected the "dark ages" practices of shame-filled segregation of people with developmental disabilities and of rushing infants off to institutions and printing false obituaries.

Shriver pushed the nation to change its mind. Not only to bring children and adults with disabilities out of institutions and into the light. Not only to welcome them to our neighborhoods, schools, restaurants and, *ahem*, bus stops. She helped them up onto platforms and put medals around their necks, honoring their accomplishments. Her exhaustive work sowed many seeds, including encouraging families to help their loved ones claim their places in society. Another *civil rights* movement was fanned.

Washington state was a leader. Under former Gov. Dan Evans, the state began moving children out of state institutions and supporting community-based programs to help families keep their children at home. He also requested and signed the 1971 Washington Education for All Act, a groundbreaking law guaranteeing students a right to education in their own school districts. The similarly named federal law was passed four years later.

In 2008, Bellevue College became the first institution in the nation to offer an accredited and academically rigorous associate degree for people with cognitive or learning challenges. There have been setbacks. Washington lawmakers broke their deal with thousands of families to help keep their children at home even in surplus budget years. Providing simple respite care and help with therapies can help a family to better manage the challenges of a special-needs family member. Considering the alternative, that's a bargain. And there was the gut punch of President Obama's comment on "The Tonight Show" in March. Host Jay Leno asked how his bowling game was, and the president said, "It was like Special Olympics or something." *Everyone* laughed.

Though his blunder was before a national audience, Obama made a private apology to Timothy Shriver, CEO of the Special Olympics. Obviously his gracious mother's son, Shriver accepted the apology but publicly and firmly suggested the national conversation needed more airing.

Too often, I hear good people use the derisive word "retarded" to describe their own goofs. It grates every time. There is much more to do. But I am so grateful to Eunice Shriver for starting the conversation. And I am grateful to the late Rosemary Kennedy for so inspiring her sister.



The founder of Special Olympics, Eunice Kennedy Shriver, sparked a national conversation that helped to transform the prospects of children and adults with intellectual disabilities. Times columnist Kate Riley notes that there is much more to do.

Kiwanis International sponsored

AKtion Club

Service Leadership
For adults living with disabilities.

An AKtion Club is a community-service group for adults living with disabilities. AKtion Club members attend club meetings where they learn about community issues, plan service and fundraising projects, and enjoy fellowship with other Kiwanis family members.

- Participate in an active life
- Contribute to the community
- Develop mechanical, creative, and intellectual abilities
- Participate in social activities
- Develop leadership skills
- Achieve personal and service goals

Contact Mark Newbold for membership application or information @ 325-3024, or mnewbold@moloneyoneill.com.

Senior Parent's Name Change!

to

Senior Families

A Support Group for families with an adult disabled member. We meet each month, hear speakers on topics such as future planning, community living, health issues, transportation, etc. Come join us for lunch, socialization, and discussion of current issues. Contact Deanna at 328-6326 or dnoland@arc-spokane.org.

Now that Congress has passed and President Obama has signed the **American Recovery and Reinvestment Act**, our hard work really begins. While the federal economic recovery package will pump billions of dollars into our state and local economies to support and create jobs, the federal stimulus package is not a cure-all for our economy or closing the state budget shortfall.

The **recovery.wa.gov** website is designed to help Washingtonians understand the recovery package and locate information that helps local governments find the right place to apply for funding. It also will serve as a "one-stop" location for **accountability** information so residents can see that the recovery money is being spent wisely.

<http://www.recovery.wa.gov/>

The Special Ed Advocate, August 11, 2009

Summer School for Advocates: Monitoring & Tracking Progress

Do you know: standard test scores, percentile ranks, subtest scores, age and grade equivalents on recent evaluations?

There's no way around it. To be an effective advocate, you must learn how to measure educational progress.

In this issue of the Special Ed Advocate you'll find Part 3 of Summer School for Advocates. Learn how to use information from tests to track a child's progress. You will also learn about the bell curve and how to use your child's test scores to create powerful progress graphs.

Not a subscriber? Sign up free today! Read previous issues. Please don't hesitate to forward this issue to other friends, families, or colleagues.

<http://www.wrightslaw.com/nltr/09/nl.081.htm>

Promoting Infant Mental Health:



Intervention Focused on the Parent-Child Relationship

A conference for diverse practitioners to consider dyadic approaches in helping young children at risk and their families.

practice based audience. Janet Dean is back this year by popular demand and Barbara Kalmanson will share her expertise with you.

http://www.ncast.org/files/Institute_brochure09.pdf

13th Biennial NCAST- AVENUW Institute September 14 & 15, 2009

NCAST Institutes have a long tradition of providing outstanding, quality education that is applicable to a

QUICK-LOOK CALENDAR 2009

September 2009

11-13 TBI Leadership Summit
14-15 NCAST—Parent/Child Relationship
21 IEP Basics workshop
26 SibShop
30 IEP Question & Answers

October 2009

14 Wills, Trusts & Guardianships
21-22 Career Planning—Autism Spectrum



Sibshops

September 26th

10 am—2 pm

the Arc Community Center
116 W. Indiana

Sibshops are pedal-to-the-metal celebrations of the many contributions made by brothers and sisters of kids with special needs.

Come share some fun, games, and food!
Ages 7 - 14 yrs; Over 14 may return as a Jr. Facilitator

Career Planning for Individuals with Autism Spectrum Disorders

October 21-22, 2009

Help Young Adults with ASDs Transition to Careers!

After several years of planning, Spectrum Training is delighted to announce that our two day Autism Career Planning conferences are now ready. After much dialogue with career planners, transition teachers, parents and other ASD concerned persons we planned these conferences to meet those specific, critical needs.

This high caliber career planning is the key to a successful future with positive long-term outcomes and is ESSENTIAL for:

- * Career counselors, job developers/job coaches, rehab administrators, vocational coordinators
- * Special education administrators, teachers, teacher assistants, case managers, therapists
- * Students, parents, caregivers, and young adults with ASDs (16+)

Date and Location: <http://www.spectrumtrainingsystemsinc.com/seattlecareer.html>

First Annual TBI Leadership Summit

In conjunction with the People First of Washington State Convention

Develop Group strategies, Develop a more inclusive network and plan for our legislative agenda, our mission, we will be inviting all the leaders from various groups everywhere to share information and ideas to create a better future for survivors everywhere....

September 11, 2009 - September 13, 2009

The Howard Johnson Plaza
9 North 9th Street
Yakima, WA 98901

RSVP Required;
email your interest to imaginationman@msn.com



Will Trusts and Guardianships

October 14, 2009
6:00—8:00 pm

Featuring: Dick & Karen Sayre
Attorneys

The Arc of Spokane
116 W. Indiana

ACTIVITY RESEARCH IN ADULTS WITH DEVELOPMENTAL DISABILITIES

I am a physical therapist who teaches at Eastern Washington University and am planning a research study that uses a pedometer type device to record the level of activity in adults (over 21 years of age) with developmental disabilities. This device weighs about 2 ounces, is worn on the right ankle and records the number of steps a person takes each day for up to 7 days. Gathering this type of information is important in order to identify those persons who may need to increase their activity level to maintain health and functional independence. Some earlier studies have shown that activity level is an important predictor of future physical function and independence in persons with developmental disabilities.

For this research, participants will be asked to complete a Timed Up and Go Test (stand up from a chair, walk 10 feet, turn around and sit back down in the chair) and walk for 2 minutes. After that, they will be given a StepWatch Activity Monitor to wear on their right ankle during waking hours for 7 days. At the end of 7 days, I will download the data from the device and show the participant how many steps they took each day during the previous week. The data collected will be used to present research papers at state and national meetings as well as to write articles that will be published in research journals.

If you are interested in participating in this project or if you are the parent or guardian of someone with a developmental disability and think they may have an interest in participating, please contact me at the phone number or email address below. Thank you.

Darl Vander Linden, Physical Therapist
Department of Physical Therapy
Eastern Washington University
Spokane, Washington
509-368-6613
Darl.Vanderlinden@mail.ewu.edu

People First of Spokane Valley

2nd and 4th Tuesdays 6:30:PM to 8:PM
511 North Argonne (Ambitions auditorium)

www.peoplefirstsv.com

People First of Spokane

(Lilac Chapter)

2nd and 4th Tuesdays 1:PM - 2:30:PM
Down Town Public Library in lower conference rooms

www.peoplefirstsv.com

Brain Injury Groups Spokane

2nd Wednesdays at

7:PM to 9:PM

St Luke's Rehab
room 200

www.tbiwa.org

North Idaho

3rd Saturdays

1:PM to 3:PM

Kootenai Medical Center
room KMC3

www.tbiid.org

TBI Survivors Network
(Advisory Board Development Meetings)

**4th Wednesday of
Each month**

Must contact Craig

imaginationman@comcast.net

<http://tbisurvivorsnetwork.ning.com/>

For more information call Craig Sicilia
@ 509-218-7982

Epilepsy Foundation Northwest Spokane! Adult Support Group:

3rd Thursday of each month from 6:30-8p.m.

Monday-Friday 1p.m.-5p.m.

**Ryan Oelrich, Program Manager; (509)325-1128
roelrich@epilepsynw.org**

Safety Alert!

Please ask your pharmacist, "Don't say my medicine name out loud!"

Thieves are targeting people who take Oxycontin. People have been robbed at home or on their way home from the pharmacy.

- Strip off your labels,
- Throw your prescription bottles away at work.
- Don't let thieves know what prescriptions you take or where you live.

Autism Society Of Washington Spokane Chapter

MOCHA MEETING

Wed Sept 9 (7 pm)
Rocket Market - 723 E 43rd, Spokane
Contact: jennyheals1@yahoo.com

Sensory Friendly Family Movie

September 19th at 10 am
“Cloudy with a Chance of Meatballs”
River Park Square AMC
Tickets available at the Event
Sound level is down & lights are left up.
The “silence is golden” policy is relaxed for this showing.

MONTHLY FAMILY SUPPORT MEETING

Wed Sept 16 (6:30-8pm)
St Luke’s Rehab Institution
711 S Cowley, Rm. 200
Open Discussion: School Age Children with Autism & IEPs
Dr. Marion Moore, EWU

TEEN/ YOUNG ADULT SOCIAL GROUP AND ADULTS SOCIAL GROUPS

Sunday Sept 20 (1-3pm)
Bring a board or card game to play
Service Station Coffee House; 9317 N. Nevada
spokane@autismsocietyofwa.org

ADULTS WITH ASPERGER’S GROUP

A group activity is planned each month
To get on contact list:
spokane@autismsocietyofwa.org

EARLY INTERVENTION

Contact Kristy Wessels @ kristywessels@comcast.net
for on-line support

For more information e-mail
Spokane@autismofwa.org

Senior Families

A support group for parents who have an adult son or daughter with a developmental disability or special need.

Next meeting
September 15th
Topic: Institutions for today

3rd Tuesday of the month; 11:30—1:00 pm
The Arc/IERR Building, 116 W. Indiana Ave.
Contact: Deanna Noland, (509) 328-6326

All new material or changes to existing materials **must** be made by the **20th** of the month preceding publication for inclusion in newsletter.

Down Syndrome Family Network

Contact: Carolee Spradley, (509) 499-8792

Saturday Breakfast

2nd Saturday of every other month
9:00 am at Jenny’s Café
(9425 E Sprague, Spokane Valley)

We gather on the 2nd Saturday of every other month.
(February, April, June, August, October and December)
Siblings and friends are welcome.
Reservations are NOT needed

Sunday Playtime

1:00 pm at Northtown Mall
Join Carolee and Piper at the play area
Carolee Spradley at 499-8792

If you would like to be added to the DSNF email list please contact:
Carolyn at theothercarolyn@yahoo.com



**Parent to Parent
Monthly Support Group**
Open to any parent or
Guardian who has
a child with special needs.

Tuesday, September 22nd
9:30—11 am NEW SESSION!
and
6:00—8:00 pm

The Arc of Spokane, 127 W. Boone
Helen Black – 328-6326 or
Email: hblack@arc-spokane.org

FISH: Families in Support of Hearing

Sept 14th 6:30 - 8:00 pm
IEP Accommodations and the Laws
For more information:
Kim Schafer 509-863-7097
kim@spokanehopeschool.org

Spokane Fathers Network

For fathers of children with special needs.
3rd Saturday each month @ 8:30 am
Frankie Doodle’s
30 East 3rd Ave., Spokane
Contact: Gregg Osborne, (509) 768-1383

Spina Bifida Association of Washington State

Call for meeting time and location.
Come discuss issues that effect persons with
spina bifida and their family and friends.
Contact: Ed Kennedy, 326-6355, ext. 103

The Arc of Spokane
127 W. Boone Ave
Spokane, WA 99201

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I.E.P. Basics Workshop Part #1

Learn the basic facts about your child's educational plan. Learn how an IEP is put together and how to interpret it. Become an active member of your child's IEP team. Learn your rights as a parent, and those of your child's school.

September 21st
6 pm—8 pm

Guest Speaker: Marion Moore, PhD, Ed

The Arc of Spokane
116 W. Indiana

I.E.P. Questions & Answers Workshop; Part #2

What can you do if your child is not making progress. What are your rights as a parent. How can you request changes to your child's IEP. Come and ask all your questions.

September 30th
6 pm—8 pm

Guest Speaker: Marion Moore, PhD, Ed

The Arc of Spokane
116 W. Indiana

