

# PAVE PIPELINE



## YOU ARE THE EXPERT 2005

BY KAREN ANDERSON

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Washington PAVE's 2005 You Are The Expert conference was a rousing success! Families and service providers gathered at the Red Lion Hotel in Wenatchee to teach, learn, share, and network together for the benefit of children and youth with disabilities.

October 14 and 15, 2005 were very full and informative days. Friday's keynote speaker, John Taylor, presented on "Encouraging the Discouraged Student". Saturday's keynote address by Janette James was inspirational and thought-provoking.

Friday workshops included information about auditory processing, Juvenile Justice, Oppositional Defiant Disorder, sensory issues, transition, LD—Not Just Academics, Fathers' group, feeding tubes, confidentiality, bullying and harassment—the trauma, graduation requirements, and Project Lifesaver.

Saturday workshops centered on self care for the care giver, going to the dentist, DDD services and IDEA Reauthorization.

There was a strand of workshops especially for the youth who attended. The young people were also welcome to join in any of the other workshops that interested them. They learned about transition, self-advocacy, inclusion in community and school, and were involved in many enjoyable and educational activities.

Friday night, PAVE hosted a reception and

silent auction for all participants, and the youth had a Hawaiian theme dance. Hula skirts and leis were provided for anyone who wanted to dress in costume. The dance concluded with the breaking of piñatas. Good food, giggles and laughs, relaxation, socialization and fun were had by all.



Keynote Speaker  
John F. Taylor

The young people developed and presented the closing session for the conference. They shared information about the Community Inclusion Program and showed a power point about their activities at the conference. They involved the audience in their presentation, and captured everyone's interest.

The winners of the PAVE raffle for the gift certificates from Nordstrom are: Linda Woodward (Vancouver) - \$500; Tawny Snyder (Spokane) - \$300; and Marlene Park (Lynden) - \$200. The 3 winners also received overnight Seattle hotel stays.

Thank you to everyone who bought tickets for the raffle. Your donations will help PAVE support families in receiving appropriate services for their children.

For pictures of the fun and festivities at the conference, see pages 10 & 11.



## **USTED ES EL EXPERTO 2005 - POR KAREN ANDERSON - TRADUCIDO POR DIANA LLOYD**

¡La conferencia de Washington PAVE, Usted Es El Experto 2005, fue un éxito! Las familias y los proveedores de servicio se reunieron en el hotel Red Lion en Wenatchee para enseñar, aprender, compartir, y conectarse juntos por el beneficio de los niños la y de los jóvenes con incapacidades.

El 14 y el 15 de Octubre de 2005 fueron unos días llenos de información. El orador principal del viernes, John Taylor presentó "Alentar al estudiante desalentado". El sábado, el sermón de la oradora principal, Janette James fue de mucha inspiración.

Los talleres del viernes incluídos información sobre el proceso de audiencia, justicia juvenil, trastorno negativo desafiante (ODD), problemas sensoriales, la transición, problemas de aprendizaje – no solo académicos, reunión de papás, tuvo de alimentación, confidencialidad, intimidación y el acoso – el trauma, requisitos de graduación y el Proyecto Salvavidas (Lifesaver).

Los talleres del sábado fueron centrados en el cuidado de la persona para el proveedor de cuidados, yendo al dentista, los servicios del DDD y la Reautorización de la Ley de Educación de las Personas con Incapacidades (IDEA).

Hubo una serie de talleres especialmente para la juventud que asistió. Los jóvenes fueron también bienvenidos a participar en los otros talleres que les interesaron. Ellos aprendieron sobre la transición, la auto defensoría, la inclusión en la comunidad y en la escuela, y estuvieron envueltos muchas actividades divertidas y educativas.

La noche del viernes, PAVE fue el anfitrión de la recepción y la subasta silenciosa para todos los participantes, y los jóvenes tuvieron una recepción de tema hawaiano. Las faldas hawaianas y los leis o collares hechos con flores se ofrecieron para las personas que quisieron vestirse de hawaianas. La danza concluyó con la rompedera de piñatas. Todos disfrutamos de la buena comida, risas, relajación, socialización y diversión.

Los jóvenes desarrollaron y presentaron la sesión del cierre para la conferencia. Compartieron la información sobre el Programa de la Inclusión de la Comunidad y demostraron una presentación de sus actividades en la conferencia. La audiencia estuvo muy interesada y atrajeron su interés con la presentación

Las ganadoras de la rifa de PAVE por los certificados de regalo de Nordstrom son: Linda Woodward (Vancouver) - \$500; Tawny Zinder (Spokane) - \$300; y Marlene Park (Lynden) - \$200. Las 3 ganadoras recibieron estadias en un hotel de Seattle.

Gracias a todos los que contribuyeron con la rifa de los boletos. Sus donaciones ayudarán a PAVE a darle mas apoyo a las familias para que reciban los servicios apropiados para sus niños.

La fotos de la diversión y las festividades de la conferencia están en la página 10 y 11.

**Next *"You Are The Expert"* Conference  
will be in March 2007 in Wenatchee.**

**La Próxima Conferencia *"Usted Es El  
Experto"* será en Marzo de 2007  
en Wenatchee.**

## INFORMING FAMILIES, BUILDING TRUST - TAKEN FROM A PARTNERSHIP FOR BETTER COMMUNICATION ON DEVELOPMENTAL DISABILITIES ISSUES - SEPTEMBER 27, 2005

We know good information leads to good choices and decisions for people with developmental disabilities, yet recent survey data in Washington shows that many families say they do not get enough information to effectively participate in planning services for their family members. This is of grave concern to many advocacy and support organizations. We believe clear, concise information from trusted sources is critical to every family's ability to access resources and care for individuals with developmental disabilities.

That's why the Developmental Disabilities Council and the Division of Developmental Disabilities are forming a new partnership with other key state and local organizations to improve communication. The goal is to share information about changes in the DD delivery service system before those changes happen and in a manner that families can understand.

This ongoing effort to improve communication and access to information is called **Informing Families, Building Trust**. An editorial board representing families and key organizations will direct the effort. We will be working to help translate government language that many people find difficult to understand. We will also focus on creating materials, such as e-mails, letters, brochures, websites or other resources that families can use to

learn about changes in the system before they happen. Our materials will include the **Informing Families, Building Trust** logo, and families can be confident that others have reviewed the information to ensure it is accurate and straightforward.

Together we can improve communication and help families build confidence in their knowledge of the DD service delivery system.

### What's First

The first communication effort **Informing Families, Building Trust** will be working on is the new Mini-Assessment, which the Division of Developmental Disabilities will be rolling out this fall. We will soon be sending you more information on the Mini-Assessment, what families can expect and tips on how to prepare for the assessment.

### Informing Families, Building Trust Partners

Partner organizations, like yours, are encouraged to share **IFBT** communication materials with members and interested parties. For more information, email or call Ed Holen at [edh@cted.wa.gov](mailto:edh@cted.wa.gov) or 1-800-634-4473, or reply directly to this email.



## INFORMANDO A LAS FAMILIAS, CONSTRUYENDO LA CONFIANZA - TOMADO DE LA SOCIEDAD PARA MEJOR COMUNICACIÓN SOBRE LAS PREOCUPACIONES DE LAS INCAPACIDADES DEL DESARROLLO - 27 DE SEPTIEMBRE DE 2005 - TRADUCIDO POR DIANA LLOYD

Sabemos que la buena información conduce a las buenas opciones y decisiones para las personas con incapacidades de desarrollo, con todos los datos recientes de estudios en Washington demuestran que muchas familias dicen que no consiguen suficiente información para participar con eficacia en los servicios del planeamiento para sus miembros de la familia. Ésta es de grave preocupación para muchas organizaciones de defensoría y de apoyo. Creemos que es crítica la información clara y concisa de las fuentes de confianza para cada habilidad de las familias de tener acceso a los recursos y al cuidado para los individuos con incapacidades de desarrollo.

Es por eso que el Consejo de las Incapacidades de Desarrollo y la División de Discapacidades del Desarrollo (DDD) están formando una nueva sociedad con otro estado importante y organizaciones locales para mejorar la comunicación. La meta es

compartir la información sobre los cambios en el sistema del servicio de entrega del DDD antes de que sucedan esos cambios, y de una forma que las familias puedan entender.

Este continuo esfuerzo de mejorar la comunicación y el acceso a la información se llama **Informando a las Familias, Construyendo la Confianza**. Un comité de redacción que representa las familias y las organizaciones principales dirigirá el esfuerzo. Trabajaremos para ayudar a traducir lengua del gobierno que mucha gente encuentra difícil de entender. También nos centraremos en crear los materiales, tales como correo electrónico, cartas, folletos, sitios red, u otros recursos que las familias pueden utilizar para aprender sobre los cambios en el sistema antes de que sucedan. Nuestros materiales incluirán la insignia de **Informando a las Familias, Construyendo la Confianza** y así las familias puedan confiar

que otros han revisado la información para asegurar que es exacta y contundente.

Juntos podemos mejorar la comunicación y ayudar a las familias a construir la confianza en su conocimiento del sistema de la entrega del servicio del DDD.

### ¿Qué es primero?

El primer esfuerzo de comunicación de **Informando a las Familias, Construyendo la Confianza** en que trabajarán se sobre la nueva Mini-Evaluación, que la División de Discapacidades del Desarrollo continuará es otoño. Pronto le

enviaremos más información sobre la nueva Mini-Evaluación, qué pueden esperar las familias y consejos de cómo prepararse para la evaluación.

### Los Socios de **Informando a las Familias, Construyendo la Confianza**

Las organizaciones como la suya, están invitadas para que compartan los materiales de comunicación del **IFBT** con los miembros y otras agencias interesadas. Para más información, envíe un correo electrónico o llamar a Ed Holen al [edh@cted.wa.gov](mailto:edh@cted.wa.gov) ó al 1-800-634-4473.



## HOLIDAY ACTIVITIES FOR KIDS - BY DANAE WARE

"Mom, how many more days before Christmas?"

Sound familiar? It seems that every year right after Halloween, the questions about Santa and what kids want start being heard regularly. Holiday activities are a fun way to spread the holiday cheer with children. It provides some ownership of helping to decorate and pride in displaying those decorations.

Here are some activities you can do with your children to help the time pass between Thanksgiving and the magical day of Christmas.

### A few ways to help younger children visually understand when Santa will come:

1. Outline the days on a calendar and let the kids cross each day off or place colorful stickers to mark each day.
2. Make a colorful paper chain and let the kids cut off a circle each night.
3. Make an advent calendar.



### Making an Advent calendar:

You will need:

- Construction Paper
- Markers or Crayons
- Glue



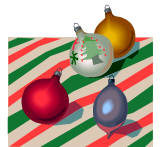
### Instructions:

This is a fun and simple way to count down the days until Christmas! Draw a Christmas tree on green construction

paper. Draw and cut out 24 ornaments and number them 1 through 24. Starting on December 1st, glue the number 24 ornament as a decoration onto the Christmas tree. On December 2nd, glue the number 23 onto the tree. Continue this until you get down to the number one star! Have a Merry Christmas!

### Making Christmas Ornaments:

Mix 2 cups flour with 1 cup salt, add 2 to 3 tbsp vegetable oil and 1 cup water. Spread waxed paper on table (tape edges to secure) and let children make stars, Christmas trees, candy canes, etc. Bake at 250 degrees for 45 minutes to 1 hour (depending on thickness). When completely cool, paint with festive colors.



### Christmas Reindeer

You will need:

- Pretzels (The 2 inch size works better than the ones that are dollar coin size.)
- Melted white chocolate
- M and M's
- Whole almonds

Lay the pretzel on a sheet of wax paper and fill the three pretzel "holes" with white chocolate, a teaspoon works well for this. Then put matching M and M's in the two smaller holes, for eyes. Just place them on the chocolate. Then place a red M and M just below the eyes, in the larger space, for the nose. The almond "ears" go above the eyes and a little to the outside. Break pretzels to form "antlers" and set then between the ears. The melted chocolate is your "glue". Let it set up and then munch away.



### Peppermint Bark

What you need:

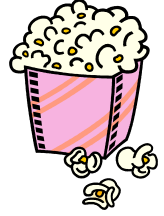
- Candy canes
- White chocolate

Melt a bag of white chocolate chips and have your child spread it on waxed paper. It doesn't have to be perfectly smooth. It is supposed to look like bark. Then place the candy canes in a bag and let them smash away with a rolling pin. Sprinkle the crushed peppermint over the still sticky melted chocolate. When everything is dry and set; break into pieces like peanut brittle.



You will need:

- Icing-glue
- Ice cream cones
- Popped corn
- M&M candies in Christmas colors
- Colored sugar



1. Make icing glue by mixing 1 cup confectioner's sugar with 4 teaspoons condensed milk and green food coloring. Recipe makes 1 cup.
2. Spread the icing-glue over ice cream cones, using about 2 tablespoons per cone.

### Popcorn Christmas Trees

These are not for eating, but are for decorating a children's table or giving to a hostess as a gift. They make a wonderful center piece when placed in a circle with moss, artificial snow and colorful seasonal confetti.



Before the icing hardens press popped corn all over the cones. Use M&M's for ornaments and sprinkle with green colored sugar.



## ACTIVIDADES PARA LOS NIÑOS EN LAS FIESTAS NAVIDEÑAS

*POR DANAÉ WARE - TRADUCIDO POR DIANA LLOYD*

"Mamá, ¿cuántos días faltan para Navidad?"

¿Suena familiar? Parece que cada año después del Día de las Brujas, las preguntas sobre Papá Noel y lo que los niños quieren, comienzan a oírse regularmente. Las actividades de las festividades son una manera divertida para difundir el espíritu navideño con los niños. Eso da una cierta gana de ayudar a adornar y a enorgullecerse en exhibir esas decoraciones.

Aquí están algunas actividades que usted puede hacer con sus niños para ayudar a que el tiempo pase entre el Día de Acción de Gracias y Navidad.



Estas son algunas maneras de ayudar a los niños más pequeños a entender visualmente cuando vendrá Papá Noel:

1. Enliste los días en un calendario y deje a los niños que marquen cada día que pase o ponerle etiquetas engomadas coloridas para marcar cada día que pasa.
2. Haga una cadena de papel colorida y deje que los niños corten un círculo cada noche.
3. Haga un calendario del adviento.

### Fabricación de un calendario del Adviento:

Usted necesitará:

- Papel de construcción
- Marcadores o crayones
- Goma



Instrucciones:

¡Esta una manera simple y divertida de contar regresivamente los días hasta Navidad! Dibuje un árbol de Navidad en el papel de construcción verde. Dibuje y corte 24 ornamentos y numérelos del 1 al 24. Comenzando el 1ro de Diciembre, pegue el ornamento del número 24 como decoración sobre el árbol de Navidad. El 2 de Diciembre, pegue el número 23 sobre el árbol. ¡Continúe esto hasta que usted llegue a la estrella del número uno! ¡Tenga una Muy Feliz Navidad!

### Fabricación de los Ornamentos de Navidad:

Mezcle 2 tazas de la harina con la sal de 1 taza, agregue de 2 a 3 cdas de aceite vegetal y 1 taza de agua. Ponga papel de cera en la mesa (use cinta adhesiva para asegurar el papel) y deje que los niños hagan las estrellas, arbolitos, bastones de caramelo, etc. Ponerlos al horno a 250 grados por 45 minutos a 1 hora



(dependiendo del grueso). Cuando están totalmente fresco, pinte con colores festivos.

### Reno de Navidad

Usted necesitará:

- Pretzels o palitos de sal (el tamaño de 2 pulgadas es mejor que los que son de tamaño de la moneda del dólar.)
- Chocolate blanco derretido
- Chocolates M & M's
- Almendras enteras

Ponga el pretzel en una hoja del papel de cera y llene los tres "agujeros" del pretzel con chocolate blanco, use una cucharita para esto. Entonces ponga 2 chocolates M & M's de igual tamaño en los dos agujeros más pequeños, para los ojos. Solo colóquelos en el chocolate. Entonces ponga un M & M's rojo debajo de los ojos, en el espacio más grande, para la nariz. Las "orejas" de almendra van por encima de los ojos y poco afuera. Rompa los palitos de sal o pretzels para formar los cachos y ponerlos entre las orejas. El chocolate es su goma. Déjelo que endurezca y a comer se ha dicho.



### Corteza de Menta

Qué usted necesita:

- Bastones de caramelo de menta
- Chocolate blanco

Derrita una bolsa de chocolate blanco y deje que los niños lo esparzan en papel de cera. No tiene que ser perfecto. Se supone que parece una corteza.



Después coloque los bastones de caramelo de menta en un bolso y deje que los niños los rompan fuertemente con un rodillo. Esparza la menta machacada sobre el chocolate derretido pegajoso y duro. Cuando la corteza esta toda seca y dura; deje que los niños lo rompan pedazos nuevamente, y a disfrutar.

### Arbolito de Navidad de Palomitas de Maíz

Éstos no es para comer, sino para adornar una mesa de los niños o dar como regalo a una anfitriona. Es bonito como un centro en la mesa cuando es puesto en círculo con musgo seco, o nieve artificial y confeti de colores.

Usted necesitará:

- Glaseado (icing) como goma
- Conos del helado
- Palomitas de Maíz
- Chocolate M&M's en colores navideños
- Colorante de comida verde
- Azúcar de color verde

1. Haga la goma de icing mezclando 1 taza de azúcar de colores con 4 cdtas de leche condensada y el colorante verde. La receta hace 1 taza.

2. Esparza la goma sobre los conos de helado, usando cerca de 2 cdas por cono.

3. Antes que la goma se endurezca, presione las palomitas alrededor del cono.

Use los M&M's como ornamentos y esparcirlos con azúcar de color verde.



## HONORING THOSE WHO WERE LEFT BEHIND BY JOCIE DE VRIES

On the first day the rain and wind of Hurricane Katrina churned the Gulf of Mexico into a monstrous storm eventually incorporating the surrounding rivers and lakes of Louisiana. On the second day the levees of New Orleans failed, mixing the sewage and chemicals of that large city into a putrid, toxic waste. By Wednesday the health and safety of all who had been left behind was threatened and by Friday over a million people were scattered into refuge camps across the United States.

Along with many of you, I was mesmerized by the television images which so graphically exposed the poverty in New Orleans. Hundreds of television cameras documented the desperation of the poor, sick and disabled who suffered in shock from a lack of water and food while their caregivers screamed in

anger and disbelief. I'm sure many of you felt embarrassed and shamed as I did that such vulnerable people were so neglected in America and for days, no help arrived and people died right in front of our eyes.

On the other hand, we who love those with disabilities knew that our society has turned a cold heart to needy people for a long time. If I was discouraged about a lack of support services *before* Hurricane Katrina, I was even more depressed than ever afterwards. I wailed and lamented as I exchanged emails with my friends and family, "FAS (the disability that my family deals with) is off the proverbial map of public awareness - we will never see congressional appropriations for individuals with FAS again."

It's been several weeks now since the hurricane and a tiny ray

of optimism has sprouted in my heart. For one thing, I have been astonished but very encouraged to see the way the America people have responded to this tragedy. The people in Houston, Texas for example genuinely welcomed over 200,000 poor and desperate people into their city. The mayor didn't wait to figure-out who was going to pay for all those mouths to feed, he just stepped up and said, we have space and you are welcome. I'm sure there must be days when he looks back and wonders how his big mouth got him into the situation but it wasn't his big mouth, it was his big heart. And Houston is only one example of such generosity. Other communities quickly joined the relief effort and then there was Hurricane Rita.

If you think about FASD at all, you understand that those who were left behind undoubtedly included many children, adolescents and adults who have brain damage from prenatal alcohol exposure, some of whom maybe diagnosed but more likely were not identified as disabled. And even if they were identified and diagnosed which is highly unlikely, many were forgotten and left behind anyway.

Thinking about these things made me curious; was this phenomenal outreach to the poor in Texas, Louisiana, Mississippi and Alabama because Americans are compassionate when they are **convinced** that the need is genuine or **did consuming a steady diet of human suffering on television for 7 straight days; transform self-absorbed people into compassionate ones?**

I guess both could be true but either way it took a truly catastrophic event to convince politicians - which the will of the American taxpayer would tolerate taking care of its poor. It is interesting that leadership in the two major political parties has surfaced in the last few days to suggest that we, once again should focus on eliminating or at least addressing; poverty.

The first initiative was announced by President Bush in his address to the nation on prime time TV Thursday, September 15<sup>th</sup>. The other was announced by former President Clinton on Larry King Live on Friday night, September 16<sup>th</sup>. President Bush said, "As all of us saw on television, there is also some deep, per-

sistent poverty in this region as well. And that poverty has roots in a history of racial discrimination, which cut off generations from the opportunity of America. **We have a duty to confront this poverty with bold action.**" And then he spent twenty minutes or so giving a step by step plan on how that plan would be implemented in the United States Congress.

Coincidentally, the next night, during CNN's Larry King TV show, President Clinton talked about an upcoming conference he had organized for September \_\_\_\_\_. He started by reminding Larry King and the TV audience that his office is in Harlem, New York. He said that he had decided since he was located in New York so close to where the U.N. meets each September, that he would sponsor an annual meeting where he could bring together government people, people from the private sector, with the non-governmental organizations and the advocates and he would arrange for all of the participants to be in one room. "So we could talk about things for a couple of days and get people to promise to do things" he said. His strategy was to make it standard policy that, "you can't come to our meeting and talk. You've got to come to our meeting and literally fill out a card and say, this is what I'm going to do in the next year."

The price of admission (\$15,000) insured that two things would happen;  
 1.) Participants had to be fairly wealthy to be included and  
 2.) They had to be serious about making a commitment to some sort of action to help solve a major global problem. President Clinton concluded the interview with Larry King by saying, "If they don't follow through they won't be invited back to what we intend to make, an annual event." The conference generated over 190 wide-ranging initiatives and raised more than \$1.5 billion dollars to address global topics such as poverty.

Isn't that interesting? It's beginning to look like **Hurricanes Katrina and Rita may have been events so catastrophic that hearts may have changed as much as the environmental landscapes.** We can only hope so for the sake of those who have disabilities in America who have been, forgotten and left behind in our social service agencies.



### DONATE TO PAVE BY SHOPPING FOR GROCERIES



PAVE is now a participant in Albertson's Community Partners Program. Help PAVE earn contributions from this program by using the card each time you shop at Albertson's (throughout the United States). Remind the cashier to scan your card when you make a purchase. This card is free and there is no charge to use it. PAVE will receive a quarterly contribution check from Albertson's based on purchases made using PAVE's card.

Call Washington PAVE at 1-800-572-7368 (v/tty) or 253-565-2266 (v/tty) to request your Albertson's Community Partners Card to help PAVE earn money.

## WE'RE GLAD YOU ASKED BY KAREN ELLIOTT

**Q** I just heard that I can apply for SSI for my child while we are stationed overseas. Can this be true?

**A** Believe it or not, it is true! You can apply while stationed overseas. If you go to the SSA web site at [www.socialsecurity.gov](http://www.socialsecurity.gov) and go to the Understanding SSI booklet on page 93 you will find the rules for children of military personnel living overseas. To apply for a child while you are overseas contact the U.S. Embassy or U.S. Consular office nearest you and ask for the person who handles SSI issues. You can write to the following address:

**Social Security Administration**, 1 Frederick St. Ste. 100; Cumberland, MD 21502; Attn: International Coordinator

This booklet advises that you give a current address, phone #, and child's full name and SS# when contacting SSA.

**Q** I am so confused as to what is considered "deemed" income when I look at applying for SSI. Help!!!

**A** According to the Understanding SSI booklet, deeming of parental income and resources will apply if the child:

- is under age 18
- lives at home with his/her natural, or adoptive parent (s), stepparents
- lives away at school, but comes home on some weekends, holidays, or school vacations and is subject to parental control.



SSA does not deem certain types of income and resources. Examples are Temporary Assistance for Needy Families; Department of Veterans Affairs pension; general assistance; foster care payments for an ineligible child; and income used to make court ordered payments. Examples of non deemed resources are a home, household goods, personal effects, and money in pension funds. SSA deems only a part of the types of income or resources they can use. Deeming stops the month after the child turns age 18. Therefore, a child who could not receive SSI because of deeming may be able to get SSI when he or she turns age 18.

## ESTAMOS CONTENTOS QUE PREGUNTE POR KAREN ELLIOTT - TRADUCIDO POR DIANA LLOYD

**P** Escuché que yo puedo aplicar para los Ingresos del Seguro Social (SSI) para mi hijo mientras que mi familia esta destinada en el exterior. ¿Puede ser esto cierto?

**R** ¡Es cierto! Usted puede aplicar mientras vive en el exterior. Si usted va al sitio red de la Administración del Seguro Social, [www.socialsecurity.gov](http://www.socialsecurity.gov) y va a la página 93 del folleto llamado Understanding SSI (Entendiendo el SSI), usted encontrará las regulaciones para los niños del personal militar que viven en el exterior. Para aplicar por un niño mientras que usted esta en el exterior, llame a la oficina del Consulado en la Embajada de los Estados Unidos cercana a usted y pregunte por la persona encargada de los temas de SSI. Usted también puede escribir a esta dirección: Social Security Administration; 1 Frederick St. Ste. 100; Cumberland, MD 21502; Attn: Coordinador Internacional.

Este folleto aconseja que usted de su dirección, teléfono, nombre completo de su niño cuando se contacta con el SSA.

**P** Estoy muy confundida en lo que se considera un ingreso "estimado" cuando estoy aplicando para el SSI. ¡Ayuda!

**R** De acuerdo al folleto Entendiendo el SSI, se aplicará la estimación del ingreso y recursos del padre si el niño:

- Es menor de 18 años
- Vive en casa con sus padres (naturales, adoptivos, o padrastros)
- Vive en los dormitorios del colegio, pero regresa a casa los fines de semanas, días feriados, o vacaciones escolares y es sujeto al control del padre.



El SSA no estima ciertos tipos de ingreso y recursos. Ejemplos de ingresos estimados son: La Asistencia Temporal para las Familias Necesitadas, Pensión del Departamento de las Relaciones de Veteranos, la asistencia general, pagos de cuidados de adopción temporal para un niño que no califica, un ingreso usado para los pagos ordenados en la corte. Ejemplos de los ingresos no estimados son: una casa, muebles o artefactos de la casa, efectos personales, dinero de pensión. El SSA estima solo una parte de los tipos de ingreso o recurso que ellos pueden usar. La estimación termina un mes después que el niño cumpla los 18 años. Por lo tanto, un niño que no pudo recibir SSI por la estimación, puede obtener SSI cuando cumpla los 18 años.

## STOMP CORNER

### ADJUSTING TO A PARENT HOMECOMING - TAKEN FROM THE FORT LEWIS RANGER WEEKLY NEWSPAPER, OCTOBER 13, 2005, WRITTEN BY JEAN SENSEL

A new home coming program sponsored by the Psychology Department at Madigan Army Medical Center helps kids cope with changes when a deployed parent returns home.

We all know that it's hard on kids when mom or dad leave for a long period of time, but the happy occasion of that parent's return can be stressful as well. While trying to deal with new shifts in family dynamics, children may see unsettling changes in the returning parent's appearance, attitude, or behavior.

"Twenty to twenty five percent of children have significant adjustment issues related to their parent's homecoming," said staff pediatric psychologist Dr. David Callies. "This homecoming program prepares children for what they might see, helps them to understand their feelings and build resiliency skills to cope."

Lt. Col. Patti L. Johnson, Ph.D., director of the Pediatric Psychology Fellowship Program, laid the groundwork for the homecoming program last year with a pre-deployment family assistance Program for the 1st Brigade. Johnson and Callies talked about adjustment issues with children and their care providers at the Clarkmoore Child Care Center and with parents through the Soldier Readiness Service, or SRS, and Family Readiness Group. Or FRGs.

When returning soldiers also asked for help with their children's unexpected behavior problems, Callies and Johnson collaborated to add post-deployment adjustment assistance specifically for children 5 to 12 years of age as part of the Psychology Department's holistic, family-oriented approach.

"The 1st Brigade is just getting back, just beginning to settle in, and this is when we anticipate adjustment issues for children as they see changes in their parent home from Iraq or Afghanistan," said Callies.

Symptoms that parents or other care givers might see in a child after a parent's return are irritability, difficulty sleeping, changes in eating patterns, worrying, defiance, difficulty getting along with others, or becoming withdrawn.

In four, one-hour group sessions, kids learn that a parent coming home from deployment will be tired and may behave differently than the child remembers, perhaps by being overly talkative or withdrawn. The children learn to recognize, understand, and express their own feelings. They develop skills to

help them deal with their anger, sadness, frustration, or disappointment. They are taught how to set goals and take the initiative, like scheduling special activities with their returning parent or talking about uncomfortable feelings they have with an adult whom they trust.

"We take the child's development level into account in the curriculum," said Callies. "No more than eight children participate at a time in one of two age groups, 5 to 8 years old and 9 to 12 years olds. We plan to add a group for teenagers." Parents will evaluate the program by completing a questionnaire about changes in their child's resiliency and behavior at the end of the four weeks and at three-, six, and nine-month follow ups.

The first course for families of the 1st Brigade began Wednesday, October 12. Sessions are held at Pediatric Psychology Services, or sign up directly.

For additional information and to enroll, contact Dr. David Callies at 253-968-6559.

Applicants are pre-screened and may be referred to other resources.

As a civilian, Callies held a Pediatric Psychology Fellowship at Madigan Army Medical Center in 2004 and joined the staff in 2005.

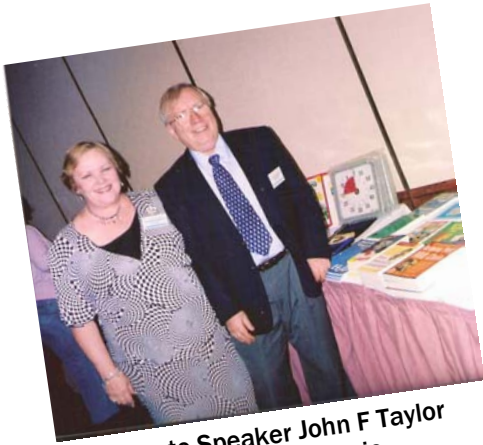
Lt. Col. Patti L. Johnson has been director of the Pediatric Psychology Fellowship Program and chief of Pediatric Psychology Service at Madigan Army Medical Center for the past six years. She has provided psychological services for military children throughout her 20-year Army career.



Working together for Military Families of Individuals with DisAbilities!



# You Are The



Keynote Speaker John F Taylor and his wife Jeanie



Taking care of yourself can be fun!



Fun!





# Expert 2005



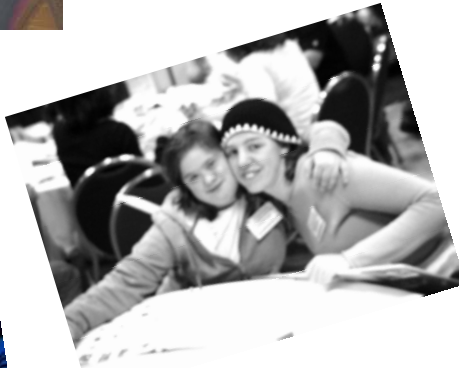
Networking



New Friends



Friend Factor



ALOHA!



**DSHS NAMES VETERAN OREGON ADMINISTRATOR AS NEW  
VOCATIONAL REHABILITATION DIRECTOR - TAKEN FROM THE DSHS NEWS  
RELEASE OCTOBER 3, 2005**

Lynnae M. Ruttledge, a policy and program manager for the Oregon Department of Human Services, has been hired to direct the Division of Vocational Rehabilitation (DVR) in the Department of Social and Health Services (DSHS). She will lead DVR's 315-person staff which helps people with disabilities improve their lives by obtaining and maintaining employment.

Ruttledge, 55, has been responsible for strategic planning, staff development and training, legislative coordination, performance monitoring, budget administration and other key functions at Oregon's Department of Human Services' Office of Vocational Rehabilitation Services since 2003.

From 2001 to 2003 she was founding director of the federally funded Disability and Business Technical Assistance Center for Alaska, Washington, Idaho and Oregon. The center provided

comprehensive training and technical assistance in support of the Americans with Disabilities Act (ADA).

Previously, from 1986 to 2001, she held a number of supervisory jobs in the Oregon Department of Human Service, including positions in its Rehabilitation Services and Mental Health divisions.

"Lynnae has a strong track record of creative and accountable management of programs that enable people with disabilities to improve their lives by training for and finding fulfilling jobs that provide good salaries while reducing taxpayer costs," said Blake Chard, DSHS deputy secretary for Public Affairs.



*Season's Greetings from  
Washington PAVE*

## BOOK CORNER

### *Blind Son Inspires Father to Create New, Accessible Book Format*

(Denton, TX) For the first time, Eric will soon be able to follow along when his eight-year-old son Ethan reads a story. Because Ethan was born blind, he and his sighted father, Eric Ligon, have never been able to share a book together the way they share many other things in their lives. That's about to change when BrailleInk., a new non profit organization Ligon co-founded, publishes its first books in a new, accessible format.

Ligon, a graphic designer and professor at the University of North Texas, combined his business and personal experiences to create a new page design that solves several problems with existing braille books. "It's a simple solution," says Ligon. "We reproduce the original print and illustration in the top portion of our page and add the braille in the bottom portion. And, we place the corresponding print characters on the page again, directly above each braille cell. So, Braille readers' hands don't block what sighted people are trying to see, and it's easy for sighted folks to tell what the Braille says."

The ability of print and braille readers to share a book is critical since according to The American Printing House for the Blind, 85 percent of children who are blind or visually impaired attend public schools. Both during school and at home afterwards, very rarely are they with other Braille readers.

BrailleInk. recently announced its first two titles, *Guess How Much I Love You*, by Sam McBratney and Anita Jeram, and *The Dot*, By Peter Reynolds. Both books were originally published by Candlewick Press and have won multiple awards. BrailleInk.'s editions are produced as large-sized board books, so that the braille embossing is more secure and the construction is sturdier. The back of each book features a brief braille glossary that provides the alphabet, numbers, punctuations, and basic rules for braille usage in that book.

"Though both titles are for children's books, they are also useful for adult braille readers to share with sighted children," Ligon adds. "And since the print and braille are clearly correlated and the original print and illustration are preserved, BrailleInk.'s books also serve as an effective introduction to braille for sighted folks interested in learning about disabilities."

"It's a real joy to see an idea come to fruition—especially one that can help so many people."

For more information, visit the website at [www.brailleink.org](http://www.brailleink.org) or contact Bruce Curtis at 800-324-2919



### **Los Trastornos del Espectro de Autismo de la A a la Z**

Traducido por una de las autoras del exitoso libro **Autism Spectrum Disorders From A to Z** por Barbara T. Doyle y Emily Doyle Iland, éste es el mejor libro tan extensiva y detallada de salir del tema en español. Presenta la perspectiva combinada de dos hermanas con 50 años de experiencia entre ellas, una la madre de un joven con un Trastorno del Espectro de Autismo y abogado educacional, y la otra un profesional de educación especial para más que 32 años. Está lleno de toda la información y recursos que los padres necesitan saber y tener para ayudar a sus hijos. Contiene muchas sugerencias de cómo los padres y los profesionales pueden trabajar juntos para lograr la vida más exitosa posible para las personas con los Trastornos del Espectro de Autismo.

Los temas incluyen:

- Entender a las características y las definiciones de los TEA
- Cómo mejorar el proceso de la evaluación y el diagnóstico
- El impacto del diagnóstico a la familia y otros
- Los apoyos que las familias necesitan y cómo conseguirlos
- Lo que los profesionales pueden hacer para ayudar a las familias
- Cómo escoger los metas del plan individuo en todas las áreas del funcionamiento
- Cómo explicar sobre TEA a la persona misma, a la familia y a otros que necesitan saber
- Las causas posibles de los TEA y una explicación de varios curas o tratamientos

Para más información llamar por teléfono al 661-297-4205, o escribir a esta dirección: 26893 Bouquet Canyon Road Suite C-333 Saugus CA 91350.

También puede visitarnos al sitio red al [www.asdatoz.com](http://www.asdatoz.com) o enviarnos un correo electrónico al [eiinc@socal.rr.com](mailto:eiinc@socal.rr.com)

## INTERNET COLUMN

### ***The Effects of Cognitive-Behavioral Interventions on Dropout for Youth with Disabilities***

Clemson, SC – As part of an effort to identify and synthesize research examining effective practices in dropout prevention for students with disabilities, the National Dropout Prevention Center for Students with Disabilities (NDPC-SD), in partnership with the What Works in Transition Systematic Review Project at Colorado State University, has released a new report, entitled *The Effects of Cognitive-Behavioral Interventions on Dropout for Youth with Disabilities*.

: <http://www.dropoutprevention.org/NDPC-SD>

### ***Transitioning from Teenage to Adulthood with Diabetes: How others did it and what it can mean for you.***

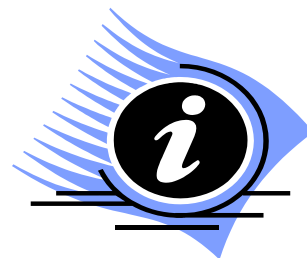
A panel of people with diabetes talks about their journey from teenage to adult years, and share advice on the realities and challenges they faced. This is an honest presentation from people who have walked the walk that teens with diabetes are about to undertake.

 [www.diabetesportal.com/teentalk/articles/adult.htm](http://www.diabetesportal.com/teentalk/articles/adult.htm)

### ***Let's Connect.org***

This is a website created by young people with chronic illnesses for young people with chronic illnesses. The young people who designed this site wanted to let others like them know that they are not alone in facing their illness! Browsing through this site and joining in the discussion, will allow youth to meet some cool people, share some great stories, and hear from others who have "been there" too!

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



### ***New Freedom Initiative Website***

The President's New Freedom Initiative has developed a user friendly disability website that has links to more than a dozen governmental agencies and many non-profit organizations. People with disabilities, their advocates, and professionals can search by topic and don't need to know which organization to look for. The general topics are employment, health, transportation, housing, civil rights, benefits, technology, and community life.

 <http://www.disabilityinfo.gov/digov-public/public/DisplayPage.do?parentFolderId=137>

## ***IFE - INFORMATION FOR EVERYONE***

### ***2006 Summer Information Technology Internship For College Students With Disabilities***

The American Association of People with Disabilities (AAPD), through partnerships with Microsoft Corporation and the Mitsubishi Electric America Foundation, is pleased to announce two internship opportunities for college students with disabilities for summer 2006.

Administered by AAPD and sponsored by Microsoft Corporation, undergraduate students interested in pursuing careers in information technology are encouraged to apply. Accepted candidates will work in various agencies in the executive branch of the federal government. Roundtrip air travel and housing will be provided to interns, and each student will receive a stipend. Applications now available from [www.AAPD.com](http://www.AAPD.com). Apply by: December 12, 2005 (5:00pm, eastern).

Questions and submissions for I.T. program: [aapdmsin-tern@aol.com](mailto:aapdmsin-tern@aol.com).

### ***"Becoming Citizens; Family Life and the Politics of Disability"***

"Becoming Citizens; Family Life and the Politics of Disability", a new WA book about how four (extra)ordinary families embraced their children with cognitive disabilities in the 60's and led the charge that resulted in Washington State and the nation finally guaranteeing a free public education for every child with a disability. This book was created in partnership with Seattle Family Network, a group of parents who are the principal care-givers of a family member with a cognitive disability. There are upcoming events in Seattle through November 10th for those of you close enough to participate. Here's the link to the press release from the City of Seattle: <http://www.seattlechannel.org/news/detail.asp?ID=5537&Dept=1>

The direct link to the University of WA press is: <http://www.washington.edu/uwpress/search/books/SCHBEC.html>



## WORKSHOPS, TRAININGS, AND CONFERENCES

**1/18/2006**

**2006 Legislative Reception and Call for Sponsorship.** Hosted by WA Developmental Disabilities Council, Governor's Committee on Disability Issues and Employment, and Parkview Services. Inviting legislators and disabilities community advocates

**Time:** 5:30 pm - 8:00 pm

**Location:** Capitol Campus in Olympia, WA. 3rd floor of the Legislative Building

**Contact Person:** Debbie Himes

**Phone:** 360-438-3246

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**1/26 - 27/2006**

**Twenty-fourth Annual I.D.E.A.S. Conference RTI: Responding to IDEA 2004—Supporting Classroom Instruction for All**

**Location:** Double Tree Hotel in Spokane City Center and Spokane Convention Center

**Topics include:** Communication Skills, School Improvement Strategies, Practices in Integration and Collaboration (Research Based), Early Intervention/Early Childhood Education, IDEA Reauthorization, Transition - School to Work, and more.

**Contact Person:** Wanda Chatman Educational Service District

**Phone:** 509-323-2720

**Website:** <http://www.esd101.net/index.html>

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**2/15 - 17/2006**

**National Conference, Creating Opportunities to Learn: A Forum for Addressing Disproportionality by The National Center for Culturally Responsive Educational Systems**

**Location:** Adams Mark Hotel in Denver CO

Join thousands of educators, policy makers, advocacy groups, parents, and community members from across the United States for three days of presentations/discussions, workshops, panels, and roundtables. Topics will focus on creating culturally responsive educational systems to assure equity in educational outcomes for all students and become the vehicle for eliminating the

disproportionate representation of culturally and linguistically diverse students in special education. This topic is a vital issue for the education of students today, as educational systems work to meet the requirements of NCLB and IDEA 2004.

Contact: Shelley Zion, Project Coordinator

**Phone:** 303-556-3990

**Website:** <http://www.nccrest.org/events/disproportionality.html>

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**3/4 - 6/2006**

**Families Together for People with Disabilities® Early Child Star Search Family Enrichment Weekend**

**Location:** Red Lion Templin's Resort in Post Falls, Idaho

This includes a two-day conference for parents. Each conference will address one of the following areas: early childhood, children with challenging behavior, transition, or children with intensive needs. *Focusing on families who have a child with a disability 1-9 years old.*

**Contact:** The Families Together for People with Disabilities® at 1-866-326-4864 for conference scholarship.

**Website:** <http://www.familiestogether.org>

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**4/11 - 13/2006**

**The Educating Every Child Institute**

**Location:** Town and Country Resort San Diego, CA.

Every year NNAFT PC sponsors the Educating Every Child Institute, which is designed to meet the needs of Native Children in Special Education. This is a three-day event for families who have a child with a disability, Community Friends, Parent Advocates, and all professionals who serve children with disabilities. This Institute provides full-day in-depth culturally responsive workshops. The learning strands are presented by national experts.

**Contact:** The NNAFT at 1-877-205-7501 for more information.

## COMMUNITY INCLUSION UPCOMING EVENTS

### What is the Community Inclusion Program?

The Community Inclusion Program is designed to empower Families and Self-Advocates to access community services, resources, activities and programs. The Program Leadership Team with participants will help to facilitate linking families with families, participants with friends, neighbors as well as other supportive community members. Building a strong "Network of Support" is a central theme for the program.

#### 2006 Westside Pierce County

##### January 19, 2006 (University Place, Drum)

"Learning from Brothers and Sisters who have a Sibling with a Disability"

##### February 16, 2006 (Clover Park High School)

"Resources for Camps, Recreation and Leisure"

##### March 16, 2006 (Tacoma, Gaudrone)

"Services and Changes within the Division of Developmental Disabilities"

#### Locations:

##### Gaudrone Middle School

4902 South Alaska, Tacoma

##### Drum Intermediate School

4909 79th Ave. W, University Place

##### Midland Elementary

2300 105th Street E, Tacoma

##### Clover Park High School

11023 Gravelly Lake Dr. SW

#### 2006 Southeast Pierce County

##### January 12, 2006 (Sumner Presbyterian Church)

"Learning from Brothers and Sisters who Have a Sibling with a Disability"

##### February 9, 2006 (White River High School)

"Finding and Creating Friendship Groups in the Community"

Arts and Crafts for All

##### March 9, 2006 (Rogers High School)

"Community Resource Fair"

#### Locations:

##### Sumner Presbyterian Church

1915 Washington Street, Sumner

##### White River High School (New High School)

26928 120th Street East, Buckley

##### Ferrucci Junior High

3213 Wildwood Park Dr., Puyallup

##### Rogers High School

12801 86th Ave. East, Puyallup

#### 2006 Peninsula

##### January 31, 2006 (Goodman)

"Self Determination & Empowerment" Tools for planning

##### February 28, 2006 (Vaughn)

"Power of Our Youth"

##### March 28, 2006 (Goodman)

"How to Plan for the Future, Transition, Employment, and Community Integration"

#### Locations:

##### Goodman Middle School

3701 38th Ave. NW, Gig Harbor

##### Vaughn Elementary

17521 Hall Rd. KPN, Vaughn

**Friendship Events: Fun events for youth with and without disabilities. Come and learn about Diversity, Leadership and Friendship. For more information, call Michele Lehosky at 253- 565-2266 (v/tty).**



## PARENT TRAINING PROGRAM WORKSHOPS

The Parent Training Program offers one or two day workshops covering: Laws; Evaluations; the Individual Education Program; Strategies & Remedies (to make things go well); and Effective Communication Techniques. Other workshops on individual topics can include any of the 5 previous topics plus: Inclusion; Transition; Discipline; Specific Disabilities; Parents' and Child's Rights; Parent/School Partnerships. The cost for workshop materials per participant/couple are: \$10 for a half day workshop; \$15 for a full day; \$25 for a two day workshop. These fees will help defray costs of the workshops and make them available to more people. PAVE will offer parent scholarships upon request. If you would like to schedule a workshop in your area call:

### Main Office

6316 So 12th St Tacoma, WA 98465

☎ 253-565-2266 (v/tty)

☎ 800-572-7368 (v/tty)

☎ 253-566-8052

✉ wapave9@washingtonpave.com

🌐 www.washingtonpave.org

### Regional Offices

#### Sunnyside Office

105 South 6th #B Sunnyside, WA 98944

☎ 509-837-8909 (v/tty)

☎ 877-821-4113 (toll free)

☎ 509-839-5803 (fax)

✉ sherrymash11@hotmail.com

#### Southwest Office

PO Box 5947 - Vancouver, WA 98661

☎/☎ 360-696-9843

✉ rgallup@washingtonpave.com

#### Oak Harbor Office

PO Box 2056, Oak Harbor, WA 98277

☎ 360-279-1415

☎ 877-279-1416 (toll free)

☎ 360-279-1203 (fax)

✉ wapave\_oakharbor@verizon.net

#### Spokane Office

PMB #482 816 Francis Ave.

Spokane, WA 99201

☎ 509-326-1722 (v/tty)

☎ 509-326-1835 (fax)

✉ dspave@yahoo.com

#### Yakima Office (Se habla Español)

PO Box 8014 Yakima, WA 98908

☎/☎: 509-972-4659

✉ ncwpave@nwinfo.net

#### North Central Region

PMB 374 Ste H

1250 N Wenatchee Ave

Wenatchee, WA 98801

☎/☎: 509-664-7274

✉ NCWPAVE@aol.com

**NO WORKSHOPS ARE SCHEDULED AT THIS TIME**



## Washington PAVE's Parent Training Program Staff provides free consulting in your area



Do you have questions, or concerns about your child's program, or about the new changes in laws and education? PAVE's Parent Training and Information Staff are coming into your communities to do free personal consultations about IEPs, 504, laws, evaluations and support for YOU and your CHILD! Dates and times are subject to change, so please, contact your local PAVE office or call 1--800-5PARENT to schedule an appointment or workshop in your area. Si usted necesita una consulta por teléfono, o un entrenamiento en el este de Washington, llamar a Andrea Sheehan al 509-972-4659.

AREA	LOCATION	DATE	CONTACT	AREA	LOCATION	DATE	CONTACT
<b>Clarkston</b>	Asotin Co. Library Clarkston	Call for appointment	Debbie Snyder 509-326-1722	<b>Colfax</b>	613 S. Main St Ste. 2	1 <sup>st</sup> Tuesday of every month 2pm-4pm	Debbie Snyder 509-326-1722
<b>Colville</b>	E. 165 Hawthorne	3 <sup>rd</sup> Tuesday of every month 10 am - 3pm	Debbie Snyder 509-326-1722	<b>Connell</b>	Connell Library 118 North Columbia	1 <sup>st</sup> Thursday of every month 11am - 2 pm	Sherry Mashburn 877-821-4113
<b>Everett</b>	Worksource Transition Svs 3201 Smith Ave Suite 330	3 <sup>rd</sup> Monday of every month 11 am - 3 pm	DaNae Ware 877-279-1416	<b>Ferndale</b>	Ferndale Public Library 2222 Main St.	Nov 16 & Dec 21 10 am - 3 pm	DaNae Ware 877-279-1416
<b>Friday Harbor</b>	Friday Harbor Public Library 1010 Guard St.	Nov 10 & Dec 8 12 pm - 3 pm	DaNae Ware 877-279-1416	<b>Graham</b>	Graham Library 9202 224 <sup>th</sup> E Graham 98338	Dec 7 & 21, 2005 1 pm - 4 pm	Vanessa Lewis 800-572-7368
<b>Grand Coulee</b>	Lutheran Church 348 Mead St	4 <sup>th</sup> Monday of every month 10 am	Alicia Finn 509-664-7274	<b>Kennewick</b>	Work Source 815 N. Kellogg St	3 <sup>rd</sup> Friday of every month 10:30 -2 pm	Sherry Mashburn 877-821-4113
<b>Lynnwood</b>	S. Snohomish Family Support Center	1 <sup>st</sup> Friday of every month 11 am - 3 pm	DaNae Ware 877-279-1416	<b>Monroe</b>	Monroe Public Library 1070 Village Wy	Nov 18 & Dec 16 11 am - 3 pm	DaNae Ware 877-279-1416
<b>Moses Lake</b>	Food Bank 1075 W. Marina	3 <sup>rd</sup> Thursday of every month 12 pm	Alicia Finn 509-664-7274	<b>Omak</b>	Behavioral Health 310 Main St	2 <sup>nd</sup> Wednesday of every month 2 pm	Alicia Finn 509-664-7274
<b>Pullman</b>	SE 1235 Professional Mall Blvd	1 <sup>st</sup> Tuesday of every month 10 am - 1 pm	Debbie Snyder 509-326-1722	<b>Sedro Woolley</b>	Sedro Woolley Library 802 Ball Street	Nov 9 & Dec 14 12 pm - 3 pm	DaNae Ware 877-279-1416
<b>Wenatchee</b>	Achieve Ctr. 1111 N. Mission #B	Every Tuesday 3 pm - 6 pm	Alicia Finn 509-664-7274				

**Mail to:** Washington PAVE ♦ 6316 So. 12th. ♦ Tacoma, WA 98465-1900

Please enter my subscription to the PAVE Pipeline for 1 year (just \$15).

Can't pay \$15, but have enclosed \$\_\_\_\_\_.

**LARGE PRINT**

**Please bill my: (check One)**



**MASTERCARD**



**VISA**

Account# \_\_\_\_\_ Expiration Date \_\_\_\_\_

Signature \_\_\_\_\_

**Please print:**

Name \_\_\_\_\_ Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ Phone (\_\_\_\_) \_\_\_\_\_

E-mail Address \_\_\_\_\_

Parent  Other Professional

Enclosed is my tax-deductible contribution in the amount of \$\_\_\_\_\_ to support the work of Washington PAVE in helping parents to learn about the rights of their children. Check one:

PAVE Contribution  Marty Gentili Memorial Scholarship Fund

**YES! I WANT MORE INFORMATION ON:**

A workshop in my area. Please call your local PAVE Parent Training Office, located in the previous page, or complete this form.

Printed materials available

Disability (specify) \_\_\_\_\_

**Enviar a:** Washington PAVE ♦ 6316 So. 12th. ♦ Tacoma, WA 98465-1900

Por favor envíeme mi Boletín de Noticias PAVE Pipeline por \$15 por un año.

No puedo incluir el pago de \$15, pero estoy incluyendo \$\_\_\_\_\_.

**IMPRENTA GRANDE**

**Por favor de ponerlo en mi cuenta de: (marque uno)**



**MASTERCARD**



**VISA**

Cuenta \_\_\_\_\_ Fecha de Expiración \_\_\_\_\_ Firma \_\_\_\_\_

**Escriba en letra imprenta:**

Nombre \_\_\_\_\_ Dirección \_\_\_\_\_

Ciudad \_\_\_\_\_ Estado \_\_\_\_\_ Código Postal \_\_\_\_\_ Teléfono (\_\_\_\_) \_\_\_\_\_

Correo Electrónico \_\_\_\_\_

Padres  Otro Profesional

Estoy incluyendo mi contribución que se puede deducir como gasto en la cantidad de \$\_\_\_\_\_ para apoyar el trabajo de Washington PAVE en ayudar a los padres a aprender las leyes para sus niños con incapacidades. Marque uno:

Contribución para PAVE  Fondo de beca en memoria de Marty Gentili

**¡Sí! QUIERO MAS INFORMACIÓN DE:**

Un taller en mi área. Por favor llame a PAVE al 253-565-2266 (v/tty) Tacoma, WA; 509-972-4659 en Yakima, WA (Se Habla Español), o gratis dentro del Estado de Washington al 1-800-572-7368 (v/tty); o llene este formulario.

Materiales disponibles

Incapacidad (especifique) \_\_\_\_\_

**WASHINGTON PAVE PIPELINE**

6316 S. 12th,  
Tacoma, WA 98465

Phone: 253-565-2266 (v/tty)  
1-800-572-7368 (v/tty)  
Fax: 253-566-8052



**Washington PAVE**

*Increasing opportunities & options  
for people with disabilities, their  
families & friends.*

***We're on the Web!!**  
[www.washingtonpave.org](http://www.washingtonpave.org)*

The PAVE Pipeline exists to inform people whose lives are linked to children and adults with disabilities about available resources, strategies for educational planning, family support and activities and how to plan for everybody's right to be a wage-earning participating member of the community .



**Contributing Editors & Reporters:** Joanne Butts, Heather Hebdon, Sherry Mashburn, Betty Johnston, Diana Lloyd, Sandy Trujillo, Karen Anderson, Cassie Johnston, Debbie Synder, Elma Rounds, Vanessa Lewis, Jocie DeVries, Vicky McKinney, Michele Lehosky, Alicia Finn, Rita Gallup, Ronda Fullerton, Lea Saxton, Luz Adriana Martinez, Andrea Sheehan, Billy Christensen, Karen Blaine, Valerie Patterson, DaNae Ware, Karen Elliott, & Nancy Dozier



**Rates:** \$15.00 yearly membership. For details see the form on the inside of the back page.



The PAVE Pipeline is a quarterly newsletter. Contact Washington PAVE about information for the Pipeline, such as workshops and conference notices, support groups, and any other articles.



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