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Issue No. 06-03



## July 2003

### 7 Monday—Bellingham

The Arc Board of Directors meeting 4-6 pm 360-715-0170-1111 Cornwall #204

### 8 Tuesday - Seattle

Self Advocates in Leadership (SAIL). 1 - 4 pm. Hilton SeaTac. 360-715-0170

### 10-12 Thur, Fri & Sat—Bellingham

Super sitters training by Parent to Parent Garden St. Family Ctr. 360- 255-6402

### 12 Saturday - Bellingham

Parent to Parent Family Picnic. Call 360-255-6402

### 14 Monday - Bellingham

Whatcom Co. DD Advisory Board 4:30 - 6 pm. 1000 N. Forest St. 360-676-6829

### 14 - 18 Monday - Friday - Yakima

Combined Summer Institute With a Focus on Educating: Autism, Blind/Visually Impaired, Deaf/Hard of Hearing, Early Childhood, and Significant Disabilities. Yakima Convention Center. Contact Northwest ESD 360-416-2321 or [csi.esd189.org](http://csi.esd189.org)

### 21 Monday - Bellingham

Parent to Parent Support Meeting. 7:00 pm. WCEL, 2001 H St., 360-255-6402



## August 2003

### 4 Monday - Bellingham

The Arc Board of Directors meeting. 4 - 6 360-715-0170. 1111 Cornwall Ave #204

### 11 Monday - Bellingham

Whatcom County DD Advisory Board - 4:30 - 6 pm. 1000 N. Forest St. 360-676-6829

### 12 Tuesday - Seattle

Self Advocates in Leadership (SAIL). 1 - 4 pm. Hilton SeaTac. 360-715-0170

### 12 Tuesday - Bellingham

Whatcom Interagency Coordinating Council Advisory Board -12-1:30 pm-Garden St. Family Ctr, 1231 N. Garden St., downstairs.

## September 2003

### 8 Monday - Bellingham

The Arc Board of Directors meeting-4-6 pm 360-715-0170. 1111 Cornwall Ave. #204

### 8 Monday—Bellingham

Whatcom Co. DD Advisory Board- 4:30-6 pm—1000 N. Forest St. 360-676-6829

### 9 Tuesday - Bellingham

Whatcom Interagency Coordinating Council At Large meeting-Parents welcome! 12-1:30 pm- Garden St Family Ctr, 1231 N. Garden St., downstairs.

### 9 Tuesday - Seattle

Self Advocates in Leadership (SAIL). 1 - 4 pm. Hilton SeaTac. 360-715-0170

# The Arc's Annual Membership Drive/Pizza Party



Nearly seventy people attended the Membership Pizza Party at the Max Higbee Center on Friday, May 2nd! During the party, which was emceed by Ken Larson and Scott Hodgkinson, awards were presented to recognize the hard work of outstanding special education teachers: Pat Bieber (Mt. Baker), Adam Craig, Toni Dahlquist, Roseanne Fuhrman, Jill Conner (Nooksack), Polly Willis (Ferndale), Gaye Sawicki (Blaine). Also recognized were our dedicated volunteers, and two honorary lifetime members, Anne Brown and Yvonne Donelson.

The party was a fantastic opportunity to eat, socialize, and have fun. It also served as a chance for current members to renew their membership and for new people to join and become members. Thanks to Little Caesars and to everyone who brought a dish to share...there was enough food there to party for days! If you were not able to make it to the Membership Drive Pizza Party but you still wish to renew your membership or become a new member, contact Dana at The Arc office by phone at (360) 715-0170 or e-mail at [arc2@nas.com](mailto:arc2@nas.com)



The Arc Board serves pizza to members



The Latest in Washington State  
Toll Free Legislative Hotline:  
1-800-562-6000

Don't know who your legislator is? Go to: <http://dfind.leg.wa.gov/dfinder.cfm>

**Medicaid Program– Healthcare**

Medicaid is a jointly funded cooperative venture between the Federal and State governments to assist States in the provision of adequate medical care to eligible needy persons. Medicaid is the largest program providing medical and health-related services to America's poorest people. Within broad national guidelines which the Federal government provides, each of the States:

- establishes its own eligibility standards;
- determines the type, amount, duration, and scope of services;
- sets the rate of payment for services; and
- administers its own program.

The Division of Disability Determination Services (DDDS), located within the Washington State Department of Social and Health Services, is contracted to the Social Security Administration (SSA) to adjudicate medical eligibility for disability benefits under Social Security Disability Insurance and Supplemental Security Income rules and regulations.

- The claims processed in the DDDS include:
- Initial applications
  - Continuing Disability Reviews – Periodic reviews to determine who should continue receiving benefits.
  - Reconsideration applications - 1st appeal of a denied initial application
  - Disability Hearings - Face to face informal hearing as a part of the appeal of a Continuing Disability Review cessation determination.

Aged, Blind and Disabled Medical Programs provide medical coverage for aged, blind or disabled persons. To be eligible, persons must be 65 and over or blind/disabled and meet income and resource requirements.

There are three types of medical coverage offered through the Aged, Blind and Disabled Medical Programs.

They are:

- Categorically Needy Program (CN); and
- Medically Needy Program with no spenddown (MN); and
- Medically Needy with spenddown (MN with spenddown).

If you have income below the level of Supplemental Security Income (SSI) standard for your area, you may be eligible for CN medical coverage. If your income falls between the SSI benefit level and the MN income limit level, you may be eligible for MN medical coverage. If you're over the MN income limit level, you may be eligible for MN with spenddown.

The programs resource limits are \$2,000 for an individual and \$3,000 for couples. Before we compare your income to these standards, we may allow income deductions.

You can apply for aged, blind and disabled medical programs at your local Community Services Office or apply online using our Online Application for Services.

~adapted from Pierce County Parent Coalition for Developmental Disabilities Newsletter [pc2online.org](http://pc2online.org)

**AGED, BLIND AND DISABLED MEDICAL PROGRAMS**

# of persons	CN Income Limit	MN Income Limit	MN With Spenddown
<b>Single Person</b>	\$570.90 (area 1) \$552.00 (area 2)	\$571.00	Over \$571.00
<b>Couple, both disabled Or elderly</b>	\$836.90 (area 1) \$892.00 (area 2)	\$592.00	Over \$592.00

"The moral test of government is how to treat those who are in the dawn of life- the children; those who are in the twilight of life- the aged; those who are in the shadows of life-the sick, the needy and the (disabled)."

~Former Vice President Hubert Humphrey



## What is the Community Alternatives Program (CAP) Medicaid Waiver?



Community Alternatives Program (CAP) is a Medicaid Program for people with developmental disabilities. Services that provide training in activities of daily living, socialization, and other self-help skills are called residential habilitation. CAP provides a variety of needed residential habilitation services that help people to live independently in their homes and communities. Historically, Medicaid has paid for many services only when the individual lived in an institution.

To allow individuals to live in their communities and still receive residential habilitation services, the United States Congress created the Home and Community Based Services waiver program. Under this program, states can receive federal money to provide services, such as residential habilitation, for people who live outside of institutions. In Washington state, this program is called the CAP waiver.

The CAP waiver is a Medicaid program run by DDD. An individual's case manager should be able to provide information about how to receive services. In some cases, an individual may already be receiving services on the waiver, and is not aware of it. To find out if you are receiving services on the waiver send a written request to your case manager. If you are not on the waiver and you wish to be, put that request in writing to your case manager and ask for a written response.

Once a person is on the CAP waiver, the person is entitled to any needed covered service described in the CAP waiver plan. An individual remains on the CAP waiver and continues to receive covered services even if they have a change of placement within the community. However, if a person on the CAP waiver is placed in an institution or an Intermediate Care Facility (ICF), their CAP waiver eligibility ends.

(See related information on waiver services below) ~This information has been adapted from an article printed in the Pierce County Parent Coalition for Developmental Disabilities: [pc2online.org](http://pc2online.org)



### Project CORE Has Launched A New Website!!



**Can you find the information about adult disability services that you are looking for on the web?** Have you tried to locate information only to give up, lost within a site, never finding what you were looking for? The Choices Options Resources Education (CORE) Project is trying to help! Not only will you find materials that the project has produced, you will also find valuable materials located from other sites on the web. These additional sites will be linked directly to the material so that you do not need to search the whole site. Whenever possible, the material will be in a printer-friendly format. The site will also be user friendly to accommodate the needs of people with disabilities and will include a *Speak This* (a program that reads the printed material.) Some of the materials will also be translated into other languages.

The Materials Page will contain information for people living with all different kinds of disabilities. It will cover topics such as: eligibility requirements and a range of services, SSI, housing, Independent Living Centers, transition from school, and post-secondary education. The impact of Court decisions such as the Olmstead Decision, strategies for negotiating services and many other topics will be included. In addition, the link page will list sites with extensive material for more research.

Check it out at [www.projectcore.org](http://www.projectcore.org)

### The CAP Waiver Covers the following services:



- respite
- adult residential care
- alternative living
- attendant care
- adult foster care
- day/prevocational services
- supported employment
- occupational therapy
- skilled nursing
- private duty nursing
- physician services
- physical therapy
- adult day health prescribed drugs
- other medical services
- specialized medical equipment and supplies
- hearing and language services
- speech therapy
- behavior therapy
- staff/family consultation and training
- environmental accessibility adaptations

# Systems Overview: Social Security Benefits-Income

To get SSI:

1. you must be elderly or blind or have a disability.

- "Elderly" means that you are 65 or older.
- "Blind" means you are either totally blind or have very poor eyesight. Children, as well as adults, can get benefits because of blindness.
- A disability means you have a physical or mental problem that is expected to last at least one year or result in death. Children, as well as adults, can get benefits because of disability.

2. You must live in the U.S. or Northern Mariana Islands and be a U.S. citizen or national. (Certain non-citizens may be eligible for SSI. A Social Security representative can tell you if you qualify.) Also, the things you own and your income must be below certain amounts.

The basic monthly check is the same in all states. It is:

- \$552 for one person
- \$829 for a couple

Not everyone gets this exact amount. You could get more if you live in a state that adds to the SSI check. Or you could get less if you or your family has other money coming in each month. Your living arrangements also make a difference in whether you can get SSI and the amount you can get.

Call our toll-free number, 1-800-772-1213, for an appointment with a Social Security representative who will help you sign up. You can speak to a service representative between the hours of 7 a.m. and 7 p.m. on business days. If you are deaf or hard of hearing, call our toll-free TTY number, 1-800-325-0778, between 7 a.m. and 7 p.m. on business days.

You should have the following things before you apply. Even if you don't have them all, sign up anyway. The people in the Social Security office can help you get what you need. Please bring:

- your Social Security card or a record of your Social Security number;
- your birth certificate or other proof of your age;
- information about the home where you live, such as your mortgage or your lease and landlord's name;
- payroll slips, bank books, insurance policies, burial fund records, and other information about your income and the things you own;
- if you're signing up for disability, the names, addresses, and telephone numbers of doctors, hospitals, and clinics that have seen you; and
- proof of U.S. citizenship or eligible non-citizen status

~adapted from Pierce County Parent Coalition for Developmental Disabilities Newsletter pc2online.org


## SPECIAL NEEDS HOUSING NOW AVAILABLE!!!

Are you looking for somewhere to live? There are now some all-inclusive rooms for rent that are at, or below, the fair market rent!!


The rentals include:

1. FREE Phone
2. FREE Cable Internet
3. FREE Cable TV with Showtime
4. FREE Housekeeper
5. ALL Utilities Paid
6. Near Bus line
7. Fully Furnished Common Area
8. New Carpet and Paint
9. All Household Supplies Included

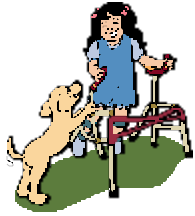
If you would like more information, call 715-0170.



**"Never doubt that a small group of thoughtful committed citizens can change the world. Indeed it's the only thing that ever has."**  
— Margaret Mead



**The next step is up to you!**



## Are you Wondering What You Might Enjoy for Leisure?



There are many ways to learn more about your interests and feelings regarding leisure. Here are some ideas:

- Collect old magazines and catalogs from friends, family, or the free exchange table at the Bellingham Public Library. Go through them and cut out pictures that represent an activity that you like to do, would like to try, or that represent a feeling that you have when you are involved in a leisure activity. You can make a collage, a scrapbook, or simply keep them in an envelope to look through as a reminder of your interests and dreams.
- Carry a little notebook with you and record things that you see that look like they would be fun to do.
- Have each member of your household take a turn at planning an after-dinner activity to do together. After you have done it, talk about whether or not you enjoyed it and why.
- Keep a daily list of how you spend your time (some people do this on a calendar) and indicate how you felt that day (you can use words, stickers, or draw faces).
- Ask someone who knows you really well (a parent, close friends, a staff person) to tell you what you are doing when you seem the happiest, the proudest, or the most content/peaceful. Do you agree?

*Adapted from the Leisure Audit: A Guided Exploration of Personal Leisure Resources. For more information about the Leisure Audit contact Bellingham Parks and Recreation at 360 676-6985 or the Arc 360-715-0170.*

### Tips on Positive Behavioral Intervention and Supports



How can parents encourage Positive Behavioral Interventions and Support for their child? George Sugai, professor in Educational and Community Support at the University of Oregon and nationally recognized expert on positive behavioral intervention and supports, recently offered five tips.

1. Find out the positive school wide and classroom expectations. For example, they may be Respect, Responsibility, and Cooperation. Discuss them with your child.
2. Ask school staff how you can help teach and encourage positive expectations in your child.
3. Volunteer to be involved in developing and establishing and encouraging positive expectations and behaviors in the school.
4. Actively acknowledge and support school staff members and administrators who adopt a preventative and positive approach to supporting the social and emotional needs of students.
5. Encourage identifying and adopting instructional and behavior management practices with evidence that they work.

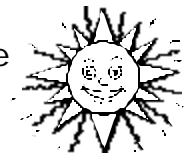
*Information adapted from Pacesetter Newsletter Winter 2003*

### 10 Things Robin Likes (about The Arc!!)

Robin Childs is a volunteer and a part time receptionist at The Arc office. Recently we asked Robin to write down the top ten reasons that she likes The Arc.

*She listed:*

1. Tri-folding (newsletter)
2. Inserting (newsletter)
3. Labeling (newsletter)
4. Answering phones
5. Nice people
6. Having a good time
7. Helping people
8. Shredding paper
9. Recycling
10. Being polite





## Tips For Maintaining Supplemental Security Income (SSI)

1. If you are the representative Payee, understand your roles and responsibilities.
2. Understand what resources/assets are allowable when determining eligibility for and retaining SSI.
3. Save all correspondence from social security administration (SSA) and the names and telephone numbers of contacts.
4. Use only your adult child's own money for his/her food, shelter, and clothing.
5. Charge your adult child receiving SSI his/her full share of household costs per month or rent with a rental agreement. This is necessary to ensure full SSI payment.
6. Keep adult child's checking/savings accounts separate from parent's.
7. Send in wage stubs for those who are working
8. Use social security work incentives, carefully following the rules.
9. Respond to notices of overpayment and request waivers when necessary.
10. Report changes to SSA promptly (e.g. employment, income changes, and residence.)
11. Acquire and maintain Medicaid (Categorically, Needy Program- CNP) coverage.
12. SSI and social security disability insurance (SSDI) are managed by separate departments within SSA. For those on both programs, or transferring between programs, understand and manage changes/differences in income and asset rules. Report changes in income separately.



## Spring Senior Families Support Group!!!

The Senior Families Support Group just wrapped-up their Spring meetings. The sessions ran for eight weeks from March 27 through May 15th. John Davis, PH. D., Licensed Marriage and Family Therapist and Jan Jung, M. ED., Licensed Mental Health Counselor, Child Mental Health Specialist, facilitated the meetings, which were held on Thursdays from 12:00 p.m. to 1:30 p.m.

While discussing future planning for their sons and daughters the support group considered legal issues such as:

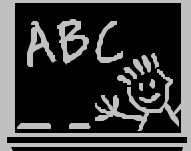
- Guardianship
- Power of Attorney
- Wills
- Special Needs Trusts
- Tax Concerns
- Future Caregivers/Trustees, Executors. etc.

The parent group also developed a 'wisdom list'. The following are just a few of the many useful suggestions on the list:

- Remember: We are all people first!!
- Make programmed cell phones for the family
- Develop a circle of supported persons for your sons and daughters-- persons who really know them, their life, their needs, and who will not take advantage of them but rather love and enjoy them.

If you are the parent(s) of an adult (21+) with a developmental disability and are interested in participating in a family support group in the future, please call The Arc at 360-715-0170.





## Talking about Sexuality



Sometimes it is difficult to talk about sex. When teaching someone or a group of people about sex it is advised to establish a solid knowledge base and to "develop a healthy attitude towards (your) own sexuality" before leading a discussion on sexuality with children or students. Positive elements useful in leading discussions include respect, an environment of trust, sensitivity, warmth, discretion, professionalism, good listening skills, an open mind, a calm demeanor, and sincerity. Practice talking about sexuality in a comfortable environment before presenting to a group or class. For more information visit <http://www.sexualityandu.ca>, "Your link to sexual well being."  
 ~adapted from LaCombe & Peyskens. "Let's Talk About Sex...But How?"

## Inclusive School communities: 10 Reasons Why



Educators, students, and families have found many compelling reasons to support inclusive education, including the following:

**Preparation for Community Life as an Adult.** Inclusive schools provide the opportunity for students with and without disabilities to experience diversity as a natural part of life in communities.

**A Sense of Belonging.** Inclusive education facilitates belonging for students with disabilities.

**Varied Learning Opportunities.** Students with disabilities are exposed to a wider range of learning opportunities in general education environments.

**Differentiated Instruction.** Differentiation to meet diverse student needs allows educational teams to expand the ways in which they effectively teach all students.

**Individualized Education.** Individualized educational programs allow students with disabilities to experience the benefits of participating with peers in general education activities, while attending to their specific learning needs.

**Effective Use of Instructional Resources.** Resources, especially instructional personnel, can be leveraged to create more effective and efficient learning for all students in inclusive schools.

**Team-Building for School Improvement.** The collaborative teamwork required for inclusive education builds staff relationships that support collegiality and other school-wide initiatives.

**Friendships with Peers.** As students with and without disabilities interact as classmates, friendships can develop.

**Parental Involvement.** Parents of students with disabilities are more involved with their local schools and communities when their children are included.

**Support of Civil Rights.** Inclusion is a civil rights issue.

## Web Sites With Inclusion Resources!!

-[www.inclusion.com](http://www.inclusion.com):  
Web site of the Inclusion Press, Inclusion Network, and the Marsha Forrest Centre.

-<http://ici.umn.edu>:  
Web site of the Institute on Community Integration at the University of Minnesota.

-[www.nichcy.org](http://www.nichcy.org):  
Web site of the National Information Center for Children and Youth with Disabilities.



**The Parent Coalition of Whatcom County newsletter** is published monthly by **The Arc of Whatcom County**  
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Funded by grants from the Whatcom County Developmental Disabilities Program, the United Way, and your donations.

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# THE ARC OF WHATCOM COUNTY

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## CHOICE & SELF-DETERMINATION

*People with developmental disabilities and their families want services and supports delivered by a system that allows us choice and control over our own lives.*



# Do YOU Know Your Rights?

If you feel your rights are not being respected, please call the Division of Developmental Disabilities at 1-800-788-2053 for help.

**THE RIGHT** to be free from any kind of abuse or punishment (verbal, mental, physical, and/or sexual); or being sent to a place by yourself, if you do not choose to be alone.

**THE RIGHT** to meet with and talk privately with your friends and family.

**THE RIGHT** to personal privacy and confidentiality of your personal and other records.

**THE RIGHT** to choose activities, schedules, and health-care that meet your needs.

**THE RIGHT** to set your own rules in your home and to know what rules your providers have when you are living in their house or working in their facility.

**THE RIGHT** to request information regarding services that may be available from DDD.

**THE RIGHT** to know what your doctor wants you to do or take and to help plan how that will happen.

**THE RIGHT** to be free from unnecessary medication, restraints and restrictions.

**THE RIGHT** to vote and help people get elected to office.

**THE RIGHT** to complain and not have someone "get even" with you.

**THE RIGHT** to have your provider listen to your concerns including those about behavior of other people where you live.

**THE RIGHT** to get help from an advocate.

**THE RIGHT** to manage your money or choose other people to assist you.

**THE RIGHT** to be part of the community.

**THE RIGHT** to make choices about your life.

**THE RIGHT** to wear clothes and hair the way you want to.

**THE RIGHT** to be paid to work just as everyone else is.

**THE RIGHT** to decide whether or not to participate in research after the research has been explained to you, and after you or your guardian give written consent for you to participate in the research.