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**March 2006**

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## March 2006

**14 Tuesday** 1:00 – 4:00 pm  
Self Advocates in Leadership  
Seattle Hilton - 360-715-0170

**15 Wednesday** 12 noon – 1:30 pm  
Down Syndrome Outreach Committee  
1111 Cornwall Ave, #204  
Contact Sarah: 360-715-0170 X2

**18 Saturday** 9:00 am – 12:00 noon  
Special Needs Trust Funds  
511 E. Holly St. - Beverly: 715-0170 X4

**18 Saturday** 12:00 noon – 3:00 pm  
Parent Advocate Training  
511 E. Holly St. - Beverly: 715-0170 X4

**20 Monday** 7:00 – 9:00 pm  
Spin Dance – Max Higbee Center  
315 Halleck Street – 360-676-6985

**20 Monday** 7:00 – 8:30 pm  
Parent to Parent support meeting  
2001 H Street Pam: 360-255-2056

**25 Saturday** 3:00 – 5:00 pm  
Hearing Loss Awareness Panel  
See page 4 for details

**25 Saturday** 7:00 pm  
People First - 315 Halleck St  
Contact Susan: 360-738-2060

**27 Monday** 4:30 - 6:00 pm  
Whatcom County DD Advisory Board  
3333 Squalicum Pkwy  
Contact Jessica Lee: 676-6724 X32014

**28 Tuesday** 6:00 – 8:00 pm  
Financial Planning & Creative Supports  
3333 Squalicum Pkwy  
See page 4 for details

## April 2006

**1 Saturday** 9:00 am – 3:00 pm  
"Everything You Need to Know"  
511 E. Holly St. - Beverly: 715-0170 X4

**3 Monday** 4:00 – 6:00 pm  
Arc Board of Directors Meeting  
1111 Cornwall Ave, #204  
Contact Dana: 360-715-0170

*All Events are in Bellingham unless otherwise noted*

## Local Athlete to Swim at National Special Olympics

Matthew Citron, local Special Olympics athlete, has been chosen to represent Special Olympics Washington at the first ever Special Olympics USA National Games. July 3-8, 2006, Ames Iowa will be transformed into an Olympic Village to host 3,500 athletes, 2,000 coaches and delegates, 12,000 family members and friends, 8,000 volunteers, and 30,000 spectators. This event promises to highlight thrilling athletic competition, exciting live entertainment, and provide experiences that will generate lifetime memories.

Matthew earned this honor by receiving a gold medal at the 2005 State Summer Games in Federal Way in the aquatics venue.

Matthew trains at the local YMCA with his team and coaches from North Whatcom Special Olympics. His name was drawn from approximately 400 athletes who had also received gold medals.

He will be joining team members in the Aquatics competition from Olalla, Longview, and Lake Stevens. Special Olympics Washington will send 12 delegates to the National Games. In addition, Aquatics Washington will be represented in Power lifting and Track and Field events.

"Let me win, But if I cannot win, let me be brave in the attempt." Although the competition is fierce in Special Olympics events, these words are the backbone of what the Games are all about. More than 3,500 athletes will participate in athletic events including basketball, bowling, golf, power lifting, softball, and tennis. Many of the sporting events will take place at various Iowa State University sights, including Jack Trice Stadium and Hilton Coliseum.

*If you are interested in volunteering, participating, or general information about Special Olympics, please call the local Coordinator, Mary Rothbauer, at 360-354-7654.*



Matthew Citron receives his gold medal at the state summer games.



## World News Update

### Washington State News: Governor working to get Medicaid CoPays Eliminated



Governor Chris Gregoire announced that the Washington Department of Social and Health Services (DSHS) is working with the state's pharmacists to set up a new process to pay the new federal drug co-pays for low-income disabled and elderly Medicaid clients.

These clients were charged co-pays between \$1 and \$5 for each of their prescriptions, beginning January 1, when the new Medicare Part D drug benefit program began. Medicaid clients who also are Medicare beneficiaries were switched over automatically to the federal system on that date.

"Many Medicaid clients live on less than \$600 per month and have up to 20 prescriptions each month," said Governor Gregoire. "Requiring that they pay a co-pay on each prescription amounts to a staggering new expense for these individuals and their families."

"I will continue to work with Senators Cantwell and Murray and the entire Washington delegation to repeal the co-payment requirement for dual eligibles from the federal statute, as well as any other section of the Medicare drug program that is serving as a barrier to Washingtonians receiving the health care they need and deserve," said Governor Gregoire.

The change is scheduled to go into effect on February 21, 2006, according to DSHS.  
*Excerpted from WA State News Release, Office of the Governor, February 17, 2006*

### Protecting Rights means overcoming prejudice

Attitudes, rather than resource constraints, often create the strongest barriers to the enjoyment of rights by persons with disabilities, the United Nations High Commissioner for Human Rights told a UN committee in New York that is drafting the first-ever treaty on disability rights.



"Rules that block persons with disabilities from obtaining personal documentation or from voting in elections can be modified, often at little expense," Louise Arbour told the negotiators, adding that simple and inexpensive regulatory changes could often improve access to education or employment.

"We face an urgent task in addressing stereotypes and prejudices that are at the root of so many of the barriers faced by persons with disabilities - barriers that prevent them from obtaining equal access to education, to employment, to full participation in decision making and to all their other rights," she said.

Some 400 delegates and disability advocates are attending the current session of the Ad Hoc Committee on a Comprehensive and Integral International Convention on Protection and Promotion of the Rights and Dignity of Persons with Disabilities.

**Read the original United Nations Document**

[www.un.org/News/Press/docs/2006/soc4690.doc.htm](http://www.un.org/News/Press/docs/2006/soc4690.doc.htm)

## 211 - Your Health and Human Services Answerline

**What is 2-1-1?** 2-1-1 is the three-digit telephone number providing quick and easy access to information about health and human services. Specialists work with callers to assess their needs, determine their options and a best course of action, then direct them to appropriate programs/services, provide culturally appropriate support, intervene in crisis situations, and advocate for the caller as needed.

### Who is leading the effort to implement 2-1-1 in Washington State?

Washington Information Network 2-1-1, a nonprofit 501(c)(3) corporation registered in the state of Washington, is leading the effort. WIN 211's goal is to ensure that every Washington citizen has immediate access to health and human services information, emergency and disaster response information, and public health information. TO CONTACT US:

PHONE: (206) 461-8505  
EMAIL: [info@win211.org](mailto:info@win211.org)





# March is Developmental Disabilities Awareness Month

Across the United States, organizations devoted to serving individuals with developmental disabilities are raising public awareness — redirecting the public’s attention to what individuals with developmental disabilities **can do instead of what they cannot do.** The following 'Ten Commandments of Etiquette for Communicating with People with Disabilities' will help you communicate more effectively.

**1.** When talking with a person with a disability, use eye contact and speak directly to that person rather than through a companion or sign language interpreter.

**2.** When introduced to a person with a disability, it is appropriate to offer to shake hands. People with limited hand use or who wear an artificial limb usually can shake hands. (Shaking hands with the left hand is an acceptable greeting.)

**3.** When meeting a person who is visually impaired, always identify yourself and others who may be with you. When conversing in a group, remember to identify the person to whom you are speaking.

**4.** If you offer assistance, wait until the offer is accepted. Then listen to or ask for instructions.



**5.** Treat adults as adults. Address people who have disabilities by their first names only when extending the same familiarity to all others. Never patronize people who use wheelchairs by patting them on the head or shoulder.

**6.** A wheelchair is part of the personal body space of the person who uses it. Leaning on a person’s wheelchair is similar to leaning on a person and is generally considered inappropriate.

**7.** Listen attentively to a person who has difficulty speaking. Be patient and wait for the person to finish, rather than correcting or speaking for them. If necessary, ask short questions that require short answers, a nod or shake of the head. Never pretend to understand if you do not. Instead, repeat what you understood and allow them to respond.

**8.** When speaking with a person who uses a wheelchair or crutches, place yourself at eye level in front of the person to facilitate conversation.

**9.** To get the attention of a person who is deaf, tap the person on the shoulder or wave your hand. Look directly at the person and speak clearly, slowly and expressively to determine if they can read your lips. Be sensitive to those who lip read by placing yourself so you face the light source and keep hands and food away from your mouth when speaking.

**10.** Relax. Don’t be embarrassed if you use common expressions – such as “See you later” or “Did you hear about that?” – that seem to relate to a person’s disability. It’s okay to ask questions when you’re unsure of what to do.

Source: National Center for Access Unlimited

## Proclamation

- WHEREAS** a developmental disability is a condition which affects more than 7 million Americans and their families;
- WHEREAS** public awareness and education enhance a community’s understanding of the issues affecting people with developmental disabilities;
- WHEREAS** persons with developmental disabilities are vital and vibrant members of our communities, improving the quality of life for all of us;
- WHEREAS** the month of March has been designated National Developmental Disabilities Awareness Month, with more than 120,000 members and 1,000 chapters of The Arc undertaking public awareness, educational, and fundraising initiatives;
- WHEREAS** The Arc of Whatcom County is the area’s leading volunteer-based organization advocating for and with people with developmental disabilities and their families;
- THEREFORE** Mark Asmundson, Mayor of the City of Bellingham, and Pete Kremen, Whatcom County Executive, do hereby proclaim March, 2006 as

### DEVELOPMENTAL DISABILITIES AWARENESS MONTH

in the City of Bellingham and Whatcom County and urge all citizens to give full support of efforts towards enabling people with developmental disabilities to live full and productive lives of inclusion in our communities.



# Get Involved



**Bowling Event for Adults (18+)**  
**Saturday, March 11, 2006**  
**7:00-9:00 pm**  
Contact: Sarah @ 360-715-0170 ext 2



## ***The Road to Adult Services: Transition Speaker Series***

Workshops for individuals with developmental disabilities ages 14-21, their families, educators & community members

### **\$ Financial Planning and Creative Supports Tuesday, March 28, 2006 6:00-8:00 pm**

- Trusts • Social Security and Medicaid • Private Financial Planning

### **Becoming an Adult: What's it all about? Wednesday, April 26, 2006 6:00-8:00 pm**

- Exploring relationships, friendships and boundaries • Building Independence • Promoting Self-determination • Staying Safe

**Speaker: Rick Pribbernow**

*St Luke's Community Health Education Center  
3333 Squalicum Pkwy.*

*Registration is preferred. Contact: Pat 676-6724 ext 32243  
Sponsored by Whatcom Co Developmental Disabilities Program*



## **Connections: A Special Early Childhood Conference**

**Saturday, March 18, 2006**  
**8:30 am – 4:15 pm**

Skagit Valley College, Mount Vernon

A special one-day conference with over 35 workshops to choose from covering all aspects of early childhood

Contact: Tracy Ulrich @ 360-629-8181.

## **Life Opportunities Endowment (Special Needs) Trust Fund**



**Saturday, March 18, 2006**  
**9:00 am - 12:00 noon**

511 E. Holly Street  
Contact: Beverly @ 360-715-0170 ext 4

## **Hearing Loss Awareness Panel**

**Saturday, March 25, 2005**  
**3:00 – 5:00 pm**

Whatcom County Families for Deaf and Hard of Hearing Children are joining with local and state wide agencies to spread awareness of Hearing Loss in today's youth.  
Interpreters provided.

1231 N Garden St - Room #200 - Bellingham  
Contact Christine @ 360-715-9970 or c-griffin@webtv.net

## **Infant and Early Childhood Conference May 3 – 5, 2006**

Maydenbauer Center in Bellevue  
Increase family and provider effectiveness  
through new skills, strategies and ideas

Contact: 360-629-8181 or visit [www.ieccwa.org](http://www.ieccwa.org)

## **March Spin Dance**

**Monday, March 20, 2006**  
**7:00 - 9:00 pm**  
Music by Maggies Fury

Max Higbee Center, 315 Halleck st  
Contact: Amanda 360-676-6985



## **Parent Advocate Training**

**Saturday, March 18, 2006**  
**12:00 noon - 3:00 pm**



**What is Advocacy?  
What makes an advocate successful?  
What is your advocacy style?**

Join us for an afternoon of ideas, tools and strategies  
511 E. Holly Street  
Contact: Beverly @ 360-715-0170 ext 4

## **Cooking and Nutrition Workshop Presenter: Joan Guthrie Medlen**



For date & location contact: Sarah Weg, 360-715-0170 ext 2  
Sponsored by Down syndrome Outreach

## **Everything You Need to Know: Medicaid Personal Care Training**

**Saturday, April 1, 2006**  
**9:00 am – 3:00 pm**

511 E. Holly Street

Join us for a full day of information on Medicaid Personal Care, Person Centered and Future Planning, benefits through the Division of Developmental Disabilities, Social Security Administration and local resources

Contact: Beverly @ 360-715-0170 ext 4



# Time for Play, Every Day!

## It's Fun — and Fundamental

Decades of research demonstrates that play—active and full of imagination—is more than just fun and games. It boosts healthy development across a broad spectrum of critical areas: intellectual, social, emotional, and physical. The benefits are so impressive that every day of childhood should be a day for play.

## THE BENEFITS OF PLAY

Child-initiated play lays a foundation for learning and academic success. Through play, children learn to interact with others, develop language skills, recognize and solve problems, and discover their human potential. In short, play helps children make sense of and find their place in the world.

- Physical development: The rough and tumble of active play facilitates children's sensory-motor development.
- Academics: There is a close link between play and healthy cognitive growth. Play is critical for the development of imagination and creative problem-solving skills.

- Social and emotional learning: Research suggests that social make-believe play is related to increases in cooperation, empathy, and impulse control, reduced aggression, and better overall emotional and social health.
- Sheer joy: The evidence is clear—healthy children of **ALL** ages love to play. Experts in child development say that plenty of time for childhood play is one of the key factors leading to happiness in adulthood.

## WHAT YOU CAN DO TO HELP YOUR CHILD PLAY

- Reduce or eliminate screen time: Give your children a chance to flex their imaginative muscles. They may be bored at first. Be prepared with simple playthings and suggestions for make-believe play to inspire their inner creativity.
- Curtail time spent in adult-organized activities: Children need time for self-initiated play. Overscheduled lives leave little time for play.
- Choose simple toys: A good toy is 10 percent toy and 90 percent child. The child's imagination is the engine of healthy play. Simple toys and natural materials, like wood, boxes, balls, dolls, sand, and clay invite children to create their own scenes—and then knock them down and start over.
- Encourage outdoor adventures: Reserve time every day for outdoor play where children can run, climb, find secret hiding places, and dream up dramas. Natural materials—sticks, mud, water, rocks—are the raw materials of play.

For More information: [www.allianceforchildhood.org](http://www.allianceforchildhood.org)



Amy Ryan, Laura Rawlins and friends make time for play.



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### The Arc of Whatcom County

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OFFICE HOURS: 9-12 M-F

## What Does an Inclusive Classroom Look Like?

Inclusive classrooms look different all the time, explains Chris Kliwer, thinking of his second grade classroom in New York. It's a lot of students doing different things with people helping them. Students spend a lot of time in learning centers where they make a lot of choices about what they're working on. It's a classroom where learning often happens in small groups with peer helping and supporting each others.

It's a classroom that is student-centered. Students have a high level of responsibility for creating their community. They help structure the rules and are expected to follow them. It's a classroom where students know others will be doing different things and the issue of fairness doesn't come into play because that's just the way it is.

It's a classroom that reaches beyond the classroom and into the community as a resource for learning new skills.

from: [www.uni.edu/coe/inclusion/strategies/inclusive\\_classroom.htm](http://www.uni.edu/coe/inclusion/strategies/inclusive_classroom.htm)

## Choice and 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.*



Susan Larson, President of the local chapter of People First of Whatcom Co. (Back Row, 2nd from left);

Ken Larson, Regional Advisor for People First of WA (Back Row, 2nd from right); joined other advocates statewide in Olympia to proclaim to legislators:

**"It's Only FAIR –  
Freedom, Access, Independence  
and Respect"**

**"When we do the best that we can, we  
never know what miracle  
is wrought in our life,  
or in the life of another."  
Helen Keller**

## The Importance of Dreams

The following perceptions and thoughts may be helpful in increasing your family's hope and motivation:

Dare to dream for yourself and your family members, and to live to fulfill the dream. There is no substitute for a strong belief in oneself, and in one's ability to fulfill one's dreams despite the obstacles and challenges of disability.

Remember dreams and desires as a core part of developing any educational, medical or community treatment plan and develop the plan around those dreams.

Even though most planning is directed to the near future, keeping the long-term goals in sight gives direction to short-term planning to develop those skills and resources that will best lead to the accomplishment of the long term dreams.

Consider developing recreational skills and opportunities as part of the process of developing comprehensive Individualized Education Plans (IEPs), transition plans and person-centered plans.

Publicize and celebrate the successes of people with disabilities, as their accomplishments inspire and bring out the best in all of us, whether or not we have similar challenges.

**Beach Center on Disability**