

The Texas Home Living Waiver at MHMR

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First the good news about the TxHL waiver...anytime the opportunity exists to match state revenue with federal funding means that there is more money to spend and enable the state to provide services to more individuals. The current plan is to provide TxHL services to certain individuals who are receiving supports through the state funded general revenue programs at the MR Centers. Ultimately, the goal is to also offer TxHL services to individuals who are on the HCS waiting list (through the additional federal funding). The intent of this waiver is admirable, but there are some factors in the design of the waiver that could negatively affect families caring for children with disabilities

Because this waiver was designed as a restructuring mechanism, those currently receiving state funded general revenue services through the MR Centers of less than \$3,900 will not be eligible for transfer to the Texas Home Living Waiver. When asked about what will happen to those using less than \$3,900 in services and supports, MHMR indicated that they would like to continue providing services to these folks, but "there won't be much money left after the refinancing." This could mean that many individuals, both adults and children, currently receiving general revenue state funded services will no longer receive services. (Current HCS clients will not be affected.)

Another problem with the new waiver is that it contains two Ser-

vice Categories with "sub-caps." Service Category I includes: community support, day habilitation, employment assistance, supported employment, and respite. This category has a limit of \$8,000. Category II includes: nursing, behavioral support, adaptive aids, minor home modifications, specialized therapies, and dental treatment. This category has a limit of only \$2,000. As you can see, many families with younger children would primarily need services in Category II (i.e., behavioral support, therapies, adaptive aids, nursing) but would be limited to only \$2,000. This in essence makes it a \$2,000 waiver for those folks instead of a \$10,000 waiver. MHMR will include a mechanism to request exceptions to the category limits, but it is unclear at this

"This could mean that many individuals, both adults and children, currently receiving general revenue state funded services will no longer receive services."

point in time as to how easy these will be to obtain and how individuals and families will be informed about the right to request an exemption. Another provision in this waiver that will be detrimental to many families is the change in financial eligibility. Under the HCS waiver (and all other waivers in the Texas health and human services system), only the child's income is considered when determining financial eligibility. Under the Texas Home Living Waiver, the family income will be considered. This means that unless

a child is already eligible for Medicaid, they will not be offered the new waiver. This provision is contrary to common sense in that many families don't need the full scope of benefits offered by HCS and could get by with the lower cost waiver for at least a period of time. These families, however, won't be eligible for the Texas Home Living waiver and will have to continue waiting for the HCS waiver.

It is important to know, that if you are offered services in the Texas Home Living Waiver, this does not mean that your name will be removed from the HCS waiting list.

You may receive Texas Home Living waiver services, keep your name on the HCS waiting list, and transfer to HCS if a slot becomes available. We are hopeful that this waiver will allow the opportunity for the state to provide services to more people with disabilities. We are also hopeful that others won't lose current services and that MHMR will be flexible in allowing transfers of funding between service categories. As the Texas Home Living Waiver is implemented across the state, we are anxious to hear from individuals and families about their experiences. Please contact us and let us know what is working and what might need some improvement.

Please feel free to contact me if you need additional information on this new waiver at my email address: C o l -leen.Horton@mail.utexas.edu

Discover Camp!

www.ncaonline.org/discover

Camp is one of the greatest experiences for children. For many parents, sending their child off to summer camp for the first time is a roller coaster experience. For parents of children with disabilities, the camp experience is all the more intense when the child's disability-related needs are factored in. The National Center on Accessibility has partnered with several organizations to develop an on-line resource for parents of children with disabilities sending their child to camp for the first time. Discover Camp! is the on-line resource for parents. The guide an-

swers questions from selecting a camp, to considerations for attending open houses and meeting with camp staff. Discover Camp! also links to a database of camps accredited by the American Camping Association.

Discover Camp! was created by the National Center on Accessibility in collaboration with Bradford Wood Outdoor Center, both programs of Indiana University and the IU School of Health, Physical Education, and Recreation Instructional Consulting and Technology Services. During the 2002 camp season, therapeutic recreation interns

at Bradford Woods interviewed parents of first-time campers and returning campers.

The project was funded under a partnership with the National Center on Physical Activity and Disability at the University of Illinois at Chicago through a grant from the Division of Human Development and Disability at the National Center on Birth Defects and Developmental Disabilities, Centers for Disease Control & Prevention (CDC). For more information: National Center on Accessibility (812) 856-4422 (voice), (812) 856-4421 (tty), www.ncaonline.org/discover

Spring is Just Around the Corner! Are You Ready for Your ARD Meeting?

By Pat Alvarez, Regional Coordinator, PATH Project

For many of us, spring is a much anticipated time of the year. Tired of the cold and wet weather, the thought of green grass, sunshine and flowers is very alluring. It can be a wonderful time, even for the much and often times anxiety filled spring ARD meetings! Spring is a great natural process and the education of your child can be also! Hi, my name is Pat Alvarez, and I'm the regional coordinator for the PATH Project, which is part of the Partner's Resource Network. Our organization is funded through the U.S. Dept. of Education. In addition to PATH, which serves Educational Service Center (ESC) Regions 5-13, we also provide parent training throughout Texas. TEAM serves South Texas, ESC Regions 1-4 & 20, and PEN Project serves West Texas, ESC Regions 14-19. Our home office is in Beaumont, Texas and we have provided parent training information since 1986.

I am also the mother of Rudy, a 10 year old boy with Down syndrome. In that capacity, I've had the awesome responsibility of having attended many ARDs and in many ways; each has been very different from the other! To say that the very first meeting as compared to the latest was as different as the persons attending, is to acknowledge that the greatest perspective a parent brings is...that we don't change! The team may change from year to year, but we are the constants; the person(s) who loves the child the most, knows them the best, and has to live with the consequences of how the school delivers their program. In that respect, we are our child's expert and best advocate!

I would like to share how I've taken some of my armor off and hopefully, help you to prepare for the meeting that will impact your child's education and ultimately, their post education as well.

1. **What is the vision for your child when he leaves school?** Yes, even now!! It's never too early to start thinking about the future. I see my son working in a grocery store, stocking or helping people

with their groceries. Why? Because he has great matching and organizational skills, he is physically strong, and also very social. So, I build my vision by knowing his strengths. I also know his limitations; he may never get to run the cash register. Create your vision by knowing your child & their disability.

2. **Understand and review the IEP goals and the reason for the meeting:** Most ARDs are annual meetings to plan and prepare for the next school year. Have the goals from last year been measured? Are they working? How will the goals help your child prepare for the real world? Should the goals be formal or informal? If the ARD is to address a new problem, decide what you really want for your child and then decide what is the least you will accept.

3. **Are the evaluations current? Do you agree with them?** It is important to know the present level of performance of your child before developing goals that are going to impact their educational needs.

4. **Be prepared:** The thing that has worked best for me is a 3-ring binder with a plastic sleeve in front where I enclose a current picture of my child. (The photo keeps me focused that I'm there for him and not for the others!) Inside the binder are sections with dividers which include titles like **ARD, IEP Goals, BIP, (Behavior Intervention Plan), Evaluations, and Correspondence**. I write letters to the school beforehand to address my kudos and concerns so that they will know what I will be addressing at the meeting as well. Pre-ARDs with your child's teacher also help communication and facilitate easier ARDs. I also added sleeves with pictures of every year of his life; they loved seeing him as a baby and doing other things in the community like camp, baseball and swimming!

5. **Remember that Special Education is a service, not a place:** If you are interested in inclusion for your child, explore the possibilities of inclusion in the general education settings. Read the ARD Guidebook which your district provides, as well as the Procedural Safeguards, which are now designed to parent friendly. Be familiar with your

rights. **WHAT A GOOD IDEA!** is an excellent resource parent manual (great letter samples with phone numbers too!) available through The Arc of Texas or Advocacy, Inc.

If it helps for you to process the ARD paperwork (re-read and digest with someone else), then you are also within your rights to not sign the paperwork and return it later to the school. You can ask for a draft copy at the Pre-ARD (it's much easier now that the paperwork is on computer). You should have it available to you before the meetings, as no one, especially parents, likes surprises! The school usually has staffings before you get to the meeting so you are entitled to information beforehand as well. You also have the right to adjourn the meeting and reconvene within 10 days if you are not in agreement with the ARD decisions. This gives you the time to consult with other parents or professionals before making your decision. When possible, bring someone with you to the meeting, the other parent, a professional, an advocate, or someone who knows and loves you and your child.

Remember that education is a process for all students. School will be out for many before we can say, "another ARD meeting!" These are the years that we as parents can help to impact our children's future. Transition is another subject which we often don't think about when our kids are in elementary school, but that is also a very important outcome of their educational program. Remember, once they leave school, all they will have is the real world. Work to help the school focus on that time. Our children are more than students and as a parent we have the responsibility of helping the school recognize the value in our children and their contribution to our world. This spring, ground yourself in your vision, plant your thoughts with the IEP team, and measure and cultivate your child's growth. It's a process that gets repeated every year... happy spring!

"Remember that Special Education is a service, not a place."



Getting Ready for the Future For Families of Children (any age) with Special Needs

By Rosemary Alexander, Austin ISD Parent and School Support Team

Transitions and change are often difficult, so how can we make them easier?

1. Prepare to be the advocate for your child for the long haul.

- Create a good record keeping system and use it, clean it out occasionally, but keep on using it.
- Learn about special education law.
- Develop your negotiating and communication skills.
- Learn about community resources.
- Learn about your child's disability and be able to describe it clearly and briefly to others.



2. Prepare to be your child's care-provider for the long haul.

- Adopt healthy habits—get enough sleep, exercise, and eat well.
- Build a support network.
- Build opportunities to have fun into your life.
- Learn relaxation techniques.

3. Develop a long-range vision for your child and your family

- When possible, start to imagine your child's future.
- Consider what it will take to make that future possible. What does your child need to know how to do in that future?
- Plan now how you will provide opportunities for your child to learn

those skills.

- Be the keeper of the vision, hopes, and expectations. At meetings about your child, remind people of your long-term goals. You and your family are the only ones present in your child's life over the long term. You are the consistent force while professionals of all kinds will come and go.

4. Prepare for change and transitions.

- Anticipate the transition points—ECI to EC, EC to elementary, elementary to middle school, and so on. Know that you will need to do extra planning at these points, and at other points that are not as obvious.
- Find out all you can about the next step. For example, go to the new school, meet the new teacher or other staff, take your child to see the new school ahead of time, talk to other parents at the new school, or who have made similar transitions. The more you see and know about the new place, the less you will fear it.
- Prepare others in the family for change, such as siblings. If you know that change affects your mood, your child's behavior, etc., get extra support at that time.
- Build in ways to communicate in the beginning. For example, at a new school, request a meeting after

the first 3-6 weeks to evaluate the situation. Try to solve problems before they get bigger.

- At any new place, find out whom to talk to when problems arise. What is the hierarchy, the ladder, the structure? Who is in charge?

5. Whatever your child's future, you will need extra money! Face it now and plan for it.

- Get on these waiting lists or find out about these services today:
 - *CLASS: 877-438-5658
 - *MRLA or HCS: 800-252-8154
 - *MDCP: 800-252-8023, ext 3061
 - *SSI/Medicaid now if your family meets income/disability guidelines or when your child turns 18 based on his/her income/disability. (For more info on these programs go to our website: <http://www.main.org/txp2p/FinancialSites.html>)
- To ensure that your child will be eligible for public benefits at age 18, place his or her assets into a special needs trust. Be sure that your will leaves nothing to your child with a disability. Write a will now with a lawyer who knows about estate planning for families of children with disabilities.
- Know that you will need to find out about getting guardianship for your child when he or she turns 18. Some children need it, others do

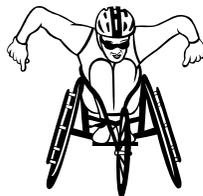
Access Loans Available From Digital Federal Credit Union for Products, Devices or Building Modifications to Assist Someone with a Disability

Members of the American Association of People with Disabilities (AAPD) can join the Digital Federal Credit Union (DCU) to take advantage of this new loan product. Access Loans are now available for any product, device, or building modification designed to assist someone with a disability. Borrow from \$1,500 to \$25,000 or more for up to 72 months (6 yrs) with no down-payment required. The borrower need not be the beneficiary of the purchase. Qualified purchases include, but not limited to:

- Powered-non-vehicle transportation such as scooters, power wheelchairs, stair-climbing power chairs,

all-terrain wheelchairs.

- Manual transportation such as standard manual wheelchairs, custom sport wheelchairs, and specialized hand cycles.
- Adaptive computer and communications equipment.
- Durable medical equipment such as slings, breathing systems, specialized beds.
- Rehabilitative equipment such as motorized equipment that exercises muscles and limbs.
- Accessible building modifications such as bathroom and kitchen accessibility, ramp installation and



widening doorways.

DCU also has mobility vehicle loans available.

Join AAPD so you can take advantage of DCU's financial benefits. There is no fee to join the credit union; all you have to do is open a savings or checking account for as little as \$5.00. If you are already an AAPD member, or if you would like to join AAPD and DCU at the same time, you can call DCU directly for further information and an application at 800-328-8797 (800-328-5146 TTY). Or visit DCU's website at www.dcu.org for further information and applications.

VSA arts' MAKING ART WITH YOUR CHILD CORNER: BREEZY BAG KITES

By Emily Cicchini, VSA arts of Texas

What You Need:

- * Large brown paper grocery bag (one per child)
- * Strong string
- * Scissors
- * Hole punch
- * A number of paper ring reinforcement (the kind you use on paper in binders. You could also substitute masking tape).
- * School glue or paste
- * Paint (tempera, acrylic -- whatever you have)
- * Crayons, markers, pencil crayons
- * Paper streamers or crepe paper that you can cut into strips
- * A few found objects (bits of paper, glitter, buttons -- nothing too heavy)

What You Do:

1. Begin by taking the hole punch and making four (4) holes in the top of the paper bag - one in each of the corners. Add paper ring reinforcements to the holes, or put a small piece of masking tape over the hole and poke through with a pencil. This will ensure that your holes don't tear through.
2. Next, cut two (2) lengths of string about 30" each.
3. Tie each end of the strings

through a hole in the bag. The goal is to create two loops.

4. Next, cut another piece of string -- again around 30". Loop this new piece of string through the two loops you created and tie in a knot. This piece of string will become the handle of your kite.

5. You are now ready to decorate the paper bag kite using paint, markers or whatever else you desire. You can paint designs on the kite or turn the kite into a fish by adding eyes, gills and fins. You can glue different items to the kite but be sure not to load the kite down with heavy items -- or it will have a hard time staying up in the air.

6. Use paper streamers as kite tails and glue them to the bottom of the paper bag. You can make your own streamers by cutting crepe paper into strips. Another nifty streamer idea is to take plastic bags and cut them into strips.

7. Once the glue and paint is dry, the kite can fly. Hold on tightly to the string handle and run so that



the wind catches the kite. When the bag fills with air it will float and flutter behind you.

8. As a variation, you can add a longer handle string to the kite so it will fly higher in the air.

Adaptations for Children With Disabilities:

For children with cognitive impairments, pre-punch the holes and pre-cut the string, and move slowly through the steps.

For children with limited mobility, have them work with a partner to test the kite to fly, or hang the kite from a ceiling near a fan.

For children with visual impairments, give them options for puffy stickers and decorations that have texture, and encourage for them to listen to the sound of the streamers from the kite in the wind.

Recommended Books:

25 Kites That Fly by Leslie L. Hunt
The Great Kite Book by Norman Schmidt

Funstation: Kites by Susan Wardle
To contact VSA arts of Texas, call (512) 454-9912 or (512) 454-6298 (TTY) or visit their website at www.vsatx.org.

A Letter to President Bush from a "Regular Kid"

January 5, 2004

Dear President Bush,

My name is Daniel Alperstein, and I am an 11 year old boy. I do not have a disability, but I have a brother who does and a friend who does.

I think that you should not pass H.R.1350 because I think special needs children should get as much education as possible. I spent New Years with a kid with autism, and he only then spoke his first independent words. It shows that when he is around other kids his age, he can start doing things like regular kids. So if H.R.1350 separates Nicholas (my friend) from other kids his age, he will stop talking and acting like a normal child. Most of the time he can only talk if his mother tells him what to say, but when he was around me and my family, he said his first independent words and even started acting like

us, and even eating the things that we eat. From being around other kids, Nicholas has chosen to play drums, play piano, ski and play marimba in the school band. If we take Nicholas away from his peers, he probably would stop doing all those things and go back to not really being able to do much.

Obviously being around regular kids in school has helped Nicholas a lot, but it also helps regular kids like me. At first, I thought that Nicholas could barely do anything and couldn't really talk or play instruments or do anything. I didn't even think that he could understand what I was saying. But spending New Years with him taught me that from being around normal kids, he could actually do all those things. Kids like me need to know that kids like Nicholas ARE like every other kid except for the disability. A lot of kids think that special needs

children are just plain weird, if you know what I mean. I think that special needs children should be in regular classes with regular children so that other children will

learn that special needs children are just like them. Regular children need to learn that children with disabilities are children with disabilities, not disabled children. That means that they are just like regular children except they have a disability, not a totally different species because they have a disability.

Please make sure kids like Nicholas can stay in school with regular children and don't pass H.R.1350.

Sincerely,
Daniel Alperstein



Health & Human Services Commission Consolidation:

New HHSC Departments

Following are the new state agencies, expected start-up dates, and key functions of the new HHSC Departments:

Department of Assistive and Rehabilitative Services (DARS):

Started March 1st, DARS will include programs administered by the Texas Rehabilitation Commission (TRC), Texas Commission for the Blind (TCB), Texas Commission for the Deaf and Hard of Hearing (TCDDHH), and the Interagency Council on Early Childhood Intervention (ECI).

Department of Family and Protective Services (DFPS):

Created February 1st, this department is

responsible for the programs previously administered by the Texas Department of Protective and Regulatory Services (TDRS).

Department of Aging and Disability Services (DADS):

Targeted to start September 1st, 2004, DADS will be responsible for mental retardation programs currently administered by the Texas Department of Mental Health and Retardation (TDMHMR), community care and nursing home services programs of the Texas Department of Human Services (TDHS), and aging services programs of the Texas Department on Aging (TDoA).

Department of State Health Ser-

vices (DSHS): Targeted to start September 1st, 2004, DSHS will be responsible for the program administered by the Texas Department of Health (TDH), the Texas Commission on Alcohol and Drug Abuse (TCADA), and the Texas Health Care Information Council (THCIC), plus mental health community services and state hospital programs operated by TDMHMR.

All four programs will come under the oversight of the Health and Human Services Commission. The proposed organizational structures for the agencies are on the Internet at <http://www.hhsc.state.tx.us/Consolidation>

Giftedness vs. Disability - A Reflection

By Judith Snow

I am somewhat reflective these days, as I've discovered it doesn't help to run after answers. It's better to ask good questions. If we can frame a few good questions, we can spend our lives trying out answers.

One such question for me is: "HOW IS IT THAT I AM NOT PERCEIVED TO BE A MEMBER OF THE PUBLIC - A CITIZEN? WHAT CAN MY FRIENDS DO TO CHANGE THAT PERCEPTION?"

When I was born, I was a member of the general public. People were willing to support me because they expected something of me. There were systems to support me, education, transportation, family, et cetera.

When I was seven months old, I was labeled "disabled", and that label changed my life. People no longer expected my family to be there for me. The educational system was no longer there for me. My family had to fight so I could go to school. The transportation system was no longer there for me - and still isn't. No one expected me to 'be there' or to make a contribution.

Luckily for me, my family was different. They expected me to make a contribution. That fact made a tremendous difference in my life. The fact that I was not considered to be a member of the general public totally changed my life. Today, my life is built around the constant battle for me to simply be a member of the public.

There are people in every generation who can run really well and do amazing feats. People like Canadian champion Ben Johnson, and other Olympic divers and skaters. We say they are gifted. It is interesting that there are as many people like Ben Johnson as there are like me. But there is one profound difference. People really enjoy and value the fact that Ben can run, or that my classmate Beverly could dive. I don't understand what intrinsic use it is to be an Olympic class diver or runner.

For Bev to become an Olympic class diver, our society created thousands of gifts. We created opportunities for pool builders, coaches, pool cleaners, advertisers, swim suit manufacturers, et cetera. People got up at four o'clock every morning, traveled thousands of miles, raised tens of thousands of dollars. Thousands of people were involved in making this possible.

A person who is labeled disabled needs exactly the same support. I need people to be friends, to tutor, to raise money, to set up special places, to do government negotiations - exactly the same things that Beverly needed to become an Olympic class diver.

What is the DIFFERENCE? What prevents society from seeing me as important and exciting as Bev?

There was a serious mistake. Someone jumped the gun and labeled me a problem. Instead of seeing me as a gift and an opportunity, I was called

a problem and became a project. I was not supported by the 'community'. I was serviced by staff. People's livelihood was determined by their fixation on fixing me. But this is crazy because we are not fixable.

We never stop to think about that. Our society has created a billion dollar industry to fix people who are not fixable. It is destined to failure. It doesn't work and there are tremendous costs both to society and to the people who cannot be fixed.

People's lives are wasted. The 'helpers' get trained to do something that is useless and doesn't work. Not surprisingly, there is an incredible burn out rate. When things don't work, people get angry and that breeds violence. It is no wonder that so many special educators and human service workers spend the vast majority of their time doing paperwork. It is logical response when their job (to fix people) doesn't work and only generates frustration and anger.

There is another cost. The community is denied the talents, gifts, contributions and opportunities of all the people who are excluded.

THE ANSWER IS SIMPLE - SEE ME AS GIFTED, NOT AS DISABLED. THROW AWAY THE CONCEPT OF DISABILITY. WELCOME THE CONCEPT OF GIFTEDNESS!

Judith Snow is an internationally recognized author, lecturer and organizer for the rights of all people to participate fully as citizens in society.

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Texas Parent to Parent Update

month. Tammy Mann, Outreach & Training Director and Project DOCC Coordinator, became a grandmother on 04/16/03 to preemie twin boys, born at 29 weeks, who spent 10 weeks in the hospital. It's been a long year for Tammy and her daughter, Summer, filled with doctor's appointments, therapy through ECI, and caring for two babies at once, but Khi and Brenden are doing well today on their first birthday. Patty Geisinger, (volunteer) Volunteer Coordinator and Parent Coordinator for Project DOCC - Austin, spent the month of August in the hospital caring for her daughter, Jessie, in addition to maintaining a home life for her other three children. Jessie is doing better now but continues to have some serious health problems. I became my 89 year-old mother's case manager and lead care

giver when she became ill in August and required 24 hour care. She also is doing better now but still needs someone with her all the time. We feel fortunate to have each other, our spouses, and the wonderful friends we have made through our work to help us get through these rough patches. We've been very busy both at work and at home, but watching TxP2P become a reality and grow so quickly has been a true labor of love for us all.

I wanted to pass on some additional information, based on questions I've gotten recently from some parents:

✓ The **newsletter** is supposed to come out quarterly; however, the newsletter is just one of my jobs. I apologize for getting it out late but sometimes there just is not enough time in the day to get everything done. The newsletter schedule is

Continued from Page 1

March, June, September, and December. Since you're getting this in May, you see what I mean.

✓ **If you move or your email address changes**, please let us know so you will continue to get the newsletter. Call on the local number (458-8600), toll-free number (866-896-6001), or drop me an email (Laura-txp2p@sbcglobal.net), and we'll get your addresses changed.

✓ **If you have requested a match with another parent and asked us to call you in the evening or on the weekend**, please be patient with us. As you can tell from this article, we have our own issues at home and that's where we make the evenings and weekend calls. We will get to you as quickly as possible!

THANKS!!

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Serving children with disabilities, chronic illness and other special needs by providing support and information to their families through peer support, resource referral and public awareness.

Conference Schedule

| Date | Conference Title | Location | Registration Information |
|---|---|---|--|
| Thursday, June 24 through Saturday, June 26, 2004 | Partner Leadership Institute 2004 Partners Resource Network & Texas Council for Exceptional Children | J.W. Marriott Hotel (Galleria) Houston, TX | Call 800-866-4726 or see www.tcecweb.org for registration information. Limited number of parent stipends are available. |
| Friday, July 30 through Saturday, July 31, 2004 | Our Children . . . Our Journey First Statewide Annual Conference Connecting Families of Children with Disabilities and Special Health Care Needs | Temple Bible Church Temple, TX A collaboration of Children's Special Needs Network and Texas Parent to Parent | For more information, call Texas Parent to Parent at 866-806-6001 or 512-458-8600 or visit our website at www.txp2p.org |
| Saturday, August 14 through Sunday, August 15, 2004 | "It Takes a Village: Building a Strong Texas Brain Injury Community" <u>Brain Injury Association of Texas</u> | Houston, TX | For more information, contact BIATx at 800-492-0040 or www.biatx.org . |
| Friday, Sept. 24 through Sunday, Sept. 26, 2004 | Taking Joy to the World A Disability Conference Helping Churches Help Families | Graceview Baptist Church Tomball, TX | For more information, call 281-351-4979 or visit the website www.thejoyministry.org |

MAGIC 5K FUN RUN/WALK

Williamson County Regional Park, Sam Bass Road and 1431
 Saturday, June 19, 2004

What: Join us for our 1st ANNUAL MAGIC 5K FUN RUN/WALK. This 5K is on a paved trail at a beautiful park with lots of trees. Please join and support us - 100% of the proceeds will go to the Kunz/Leach Scholarship Fund on behalf of the MAGIC Foundation. All donations and registration fees are tax deductible as allowed by the I.R.S. The Fund will provide financial assistance to qualifying Texas families so they may attend MAGIC's annual medical convention in July. These families each have a child with Russell-Silver Syndrome, a very rare genetic growth disorder which limits growth in both height and weight unless treatment is obtained. Because RSS is so rare and most families are desperate for information, this annual medical convention is literally a "one-stop-shop" for these families ... the weekend is a life-changing experience. We are grateful for any donation even if you are not participating in the run! Non-runners donating \$20 or more will receive a free T-shirt.

For more information, contact: Brittany Kunz **Phone:** 512-220-1302 **Contact Email:** magicfunrun@hotmail.com
Web Link: www.magicfoundation.org