

Family Connections Center

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Massachusetts Families Organizing for Change

A statewide, grassroots coalition dedicated to individual and family support

SOUTHEAST MASSACHUSETTS FAMILY LEADERSHIP SERIES 25

The 25th SE Family Leadership Series is about to begin! The Series focuses on supporting families and individuals to live in their communities as naturally and typically as desired. Applications from families with children or adult family members **of any age with any disability** who are **Department of Developmental Services eligible** are encouraged.

The **Family Leadership Series** has a three-fold purpose. The first is to offer information about "best practices" for people with disabilities. The second is to assist families in creating a vision for their family member and a process to achieve the vision through leadership and advocacy. The third is to develop family leaders who will advocate at the local and state level to improve the lives of individuals with disabilities. The dates of the **SE Family Leadership Series 25** are: **October 28 & 29, 2016, January 27 & 28, March 3 & 4, and March 31/April 1, 2017**. Each session is two days in length. **Participants are required to attend all four sessions.**

Families who have completed the Series have had a tremendous impact on systems change for families and individuals with disabilities in Massachusetts. Family members have been active in policy and decision making locally, regionally and statewide and some have decided to do legislative advocacy work. Some families have been involved in community organizing and advocacy on a local level. Others have used their talents and skills to create change for their child with a disability and/or their families.

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MFOFC Family Leadership Series

Food and overnight lodging for each family at the Holiday Inn in Mansfield is paid for by the Department of Developmental Services. Respite/child care/nursing for family members is also funded.

The Series:

Initiative and Leadership – family members are given information on the background of the family support movement, leadership, advocacy and the significance of self-advocacy, how to effectively advocate for change and ways to influence funding and delivery systems.

Creative, Progressive and Innovative Ways to Provide Support – how to help our family members and our families to live quality lives. A number of presenters offer their perspectives on a broad range of topics: Inclusion in schools; supported employment; positive practices; community living and family support.

Creating A Vision – families are supported to “imagine better” and to create a vision, with and for their family members, that guides their leadership and advocacy. What advocacy is necessary to ensure the visions that are developed and what is effective advocacy?

Policy Making at the Local, State and Federal Level – family members receive information on how to develop networks with professionals and families, how to access and control resources that affect family stress and satisfaction and how to use legislative change to procure resources.

Southeastern Massachusetts Family Leadership Series Themes

Initiative and Leadership

Imagine Better

So...We Have Our Vision...Now What?

Change through Legislation

Caring for the Caretaker

If you have questions regarding the FLS or application, please contact:
Emily Murgo Nisenbaum at the Nemasket Group, 508-999-4436, email:
emilynisenbaum@nemasketgroup.org or
Dianne Huggon, 508-479-3969, email: dimhug79@gmail.com

The Nemasket Group provides generous support to the SE FLS

<http://nemasketgroup.org/>

MFOFC Family Leadership Series

Thank you for your interest in the Family Leadership Series. The information you share in this application will determine our consideration for acceptance. Please answer all questions! We hope to have a group of about 20 participants representing the SE region of our state.

APPLICATION: SE Region Family Leadership Series 25

Name(s) (please print)

Address _____

City _____ State _____ Zip _____

Telephone (Home) _____ Work) _____

Email(s) _____

1. Does your family include someone with a disability? Yes No

What is your relationship to that person? _____

2. Please answer the following questions so that we can be sure that our group represents diverse needs and interests:

a. What is the age of the individual? _____

b. What is the disability? _____

c. What services are you, your child, or your family member currently receiving?

Educational Family Support Vocational

Medical Respite Care Residential Support

Other - Please describe: _____

3. Are you currently involved with any family or advocacy group? Yes No

Have you been involved with family or advocacy groups in the past? Yes No

If yes to either question, please describe your involvement:

3. What specific areas of concern or interest lead you to apply for this Leadership Series?

5. How do you hope to utilize the information learned through this Series?

6. Each session of the Leadership series runs from 9:00AM on Friday until 4:00PM on Saturday with time off for socializing and sleep! Are you able to make a time commitment to the following sessions?

Remember – it is very important that you attend all four sessions!

- | | | |
|------------------------|------------------------------|-----------------------------|
| October 28 & 29, 2016 | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| January 27 & 28, 2017 | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| March 3 & 4, 2017 | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| March 31/April 1, 2017 | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

These dates are not convenient for my schedule. Please mail me an application when you schedule your next Leadership Series.

7. Our experience has shown that some families need childcare, respite, or nursing support to attend a gathering of this sort. Please indicate whether or not you need **funding** for this type of support.

- Yes No

8. Will you need any special considerations (translation, interpretation, accessible room, reimbursement for extraordinary travel expenses, etc.) in order to participate in the Series? **If yes**, please describe.

9. Is there anything else you would like to share about yourself and/or your family that would assist us in reviewing your application (other children, family dynamics, family composition, special hobbies/interests, etc.)? **Please use the back of this form if necessary.**

10. Who referred you to this Family Leadership Series? _____

Return your application to Emily Murgo Nisenbaum by email, fax or mail by Sept. 26, 2016

◇ **Email:** emilynisenbaum@nemasketgroup.org

◇ **Fax:** 508-997-9239

◇ **Mail:** The Nemasket Group, SE FLS, 56 Bridge St, Fairhaven, MA 02719

U.S. Education Department Releases Guidance on Education of Children with Disabilities Attending Public Virtual Schools

The U.S. Department of Education’s Office of Special Education and Rehabilitative Services (OSERS) today issued guidance in the form of a Dear Colleague Letter to states to ensure students with disabilities attending public virtual schools are getting the special education and supports that they deserve and is their right. The guidance focuses on specific requirements in the Individual with Disabilities Education Act (IDEA) for public virtual schools. IDEA is the law that guarantees the right to a public education for America’s nearly 6.7 million students with disabilities.

Over the last decade, there has been a proliferation of educational models involving varying degrees of in-person and online instruction and practice. Today’s guidance addresses the supervision responsibilities of states and the applicability of IDEA’s child find provisions to children attending public virtual schools. The letter also clarifies states’ responsibility to provide a free appropriate public education (FAPE) to children with disabilities attending public virtual schools.

“Children with disabilities attending virtual schools have the same right to a free appropriate public education as children attending brick and mortar schools,” said OSERS Acting Assistant Secretary Sue Swenson. “States and school districts must ensure that children with disabilities are getting the special education and supports that they need to be successful in school.”

Virtual public schools, including virtual charter schools, must be held to high standards and be accountable to the students and families they serve. The Department is releasing this guidance today to emphasize the importance of ensuring oversight, transparency and accountability for these schools. The most important feature of any school is the quality of the learning experience for students. The Department’s goal continues to be to ensure that all students—particularly those traditionally underserved—receive a high-quality public education.

Among the letter’s key points:

- The educational rights and protections afforded to children with disabilities and their parents under IDEA must not be diminished or compromised when children with disabilities attend virtual schools.
- States are responsible for ensuring that all school districts, including virtual schools that operate as school districts, implement the requirements of IDEA.
- To ensure FAPE to children with disabilities in virtual schools, each school district must implement the evaluation, eligibility, individualized education program (IEP) and least restrictive environment requirements under IDEA.
- School districts, including virtual schools that operate as school districts, should review the state’s child find policies and procedures as well as their own implementing policies, procedures, and practices to ensure that children with disabilities who attend virtual schools are identified, located, and evaluated.

OSERS currently funds the [Center on Online Learning and Students with Disabilities](#) to research how online learning can be made more accessible. The center also identifies promising practices for K-12 children with disabilities by investigating approaches that address variations in student learning styles within the range of online learning options.

Food for *Thought*

RIGHTS. We – people with disabilities and family members – have them. Technically, these might be entitlements to services, benefits, or legal protections, but many use the generic term RIGHTS when referring to government –mandated early intervention (EI) and early childhood education (ECE), special education, respite care, employment vocational-rehabilitation (VR), housing assistance and other services.

Many people with disabilities and their families may be pleased with the RIGHTS afforded under federal and state laws. Yet many others are frustrated and angry by the poor quality and/or lack of relevant services. In either case, there are many family members and people with disabilities who seem to see the fulfillment of their RIGHTS as the most important goal in their lives. For some it's an almost frenzied zeal – like cheerleaders, we exhort our side to “fight and win.” For others it's a quiet, stealth-like determination that consumes our waking hours. The intended outcome – a person/family receiving all benefits and RIGHTS afforded under state and federal policies – may occur, and we then feel we have achieved success. Some of us even view this as a “victory” – as if we've been fighting a war and our side finally “won.” Later, we may be shocked to learn the victory was short-lived. For when moving from one service system to another (EI or ECE to special ed to adult services, for example), we may have to start all over again. Success in one venue doesn't guarantee success in the next!

So we may temporarily achieve the intended outcome: getting all our RIGHTS. In the process, however, a variety of unintended consequences sneak into our lives, some of which we're not even aware!

The quest for RIGHTS or services may leave us frustrated, angry, and tired. We don't treat ourselves or our loved ones very kindly when there's no time or energy left to have fun, relax, read a book, go to a movie, be with family, enjoy

The “Right” to a Normal Life

Revolutionary Common Sense
Kathie Snow, www.disabilityisnatural.com

peaceful dinners, and more. A positive outlook on life can devolve into a permanent, negative, pessimistic daily struggle against our collective “enemies” in the system. Our personal identities become cloudy as we assume the “victim” mentality. The list of unintended consequences is varied and endless. Still, many of us relentlessly pursue our RIGHTS, believing that's where we'll find the gold at the end of the rainbow.

But what about the “right” to a normal life – a REAL LIFE – instead of a life as a client, recipient, patient – a “special” life? In our zeal to address the “problems” of a person's disability and ensure he receives all his RIGHTS, we often overlook the more important and valuable opportunities: those typical and ordinary elements of daily living that weave the fabric of a wonderful life. Yes, we need to ensure that individuals with disabilities enjoy the same rights of citizenship as other Americans, but in the process, we dare not deny them the opportunities to be fully human!

Does a two-year-old have the opportunity to be a “terrible two” and say “No!” to everything? If she's unable to experience this powerful and important milestone because she hasn't yet acquired speech, she needs a communication device or some other form of effective communication so she can assert herself the way other two-year-olds do. If she doesn't acquire the power to communicate “no” as a child, how will she protect herself when she's older?

Too many children, however, are denied the opportunity to communicate at the age-appropriate time (which prevents them from leading normal lives). Parents, therapists, or others believe that giving a child a communication device will prevent the child from learning to speak! There is no proof

to this assertion; it's someone's opinion. And, yes, some children may never acquire oral communication – all the more reason to provide an alternative way to communicate. Conversely, I have known children who, as two-year-olds, used

I am not afraid of storms for I am learning how to sail my ship.

Louisa May Alcott

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communication devices, signing, and other methods, and as they acquired oral communication, stopped signing or discarded their devices. Alternative forms of communication did not get in the way of their learning to speak.

Does a toddler have the opportunity to “run away” from Mom and Dad? To come and go as he pleases – to explore and master his environment? If he can’t because he’s unable to walk, he needs a power wheelchair or other form of independent mobility so he can learn and grow from the rich environment of his bedroom, his home, his yard, and his community. Independent mobility provides more than movement from point A to point B: it promotes self-determination and self-esteem, and enables a child to play with others, be a big brother, help around the house, take control of his own life, and so much more! But many children are denied independent mobility, for the same reasons others are denied communication devices. When this occurs, they are also being denied the right to experience typical development and typical lives.

Is a child with a disability given an allowance? Expected to help around the house? Taught how to use the phone? Have a pet he’s responsible for? Wake up to an alarm clock? Make her bed? Help with cooking or cleaning up after a meal? Have birthday parties with friends (not just family)? Select presents for others? Is the child expected to participate in and experience the traditional, ordinary, typical activities of her brother, sisters, and similar-aged children? Is she expected to achieve an academic education which will enable her to attend college, vocational school, and/or be employed in a real job? Do we expect the child to leave home one day, live on her own, get married, and lead a REAL LIFE as an adult? When we don’t encourage and provide typical experiences (and have high expectations) we’re robbing a child of the “right” – the opportunity – to lead a normal life.

Parents may think it’s the child’s disability diagnosis that precludes their child from participating in the ordinary routines of childhood. But in my experiences, it’s not the disability itself, but the lack of tools – a communication method,

independent mobility equipment, other assistive technology devices, environmental accommodations, behavior supports, or anything else – that prevents a child from enjoying typical experiences. Simultaneously, we may not recognize the value of these ordinary experiences because we’re too focused on rights, services, therapies, or entitlements.

I’ll never forget the morning I repeatedly yelled at then ten-year-old Emily to get her room cleaned up once and for all. Eight-year-old Benjamin wheeled over to me, and in a nervous, but hopeful voice, asked, “Mom, do we want me to clean up my room, too?” With this whack on the side of the head, I realized I had not been giving Benj, enough opportunities to be responsible, and I had not been treating him like his sister was treated! “Yes!” I replied sternly. “Get in there right now and don’t come out until your room is clean!”

With a big grin on his face, he wheeled to his room and put some of his toys in the bins on his dresser. Then, near tears, he wailed, “Mom, I don’t know where some of this stuff goes!” How could he? His dad or I had been doing this for him. What a lesson from a child! Things changed after that. Later, Benjamin often whined about having to clean up after himself. What kid doesn’t? This, too, is a typical, ordinary, valuable childhood experience!

What about today’s adults? As children, many were not allowed to experience typical opportunities, so they didn’t learn “the basics.” As adults, many are still not being allowed to participate in ordinary experiences or assume typical adult responsibilities.

It seems that many adults with developmental disability labels are “placed” in group homes and other “special” living arrangements because, as children they were not expected to succeed, not allowed to participate or learn from typical activities, not be responsible for themselves to the greatest degree possible. Thus, as young adults, they’re believed to be incompetent, so others continue to “take care” of them. On the other hand, children with disabilities who were raised in an environment where they

Life is a process of becoming, a combination of states we have to go through. Where people fail is that they wish to elect a state and remain in it. This is a kind of death.

Anais Nin

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were expected to lead normal lives (with accommodations, supports, etc.), become adults with disabilities who lead normal lives (with accommodations, supports, etc.).

Is an adult with a developmental disability expected to explore and decide what type of job he wants? (And do we believe him, trust his instincts, and respect his dreams, or do we dismiss his ideas as “unrealistic”?) Does he have the opportunity to attend college, trade school, or pursue other avenues to help him learn the skills needed for his dream job? Is he expected to know – or to learn – how to find a job the way people without disabilities find jobs? Is he expected to be responsible for his own money? Does he have the opportunity to determine and/or find his own place to live, with the roommates and supports of his choice? Is he able to get the naturally-occurring help that’s available from family, friends, neighbors, and coworkers, or is he dependent on service providers?

The presence of a disability diagnosis is not a barrier to leading a normal life. No, the barrier exists in our minds – in our beliefs about the person who has been labeled and the actions we take based on these beliefs.

We may not believe a child or adult with a disability is physically or mentally capable of doing many “normal” activities. This is

nothing short of prejudice. We prejudge a person based on the label, or we make decisions without considering other possibilities and options, including the use of natural supports, modifications, and/or assistive technology.

At age 22, Casey still lives at home and attends a day program. She has never worked and her mom, Martha, says she never will: “Casey can’t talk and she’s low-functioning. She can’t do what other people do.” When asked why Casey doesn’t have a communication device, Martha says they tried one year ago, it didn’t work, and that’s that! She’s not interested in exploring other devices or other forms of communication for her daughter because Martha says she “knows” what Casey wants. Martha has made Casey dependent on her, and under the current circumstances, Casey’s opportunities for success are limited. But with assistive technology, supports, and/or modifications, Casey could probably communicate

her wants and needs, and move her life in the direction of her choosing. Without those tools, she’s stuck – imprisoned in environments she has no control over. Casey’s disability isn’t a barrier to her success, but her mother’s attitudes and beliefs are.

Fear, worry, or selfishness may drive our actions. Sonja says she must feed ten-year-old Jason at every meal because, “he can’t hold a fork or spoon very well.” She refuses to let Jason feed himself finger foods because, “He’s a messy eater and I’d probably have to change his clothes.” What about tucking a napkin in Jason’s shirt, spreading another on his lap, and helping him learn to clean his face and hands with a wet wipe? Sonja explained, “But I can feed him faster than he can feed himself.” Is Sonja afraid Jason will fail, so she’s unwilling to let him try, or are her needs more important than her son’s? How can Jason have real experiences when his mom believes cleanliness and speed are more important than Jason learning to care for himself? Can we afford to allow our fears or needs to get in way of another

person’s opportunities to live and learn in the real world and lead a normal life?

A person with a disability may not do things in the same way, with the same

speed, using the same tools, and so forth, as others. Still, his experiences as he does things “his way” are no less valuable. Who wrote the rules on the “right way” to do anything, anyway?

To ensure children and adults with disabilities enjoy the ordinary, typical, growth-producing experiences most people take for granted, we may need to: listen more carefully, with our ears, our eyes, and our hearts; develop new attitudes; be more creative in our thinking; and provide assistive technology devices, supports, modifications, extra time, and so forth, in natural, inclusive environments. Legal rights, entitlements, and services may be important, but their value pales in comparison to the rich, varied, and collective day-to-day experiences that are the foundation of living a normal life.

What would you want if it were you? Isn’t it really that simple?

**You cannot create experience.
You must undergo it.**

Albert Camus

Available Resources

Exceptional Lives How-to Guides

Exceptional Lives just released the newest versions of its free online Guides for parents of children or adults with disabilities. Exceptional Lives Guides help parents navigate through difficult processes such as how to:

- Access SSI and other government benefits
- Find out if a child qualifies for special education
- Create an effective IEP
- Obtain guardianship or explore alternatives
- Optimize their child's health insurance



These Guides now have improved ease-of-use and new features that were driven by parent feedback - such as an interactive to-do checklist. We hope they make it even easier for parents to access services for their exceptional family member. These guides can be found at:
<http://info.exceptionallives.org/our-guides>

MFOFC ADVOCACY BOOTCAMP

Massachusetts Families Organizing for Change - Northeast Region is offering Advocacy Bootcamp **free to families across the state.**

Advocacy Bootcamp will meet on Saturdays 9:30 a.m. - 12:30 p.m. in Lexington for six in-person training sessions throughout September, October, and November.

Advocacy Bootcamp is for primary caregivers of young children (birth to age 10) with developmental disabilities, chronic illnesses, and/or complex medical needs. The content focuses on building foundational advocacy skills so that participants can empower their children to lead rich, meaningful, and exciting lives.

This training is a great fit for caregivers just beginning to explore resources appropriate for their children and families, as well as seasoned advocates who have established a strong track record for systems change but who would like to focus internally on their own families. Caregivers interested in exploring advocacy or who are well on their way to becoming parent-professionals have found this training to be an excellent opportunity to learn more intimately about what other families are experiencing as part of their own journeys.

You can find an application here: <http://www.mfofc.org/advocacy-bootcamp/abc-application.html>

Please note: Application deadline has been extended until August 24, 2016. If applying after that date, please first contact Emily Nisenbaum, Southeast Regional Coordinator for MFOFC at emilynisenbaum@nemasketgroup.org

If you would like more information, please contact Sophia Johansson, Northeast Regional Coordinator, at o.sophia.johansson@gmail.com.

HOUSING RESOURCES

Accessible Housing

Mass Access: The Accessible Housing Registry helps people find affordable housing in Massachusetts. A key feature of the registry is to highlight homes for people with disabilities who need accessible or barrier-free housing. Massachusetts law states they must list available housing for thirty days before listed to public. To access the database, call your local Independent Living Center or visit website, <http://www.massaccesshousingregistry.org/>.



Massachusetts Rehabilitation Commission Adaptive Housing Program

MRC's Adaptive Housing Program's goal is to provide accessible housing to individuals with disabilities in their primary, permanent residence to enhance their ability to participate in vocational services, and to return to work. The Adaptive Housing Program provides architectural modifications to the private residences of individuals and related equipment installation to remove impairment related barriers to occupancy by the individual. Examples of modifications that may be eligible under this program are wheelchair access via lifts, ramps, door widening, or bathroom modifications such as roll in showers or grab bars.

Any individual who has a physical or mental impairment which constitutes or results in a substantial impediment to employment. The individual must require vocational rehabilitation services to prepare for, enter, engage in or retain work and the individual can benefit from vocational rehabilitation services in terms of an employment outcome. The maximum dollar limit about is \$15,000. However the Commission may approve expenditure of more than \$15,000 limit for adaptive housing services when exceptional circumstances warrant a waiver. Financial participation is based on annual income and cash assets. For more information, please contact Eugene Blumkin at 617-204-3721 or Eugene.Blumkin@MRC.state.ma.us

Supportive Housing for Adult Children with Disabilities

Autism Housing Pathways

provides information, support and resources for families who seek to create secure, supported housing for their adult children with disabilities. Autism Housing Pathways will support families in forming a variety of housing models by providing a clearinghouse of information on such topics as cooperative bylaws, building plans for modular housing that conforms to legal criteria, real estate trusts, and affordable housing options. AHP shares information about housing groups, developers, lawyers, vendors and consultants that can assist families in creating housing. Autism Housing Pathways is the Massachusetts affiliate of ARCHway.

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Housing Connections

Massachusetts Families Organizing for Change (MFOFC) Housing Connections is designed to help families communicate with other families with similar interests to find or create a home for their loved one with a disability.

Established in January 2013, MFOFC Housing Connections is the first of its kind offered in New England. It is our hope that this tool will serve as a key that opens doors of opportunity to help create an enriching life for the individual. A life that is filled with valued friendships, real relationships, meaningful employment, community participation and the ideal living situation to call HOME. Visit <http://www.mfofc-hc.org/housingconnections/>

Groups working on housing and adult living

Specialized Housing, Inc.

Specialized Housing uses a condominium model to create housing for individuals who can function somewhat independently and whose behaviors can be managed with the level of staffing agreed upon by the family. They have been in existence since 1983. They also provide services for individuals in rental apartments.

Supportive Living, Inc.

Serves people with traumatic brain injuries.

Rental Housing

CHAPA Housing Search Guide 2014

This 23 page guide provides information about searching for rental housing in Massachusetts for people who have one or more disabilities. Most of the information is also helpful to people who are low-income.

Massachusetts Housing Education Centers

Housing Consumer Education Centers offer answers to a wide range of questions about all types of housing problems. Tenants, landlords, prospective buyers, and homeowners can access information designed to maximize housing stability, strengthen investments, and minimize disputes.

Call 800-224-5124 or visit <http://www.masshousinginfo.org>

Section 8 voucher

Persons interested in Section 8 vouchers are advised to put their name on a centralized waiting list as soon as possible. Seventy two Massachusetts housing authorities utilize this one computerized list; all applicant information entered onto this list can be accessed and updated by any and all participating housing authorities. <http://section8listmass.org/>, 877-868-0040.

For more information regarding Section 8 Housing and other housing resources see our Housing Resources Fact Sheet

Information to Share



Please join Community Autism Resources for our 13th annual Hearts & Hands Walk & 5K Run for Autism and Family Fun Day to be held Saturday, October 1st at Francis Farm in Rehoboth

Community Autism Resources (CAR) is a non-profit 501c3 Autism Resource & Support Center. The Hearts & Hands Walk for Autism and Family Fun Day is our **SIGNATURE** fundraiser! Although CAR is partially funded by DDS, we depend on our annual walk to raise funds to continue to provide the FREE and vital services & supports to children, adults and their families, as they face the everyday challenges of living with Autism Spectrum Disorders. All games, activities, prizes, & refreshments are FREE as a thank you to all for their efforts in helping to take action and raise money for this event!

Walkers who raise a minimum of \$60.00 in donations, and who have registered by Thursday, September 1, 2016 will receive an Official Walk T-shirt! When you support CAR, you can rest assured that all of the money raised stays local & will help improve the lives of people living with Autism, their families and their communities!

For all walk questions, please contact Crystal Medeiros, Development Coordinator at cmedeiros@community-autism-resources.com or (508) 379-0371 ext.22

Wrightslaw Special Education Law and Advocacy Conference with Pete Wright, Esq.

Thursday, October 27, 2016
Sturbridge Host Hotel Conference Center
366 Main Street, Sturbridge MA 01566

Program Description

One-day special education law and advocacy programs focus on four areas:

- special education law, rights and responsibilities
- tests and measurements to measure progress & regression
- SMART IEPs
- introduction to tactics & strategies for effective advocacy

For more information and to register go to:
<http://www.autismresourcecentral.org> and click on "what we offer"

Come explore what's available in your community,
all while shopping Art, Craft & Specialty item vendors!

4th annual

Southeastern Ma Community Resource & Craft Fair

Date:

Sunday October 23rd 2016

10a- 3p

Location:

Dartmouth High School
555 Bakerville Road, Dartmouth

~This event is FREE to the public~

~Smoking is not allowed on school grounds~

Brought to you by the Dartmouth Special Education Parents Advisory Council



For more information, email: dartmouthsepac@gmail.com

the
nemasket
group

NON PROFIT
ORGANIZATION
US POSTAGE PAID
NEW BEDFORD, MA
PERMIT NO. 651

Family Connections Center

Joint Project of The Nemasket Group and
DDS (*Greater New Bedford Department of Developmental Services*)
56 Bridge Street
Fairhaven, MA 02719
Phone: 508-999-0077
Fax: 508-997-9239



Creating a network of family support
for individuals with developmental
disabilities and their families

Save the Date

Making the Real Lives Law Real!
Tuesday, September 13, 2016

The Ferncroft Country Club Middleton, MA

We are collaborating with individuals with intellectual and other developmental disabilities who receive support from the Department of Developmental Services (DDS) for the future they wish to create.

This event is designed to provide an opportunity for individuals to use self-advocacy skills to participate in decisions about current service delivery, future improvements, and to take the lead in the policy arena.

Participants will include policymakers, elected officials, central office staff at DDS, people who provide support at all levels from direct care to executive directors, parents, and of course the most important participants, individuals who receive support themselves.

This event is intended to create meaningful and productive conversation which will lead to further recommendations and action plans to be carried out by all involved parties.

The disability rights movement faces new opportunities to drive meaningful change by the movement's rightful owners-people who receive support themselves.

For more information contact Buddy Bostick, buddy.bostick@thearcofghn.org, 978-373-0552 x210