



The Special Times

Community Support Groups

⇒ Mom's Night Out!

This is a warm and welcoming group for Moms of children with special needs or any Mom that wants to find support.

- The first Thursday of every month
- 6:00 to 8:00 p.m.
- LaQuinta Inn, St. Albans
- Information on page 8

⇒ Shadows of the Moon

A support group for families and individuals living with Autism Spectrum Disorder (ASD). Come and join us to talk, learn and even teach each other.

- Last Tuesday of every month
- 6:30 to 8:30 p.m.
- LaQuinta Inn, St. Albans
- Information on page 10

⇒ F/GI Families Together

A support group for families who have a high school youth or adult member who has developmental disabilities.

- Third Thursday of every month
- 6:00 to 8:00 p.m.
- Holy Trinity Episcopal Church Parish Hall, 38 Grand Avenue, Swanton
- Information on page 10

⇒ FACT (Fathers & Children Together)

FACT is a fun place for dads to 'tune up' their parenting skills and connect with their kids through play and learning. This VNA program serves expectant dads and dads with children ages birth to 6 are welcome.

- Every Wednesday night
- Church of the Rock, St. Albans
- More information on page 9

A Newsletter for Parents and Caregivers of Children, Youth and Adults with Special Needs

Vermont Family Network presents:

Function Behavioral Assessments and Positive Behavior Interventions Workshop

Presented by Ginny Iverson, M. Ed., Educational Consultant for Vermont State I-Team, at the Center on Disability and Community Inclusion, UVM

Wednesday, February 3, 2010
6:00 to 7:30 p.m.

Swanton School, 24 Fourth Street, Swanton

- This workshop will help parents understand functional behavioral assessments and positive interventions.
- Join us for this FREE informational workshop to learn about how you can work most effectively with your school team to help develop appropriate behavioral supports for your child.
- FREE dinner and childcare included with registration

To register:

Contact Betty Morse, Family Support Consultant at 1-800-800-4005- ext. 201 or betty.morse@vtfn.org.

Sponsored by the Swanton School



Vermont Family Network's F/GI Winter Family Celebration

It's A Pool Party!

For families of Children, Youth and Adults with Special Needs

Saturday, February 20, 2009
Swim Time: 4:00 to 5:00 p.m.

(Be sure to arrive a few minutes early to get into your swimsuits)

Branon's Pools
248 North Main Street, St. Albans

****Free Swim****

****Door Prizes****

****Free Book for each child****

****Connect with other families in our community****

****Have some family fun!****

You will be required to be in the water with your children and responsible for them. If you need to invite other caregivers to help you, (especially if you have more than one child) then please do so, but be sure to include them in your registration.

Pre-registration is required!

Contact Betty Morse, Family Support Consultant at 1-800-800-4005-ext. 201 or betty.morse@vtfn.org to register or for more information. Be sure to give the number of people attending and your telephone number.

Sponsored by Vermont Family Network with help from our community partners

Support Groups continued:

⇒ Supporting Parents Team

This team is made up of parents who have children with special needs who live in Franklin and Grand Isle Counties. They work on: Growing a regional network of supporting and supported parents; Planning community events and workshops; Promoting medical homes, parent leadership and family centered care.

- 2nd Thursday of every month
- 6:00 to 8:00 p.m.
- LaQuinta Inn, St. Albans
- Information on page 8



Family Networking and Support

When parents receive a diagnosis for their child or are experiencing challenges related to the child's disability, usually one of their first reactions is to want more information and support from others facing the same issues and challenges. Parents and siblings of children with special needs often gain strength by networking with others and realizing they are not alone.

Networking with other parents can help you:

- Learn more about your child's diagnosis
- Identify community/state services and resources
- Learn more about parenting a child with special needs
- Stay informed
- Find support and feel less isolated
- Talk with someone that "has been there"
- Find or keep hope
- Learn to become a strong voice for your child and family (Advocacy)

You don't really understand human nature unless you know why a child on a merry-go-round will wave at his parents every time around - and why his parents will always wave back. -William D. Tammeus



Early years...Developing years...Learning years...

Children and Books: Begin the Connection Early!

Adults often think that children learn about reading in the primary grades. But the truth is that many children already know a great deal about reading when they enter kindergarten because they have been read to from the time they were born! Children who become good readers are those who have had many positive experiences with books during their early years, and the adults who care for them can impart an invaluable gift by reading to--and with--children during their earliest years.

Following is a list of some of the many good books available for young children. If possible, take time out to visit your public library for additional guidance in choosing books that will interest your children.

Books to prop up for very young babies to look at--babies can look at books as they are interested

- *Baby Animals*, by K. Warabe. (Tokyo: FlipFlop Books by Froebel-Kan, 1997). This is a zig zag book which is easily propped up in a crib or on the floor near baby. Each page has a bright, bold picture of an animal.
- *My Toys*, by D. Bruna. (New York: Methuens, 1980). Also a zig zag book, the pictures are simple, with bright colors and lots of contrast.
- *The Rainbow Fish* by Marcus Pfister. A beautiful book, in terms of story and illustrations. Babies will enjoy the lovely drawings in calming colors and the fish's sparkling scales. Parents will love the message this book teaches about sharing. The Rainbow Fish is an excellent bed-time story book, too, thanks to the restful colors and soothing text.

Rhyming verses and songs (appropriate for infants from 5 to 6 months and older)--Babies delight in familiar rhymes and songs, especially when combined with playful activities.

- *The Baby's Lap Book*, by K. Choro. (New York: Dutton, 1997). Rhymes and verses to read while baby is on your lap.
- *Time for Bed*, by M. Fox. (Orlando, FL: Harcourt Brace, 1997).

Cardboard, cloth and vinyl books--sturdy enough for mouthing and thorough exploration!

- *Good Night, Sleep Tight! Shhh....*, by G. Fujikawa. (New York: Random House, 1990). A Chunky Shape Book (cardboard) with simple text.
- *At Home*, by S. Tucker. (New York: Simon & Shuster, 1990). A cardboard book that shows one bright picture per page, including an apple, a crib, a cup, and a high chair.
- *Zoo Animals, Pets, and Field Animals*, by V. Greeley. (New York: Harper & Row, 1984). Cardboard book with beautiful illustrations.

Books with easy-to-turn pages

- *Cats to Count*, by M. Phillips. (New York: Random House, 1984). A Chunky book with cardboard pages.
- *Ernie and Bert Can...Can you?* Sesame Street. (New York: Random House, 1982). A Chunky book.



The Book Corner

Choices in Deafness: A Parents' Guide to Communication Options - Third Edition by Sue Schwartz, Ph.D

Choices in Deafness, since 1987 the preeminent guide to communication options, is now extensively revised and expanded to provide the complete scope of information parents of children with deafness or hearing loss need. From assessment and diagnosis to medical and audiological treatments, and from the latest types of cochlear implants and procedures to education and technology devices, this new edition presents a balance of research, guidance, and insight from experts and families. An audio CD cover and seven new chapters have been added:

1. Universal Newborn Screening
2. Auditory Neuropathy (a cause of hearing loss where the timing of sound is seriously disrupted, and which has only recently been understood)
3. Genetic Causes of Deafness (describes genetic testing and counseling)
4. The Transformation of Dreams (explores a shift in emotional outlook experienced by a parent/clinical psychologist upon learning her child is deaf)
5. Identifying a Program of Excellence (what to look for in an education program for your child in addition to the chosen communication option)
6. Communication Technology (services and devices that let deaf people communicate via phone, cell phone, Internet, video)
7. Making It in College (personal accounts of four students)
8. What Hearing Loss Sounds Like (a seven-minute audio CD depicts what speech sounds like as it simulates how hearing loss can affect pitch, loudness, and timing)

This book can be found in the Vermont Family Network lending library. You can come to our Williston office and check it out, or if you would like to have it mailed to you, contact Betty at betty.morse@vtfn.org or 1-800-800-4005-ext. 201.

- *Mother Goose Rhymes.* (New York: Simon & Shuster, 1984). A super Chubby book with cardboard pages.

Good books for introducing babies to the names of things (especially appropriate for babies between 9 and 18 months old)

- *Barnyard Banter*, by D. Fleming. (New York: Henry, Holt & Company, 1994). Brightly colored rhyming text showing barnyard animals.
- *Pat the Bunny* by Dorothy Kunhardt. Babies will love to touch this book and follow along with the activities such as patting the bunny and playing peek-a-boo. One of the top selling baby story books of all time, Pat the Bunny was first released in 1940, and has been a favorite family book for several generations.
- *Clothes, Food, Garden, and Kitchen, First Word Series.* (New York: Snapshot Covent Garden Books). Four small books with cardboard pages including photographs of items belonging to the category indicated by the title of the book.

Books with simple stories--(for toddlers just beginning to be able to sit long enough to listen to a real story).

- *Goodnight Moon*, by M.W. Brown. (New York: Harper & Row, 1947). A classic story to read at bedtime.
- *The Very Hungry Caterpillar*, by E. Carle. (New York: Philomel, 1972). Repetitious text involving many familiar foods and a caterpillar.
- *Lily and Willy*, by M. Alexander. (Cambridge, MA: Candlewick Press, 1993). A small book that tells about two friends, one with a doll and one with a teddy bear.
- *Colors (Slide 'n Seek)* by Chuck Murphy is an adorable book for busy hands. Toddlers get to explore colors and animals associated with each color.

Books for 2- to 3-year olds

- *All by Myself*, by M. Mayer. (Racine, WI: Western, 1983). The many things a young boy can do--from pouring juice for a little sister to icing a cake with mom, and almost putting himself to bed.
- *The Snowy Day*, by E.J. Keats. (New York: Penguin, 1962). Children will identify with Peter who has fun playing in the snow.
- *Ten, Nine, Eight*, by M. Bang. (New York: Scholastic, 1983). A counting book that starts with 10 and goes to 1.

Books for 3- to 5-year olds

- *Blueberries for Sal*, by R. McCloskey. (New York: Viking, 1948). A little bear and a little girl mix up their mothers while gathering blueberries.
- *Chickens Aren't the Only Ones*, by R. Heller. (New York: Grosset & Dunlap, 1981). A beautiful book about animals who lay eggs.
- *Jesse Bear, What Will You Wear?*, by N.W. Carlstrom. (New York: Scholastic, 1986). Poetry provides a whimsical glimpse at what a childlike bear wears from morning to night.

National Association for the Education of Young Children (NAEYC)
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202-232-8777 800-424-2460
Fax 202-328-1846



Resources....

The National Autism Center

http://www.nationalautismcenter.org/pdf/NAC%20Ed%20Manual_FINAL.pdf

The National Autism Center has now made their guide to education for students with with ASD available on their website. The guide is based on the results of the National Standards Report on Evidence-based Practices for students with ASD that came out in November.

ADHD's Toll

http://www.uvm.edu/~psych/news/archive/Hoza_ADHD_toll.pdf

Research papers at American Academy of Pediatrics conference paint a picture of the disorder's debilitating social, educational and financial challenges

Communicating and Developing Good Relationships with Your Child's Health Care Providers

http://www.nhfv.org/files/Communication_DR2.pdf

Check out New Hampshire's Family Voices publication: Communicating and Developing Good Relationships with Your Child's Health Care Providers. Good information!

Topic: Home Care

<http://www.complexchild.com/>

Many families state that their goal is to keep their children at home as much as possible. This month's Complex Child E-magazine's focus is on home care, particularly helping your child thrive in the home environment.

PIRC'olator

<http://www.pircvermont.org/December%202009.pdf>

PIRC Vermont's December edition of the PIRC'olator newsletter. Learn about their new staff, reading circles, and the Vermont Family Expo coming up in February!

New Knowledge Path

www.mchlibrary.info/KnowledgePaths/kp_EPSDT.html

Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) Services in Medicaid new Knowledge Path from the Maternal & Child Health Library.



Thoughts to Share

The fact sheets contained in this series can be used to educate the school community about the problem and consequences of school bullying. The fact sheets can be used as single-page leaflets or as resources for teaching and training about bullying. The text of the fact sheets could be used in parent letters, bulletins or school newspapers.

Fighting the Bully Battle: Fact Sheet 8

What Can Community Partners Do About School Bullying?

Community partners can promote student safety by helping schools deal with bullying problems. School bullying is a complex challenge for the entire community. As law enforcement officers, representatives of juvenile justice, business owners, faith community members, attorneys, local mental health experts and other youth-serving professionals, you can share your expertise, resources and skills in the following ways:

- **Help to inform** the school community about bullying.
- **Share specific information** you may have regarding a bullying problem.
- **Participate in problem-solving groups** to address school bullying problems.
- **Offer cultural perspectives** on school bullying problems.
- **Work with others** to create and deliver an effective response to bullying.
- **Help monitor** the effectiveness of a response program.
- **Offer counseling** and other mental health services as appropriate.
- **Serve on a committee** to review school anti-bullying policies or provide insight regarding bullying and matters of law enforcement or civil rights.
- **Consider adapting similar rules and protocols against bullying** for your church, business, or youth-serving agency.
- **Identify students at risk** for criminal activity, provide added supervision/support.
- **Provide support and work with parents** whose children are experiencing bullying problems.
- **Collaborate and coordinate with other community programs** and resources that contribute to anti-bullying efforts.
- **Promote the norm** for a school community that does not tolerate bullying.
- **Volunteer to mentor bullies and targets** of bullying.
- **Demonstrate to all students** the concern and support of the larger community.
- **Model responsible citizenship.**
- **Help prevent future criminal activity** by intervening with bullying now.

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www.schoolsafety.us

Partners In Special Education Project

The purpose of this project is to assist parents of children with disabilities, age's birth thru 26 years, to effectively participate in their children's education, development, and transition to adult life.

It serves families of children with special education needs, educators, schools and districts, provides statewide training and technical assistance for families of children with developmental delays or disabilities or those who are at risk for academic failure due to poverty, limited English proficiency, inadequate education, special health, emotional or other needs.

Vermont Family Network:
1-800-800-4005

(Ask for Karen or Nancy)

Funded by the U.S. Department of Education

[link to National PTI Directory](#)

Extended School Year Facts and Parent Strategy Guide

[http://www.advocacycenter.org/
FactSheets/ESYFactsheet.htm](http://www.advocacycenter.org/FactSheets/ESYFactsheet.htm)

From the Advocacy Center for Persons with Disabilities, Inc., Extended School Year (ESY) is the Facts and Parent Strategy Guide. ESY services are individualized instructional programs provided beyond the length of the regular school year for students with disabilities. While ESY services are typically provided during the summer, some students may need ESY services during other breaks, such as holidays.

<http://www.healthychildren.org>

HealthyChildren.org is the only parenting Web site backed by 60,000 pediatricians committed to the attainment of optimal physical, mental, and social health and well-being for all infants, children, adolescents, and young adults. Whether you're looking for general information related to child health or for more specific guidance on parenting issues, you've come to the right place. Here, you'll find information regarding the American Academy of Pediatrics many programs and activities, our policies and guidelines, our publications and other child health resources.



Vermont Family Network Fact Sheets

I have homework.

I don't remember what it is.

Janna Osman, Learning Disabilities Consultant, Department of Education

The other day I ran into a parent who was in a tizzy. School was about to start and she reminded me that her son was as disorganized as ever. Last year he remembered to bring his homework home, but he never got it back to school. She looked at me sorrowfully and said she couldn't face another year of frustration with her son. "I just want to love him and support him. I want him to experience success," she said.

Many parents are at a loss for what to do when a child has trouble with homework. Inclusionary practices, which enable students to participate more fully in regular education, require teachers to accommodate a range of learners in their classrooms. It seems that students who receive accommodations in the classroom also need homework accommodations in order to meet assignment demands.

According to recent studies, students with mild disabilities experience considerable difficulty with homework. Homework plays an important role in academic success. Without attention to the need for adaptations in homework assignments, research suggests that we have little to be optimistic about regarding the potential success of these students.

Parents know that their children with learning difficulties experience greater problems with homework than their peers. Inability to pay attention (being easily distracted), lack of independence (won't do homework without someone working with him or her) and poor organizational skills (doesn't bring assignments home) interfere with a child's ability to do homework. Most importantly, frustration resulting from academic difficulty affects a child in all of the above areas. Without the hope of mastery in a basic skill area, such as reading or writing, the child's effort to participate in and perform homework assignments decrease.

Providing children with reinforcement and encouragement are the most critical factors in building their capacity to do homework. In addition, teachers must partner with parents so that a strong positive relationship can exist between family involvement and academic success.

A plan for homework: Here are some suggestions for parents to improve their child's homework experiences taken from "Practical Recommendations for Using Homework with Students with Learning Disabilities," *Journal of Learning Disabilities*, James R. Patton, November 1994.

Serve in a supportive role: The primary role of parents regarding homework should be to support and reinforce what is taught at school.

Go through training, if available: Parents can increase their effectiveness in assisting their child with homework if they are provided instruction and/or materials. When formal training is not available, some teachers invite parents to attend special sessions dealing with homework.

Military Special Needs Parent Toolkit

http://www.militaryhomefront.dod.mil/portal/page/mhf/MHF/MHF_DETA_IL_1?section_id=20.40.500.570.0.0.0.0&content_id=218947

The DoD Special Needs Parent Toolkit has comprehensive information and tools that are geared towards helping military families with special needs children navigate the maze of medical and special education services, community support and benefits and entitlements. The Toolkit is broken down into six colorful modules that can be easily downloaded and printed. They have included important facts, records, tools and sample letters.



Recipe of the Month

Apple Cranberry Crumble

Fruit Mixture:

4 cups apples, peeled, cored and cut into ½ inch chunks

2 cups fresh cranberries, halved

¼ cup dried cranberries

¾ cup granulated sugar

3 Tbsp. Cornstarch

Crumble Topping:

1 cup all-purpose flour

½ cup brown sugar

½ tsp. cinnamon

½ cup butter

Preheat oven to 375 degrees F (190 degrees C). Grease an 8- or 9-inch square baking dish.

In a bowl, toss together the fruit mixture: apples, fresh cranberries and dried cranberries. Add sugar and corn starch and toss to mix everything well. Transfer to prepared baking dish.

Next, make the crumble topping. In another large bowl combine the flour, brown sugar, and cinnamon, then cut butter into the mixture until it has a slightly sticky crumbly texture.

Sprinkle over the apple cranberry mixture in the baking dish. Bake for 45 to 50 minutes or until the fruit juices are bubbling and the topping is browned and crisp.

Serve warm with ice cream or whipped cream. Serves 6 to 8.

I Have Homework continued:

This suggestion is particularly helpful when conducted early in the school year.

Create a home environment that is helpful to doing homework: First, parents need to set a specific time for doing homework in order to establish a routine that the child comes to expect. Second, a distraction-free setting for doing homework must be arranged. Third, parents should help their child obtain all necessary materials and equipment needed to complete homework assignments, although it is the student's responsibility to bring home any school material needed. (An assignment book and in class homework buddy will help support this effort.)

Encourage and reinforce student effort: To motivate your child, let him or her know how much their effort is appreciated and provide positive messages when homework is finished. Be careful not to over-monitor and make excessive corrections.

Maintain ongoing involvement: For parents to be effective contributors to the homework process, they need to be involved early on and stay involved over time. In many instances, without long-term interest in and interaction with their child's homework, problems may arise.

Communicate views regarding homework to school personnel: Parents should contact the school regarding their views on homework, be informed of their child's school-based performance and work together to resolve inconsistencies between home and school. Parents may choose to use simulation activities to sensitize teachers to the needs of their child with a disability.

The recommendations above can only be carried out when parents have the information they need to understand the classroom curriculum, teacher expectations and how the homework is designed to meet the needs of their individual child.

What parents find helpful: In interviews, parents said they appreciated using technology, such as assignments on e-mail or answering machines, to help them to understand an assignment. Knowing how and when to reach teachers was important to parents when questions and concerns arose. The use of an assignment book between home and school was effective in promoting communication between parents and schools if used continuously. In addition, parents found it helpful to include homework modifications and accommodations, supplementary supports and assistive technology, as needed, on their child's IEP.

Positive relationships between teachers and parents support the homework process. Affirming the child's willingness to do homework after a day of academic insecurity takes time and patience. Parents have to walk that delicate line of gentle encouragement and support while moving their child toward developing independent study skills. Remember, ensuring a positive homework experience includes valuing that children also need time to enjoy the non-academic aspects of life.

---Used by permission from the Vermont Family Network

Family Leadership/Volunteer Opportunities:

Where: Vermont Developmental Disabilities Council (VTDDC)

The VDDC is a state-wide board that works to increase public awareness about critical issues affecting people with developmental disabilities and their families. In addition to state agency and nonprofit representatives, 14 of its 23 members (61%) are self-advocates and family members.

Created under the federal Developmental Disabilities Assistance and Bill of Rights Act, VTDDC uses its federal funding to build capacity and advocate for changes to systems so that Vermonters with developmental disabilities are at the heart of Vermont's communities.

People with developmental disabilities, their families and guardians play a key role in letting VTDDC know what is happening for those with developmental disabilities throughout Vermont, and in deciding how to use its funds to have the greatest impact on people's lives. VTDDC develops a State Plan every 5 years that drives its work and the grants it awards. Its projects focus on public education, leadership, training, and advocacy aimed at enhancing individual and family-centered supports and services, the ability of people to speak for themselves and make choices, and to exercise all the rights and protections of full community participants.

What: Opening on council for a Franklin/Grand Isle self-advocate, individual or family member. - Council members work together to increase public awareness about critical issues affecting people with developmental disabilities and their families, and to encourage systems change. They are expected to attend four day-long meetings each year, and to be active participants on a committee or work group. They may receive stipends and are reimbursed for expenses needed to attend. Control & click link for a [memberapplication](#).

Contact: Please call VDDC at 1-802-241-2612 or toll free at 1-888-317-2006 for more information.



Where: Vermont Family Network (VFN)

Each year, the Vermont Family Network works with faculty and students at St. Michael's College who are involved in a graduate level special education program for teachers. The purpose of the family-based experience is to provide students with opportunities to learn directly from families of children with special needs about their experiences, concerns, hopes and dreams regarding their child's education and other needs. Through this experience, students will be able to identify and practice effective ways of communicating and working with families in the education system.



What: Your role is to teach the student, based on your personal experiences parenting a child with special needs. This experience should be mutually beneficial to you and the student. We encourage you to invite the student into your home and allow the student to **spend a total of 12 hours with your family**. When you meet, plan a schedule in advance that will work for both you and the student. Share information about your experiences parenting a child with special needs and with the special education process. Please talk to the students about what you believe makes for a successful relationship between parents and educators. Ask what the student hopes to accomplish during your time together. Set clear goals with the student in the beginning, and plan a time to discuss outcomes at the end of the experience.


Families can be in the Chittenden County and surrounding area, sometimes students live in other Vermont counties so please let me know if you are interested and I can see if a match can be made. Also it is important that your child is on a 504 or Individualized Educational Plan (IEP). Because the students are in school specifically for special education we want to be sure you can dialogue on that topic and potentially attend a school meeting with you. A \$50 stipend is provided for participating.

Contact: Thank you for your interest and I hope to hear from you soon. If you are interested in participating please contact Julianne Nickerson, MSW, Director of Family Faculty julianne.nickerson@vfn.org or call 876-5315 x218.



Coming Up!

Title	Description	Date	Time	Location	Contact
Mom's Night Out! Support Group 	Are you the mother of a child with special needs? Is your life just too busy? Too stressful? Too many things to do? Too many issues to deal with? Do you wish you had someone to have conversations with? Take some time once a month for you. You deserve a break. Free and open to all!	First Thursday of Every Month January 7 February 4	6:00 to 8:00 p.m.	The Laquinta Inn Franklin Room 813 Fairfax Road St. Albans	Betty Morse @ 1-800-800-4005-ext. 201 or betty.morse@vtf.n.org
The Center for Health and Wellness Diabetes and You With Deb Robertson, RN, BSSN, CDE, NMC	This self- management educational program is a five-part, ten hour group education program, plus telephone follow-up sessions for people diabetes and their families. The program is accredited by the American Diabetes Association.	Fridays, January 8, 15, 22, 29 & February 5	12:30 to 2:30 p.m.	Hawk's Nest Senior Housing Community Room, St. Albans	Pre-registration is required! Contact Deb Robertson @ 524-1031 or drobertson@nmcinc.org
The Center for Health and Wellness Reduce Your Stress!	Join us to learn techniques to reduce your stress levels.	Wednesday, January 13	6:30 to 7:30 p.m.	Northwestern Medical Center, Conference Room 2, Crest Road, St. Albans	To register, contact: 524-1234 or cfhw@nmcinc.org
Vermont Family Network F/GI Supporting Parents Team 	We are a group of parents of children with special needs that would like to support other parents of children with special needs with the knowledge and skills we have gained through our experiences. We are growing a network of supporting and supported parents; Planning community events and workshops; parent advisory of the F/GI CDC and promoting family leadership in our community. A light supper is provided.	Second Thursday of Every Month January 14 February 11	6:00 to 8:00 p.m.	The Laquinta Inn Franklin Room 813 Fairfax Road St. Albans	Betty Morse @ 1-800-800-4005-ext. 201
SPRING 2010 I-TEAM COURSE: EDSP 216: Curriculum and Instruction in Intensive Special Education Instructor: Ginny Iverson	This course will benefit general and special education teachers, related services providers, interventionists, para educators and others who participate in designing and providing instruction for students, preschool through high school, who have moderate to severe disabilities, including autism.	January 11 to May 7, 2010		ONLINE using Blackboard.	To Register: http://www.uvm.edu/~rgweb/ For more information, please contact Tim Fox at timothy.fox@uvm.edu or Ginny Iverson at Virginia.iverson@uvm.edu
The Center for Health and Wellness Bikram Yoga, Improve Your Whole Being	Featuring Denise Beliveau-Smith Owner of SABY's, a free beginning Bikram yoga class. Participants of all ages and fitness levels are welcome. Bikram Yoga is done in a heated room to help improve your health, strength and flexibility. Please come 15 minutes early.	Saturday, January 16	9:00 to 10:30 a.m.	SABYS, 248 North Main Street, St. Albans	To register, contact: 524-1234 or cfhw@nmcinc.org

<p>Northwestern Counseling & Support Services Children's Standing Committee</p>	<p>This group oversees and advises the Children's, Youth and Family services of NCSS. Families receiving those services are invited and welcomed to join and participate. A light supper will be provided.</p>	<p>Third Monday of every month January 18 February 15</p>	<p>6:30 to 8:30 p.m.</p>	<p>NCSS 130 Fisher Pond Road, St. Albans</p>	<p>Todd Bauman at 524-6554</p>
<p>SPRING 2010 I-TEAM COURSE: EDSP 200 Current Issues in Education: Including Students with Multiple Disabilities in General Education Literacy Programs Instructors: Mary Ellen Seaver-Reid and Tammy Loomis</p>	<p>Literacy skill acquisition is considered a life long process that is important for all in achieving a high quality life. Traditionally, students with multiple disabilities have not had the same access to early literacy experiences and learning that their peers without disabilities have experienced.</p>	<p>January 19 to May 4, 2010</p>		<p>ONLINE using Blackboard.</p>	<p>To Register: http://www.uvm.edu/~rgweb/ For more information, please contact Tim Fox at timothy.fox@uvm.edu or Ginny Iverson at Virginia.iverson@uvm.edu.</p>
<p>SPRING 2010 I-TEAM COURSE: EDSP 311: Curriculum and Technology in Special Education: A Conversational Approach to Communication Instruction for Students with Moderate and Severe Disabilities Instructor: Maureen Nevers</p>	<p>This course will provide an interactive, experiential approach to teaching and learning from students who have moderate, severe and multiple disabilities including vision, hearing and motor impairments as well as sensory challenges. Participants will learn how to enhance communication development to positively impact participation and learning in home, school and community environments and activities. Emphasis will be on school age students from ages 3 - 22.</p>	<p>January 19 to May 4, 2010</p>		<p>ONLINE using Blackboard.</p>	<p>To Register: http://www.uvm.edu/~rgweb/ For more information, please contact Tim Fox at timothy.fox@uvm.edu or Ginny Iverson at Virginia.iverson@uvm.edu.</p>
<p>FACT VNA Fathers and Children Together Group </p>	<p>FACT brings dads and children together in groups. FACT is a fun place for dads to 'tune up' their parenting skills and connect with their kids through play and learning. All expectant dads and dads with children ages birth to 6 are welcome. Free dinner and childcare on site.</p>	<p>Every Monday Evening Every Tuesday Evening Every Wednesday Evening Every Thursday Evening</p>	<p>5:30 to 7:30 p.m. 5:30 to 7:30 p.m. 5:30 to 7:30 p.m. 5:30 to 7:30 p.m.</p>	<p>Winooski Family Center VNA Family Room 20 Allen Street Church of the Rock, St. Albans Milton Family & Community Center</p>	<p>St Albans contact is Steve Denny @ 527-0565-ext. 2322 or VNA Steve Mojica @ (800) 427-1908 or mojica@vnacare.org</p>

The **Special Times in Northwestern Vermont** is compiled six times a year by Betty Morse, Family Support Consultant for The Vermont Family Network. You are **encouraged** to contact Betty **with questions**, and/or if you wish to **share your thoughts**, articles, recipes, activities, etc., for this newsletter.

If you are interested in:

- **Being matched** with a trained supporting parent (A parent of child with special someone who has had or is having similar experiences as you.)
- Becoming a **supporting parent**
- **Parent/Family Leadership**
- **Family Voices**
- Information about **support groups** or are interested in starting your own support group
- Borrowing a **book or video** from our lending library
- Having a **Resource/Care Book** - (Thank you Joshua Project and CSHN!)
- Information on our funding for **respite and conferences/workshops**
- Information and help with applying for **Katie Beckett, Dr. Dynasaur, SSI & FFF**
- **Regional information and resources**
- **Support**

Give Betty a call at 1-800-800-4005-ext. 201 or betty.morse@vtfn.org



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