

TVDSA
Newsletter



TREASURE VALLEY
DOWN SYNDROME ASSOCIATION

Newsletter Editor: Celena Auger

June 2011

THE SHOCKING TRUTH

About 54 million Americans live with a wide array of disabilities.[1] These individuals experience the highest rate of personal violence of any group in our society today. Yet, this very large segment of the American population is almost invisible in the crime statistics.[5] It is a frequently unrecognized and an underreported problem that has reached epidemic proportions in the US.

There are several reasons why individuals with intellectual disabilities are especially prone to sexual/physical abuse, the most significant of which is the ingrained reliance on the caregiver authority figure. Emotional and social insecurities, ignorance of sexuality and sexual abuse, and the powerless position in society, have been noted as further causes of frequent exploitation.[9] Also, individuals with disabilities have a tendency to "trust" most people in their lives, which leaves them "easy targets" for abuse. In the general population, about 20% of females and 10% of males are sexually abused in the US every year. The percentage is even higher among people with disabilities. More than ninety percent (90%) of people (both male and female) with developmental disabilities will experience physical or sexual abuse at some point in their lives. Forty-nine (49%) will experience ten or more abuse incidents.[2] Sixty-eight (68) to eighty-three (83) percent of women and thirty-two (32) percent of males with developmental disabilities will be sexually assaulted in their lifetime, which represents a 50 percent higher rate than the rest of the population.[3,4,7,8] Other studies suggest 68% of girls and 30% of boys with developmental disabilities will be sexually abused before their eighteenth birthday. Between 15,000 and 19,000 people with developmental disabilities are raped each year in the United States.[3] Adults with developmental disabilities are at risk of being physically or sexually assaulted at rates four to ten times greater than other adults.[3] Adults with disabilities experience violence/abuse at least twice as often as people without disabilities.[3]

However, only three percent (3%) of sexual abuse cases involving people with developmental disabilities will ever be reported.[2] People with disabilities are perceived to be defenseless and passive, which may lower inhibitions of

In This Issue

- * The Shocking Truth
- * Safety of Your Child
- * Becoming Independent
- * Development of Teenagers with DS

NEW WEBSITE!

New
idahodownsyndrome.org
coming soon!

We're getting a fresh new look! In the coming weeks we'll be updating our website.

Please stay tuned!

Parent's Guide

Link

Here is a [link](#) to yet another WONDERFUL source on **How to Protect Your Child From Child Abuse: A Parent's Guide** put together by the Boy Scouts of America. Although it is not necessarily written for children with disabilities, much of the information and strategies could be used universally.

offenders and thus increase risk of victimization.[10] Victims are chosen because they are unlikely to report or resist the event. The victim may not report the crime for many reasons: mobility or communication barriers; social or physical isolation; normal feelings of shame and self-blame; lack of knowledge about the justice system; or the perpetrator may be a family member or primary caregiver. Those that are reported are rarely prosecuted because when it comes to the word of the individual with a disability versus the word of the non-disabled, authorities tend to discount the word of the individual with a disability. The individual may be victimized by family members, acquaintances, strangers, institutional personnel, and caregivers. Approximately 90 percent of the sexual violence perpetrators are NOT strangers to their victims.[6] Further, 90.8% of the offenders are men.[10]

States often have statutes for citizens with intellectual disabilities separate from the general sex offense statutes. Such separate statutes often hold the citizen with disabilities at a "higher standard" than the citizen without disabilities; that is the legal standards used to prove sexual consent will be stricter for the citizen with disabilities. Such a separation was originally intended to protect the mentally handicapped, but in practice has proven to isolate the victim, invoke stereotypes and impede prosecution of sexual abuse cases.[11] There are 6 major tests in the United States used as a standard to assess the legal capacity of the individual with intellectual disability to consent to sexual conduct. In Idaho, that test is the "morality test". This test necessitates a moral understanding of the sexual activity in addition to understanding the nature and consequences of sexual conduct.[11]

What are the signs that someone is or has been abused? A person may not have the ability to talk about physical, sexual, or emotional trauma. But, they may convey their experience through physical or behavioral changes. If you notice any sudden or dramatic changes in someone you know, investigate and ask them about it. Use your intuition and do not deny any feelings you may have that something is wrong. When you ask about victimization, be prepared for the information you receive. The more prepared you are, the more likely you will be open to receiving the information and helping the victim get help. Victims may experience a sense of shock, disbelief, or denial the crime occurred, often followed by strong emotions, such as fear, anger, confusion, guilt, humiliation and grief. The victim may feel a sense of self-blame, vulnerability, and loss of trust, as well as bad feelings about his or her body. Some victims will need services designed to enhance a feeling of safety and security. Usually people with disabilities who have experienced sexual/physical abuse are not provided with a way to "work through" their traumatic experience. Many of them end up with Post Traumatic Stress Disorder. They may also experience flashbacks of the assault.

As suggested by an anonymous mother, who daughter, diagnosed PDD-NOS (Pervasive Development Disorder - Not Otherwise Specified), was abused in the school by a teacher, "Take Pictures!" This mother had noticed odd bruises on her daughter months prior, but her daughter would not originally tell her what they were from. When the daughter did confide in her

TVDSA Membership Meeting Recap

Did you miss the May meeting?

Supplemental therapies was the subject for our group meeting. We were given information from Valerie James with Ride for Joy and Stephanie Leavell, a music therapist, from Music Therapy of Idaho. We learned that having our children participate in such programs have many social and physical benefits. Parents were encouraged to explore information available in their communities to enhance the learning and therapy opportunities for their children.

For suggestions on upcoming meeting speakers and/or topics contact: [Kelly Zimmerman](#).

Calendar of Events

June 1st:

Children Redesign Meeting in **Coeur d'Alene**
Contact: [Rebecca Fadness](#)

June 2nd:

Children Redesign Meeting in **Lewiston**
Contact: [Rebecca Fadness](#)

June 7th:

Children Redesign Meeting in **Twin Falls**
Contact: [Rebecca Fadness](#)

June 9th:

PEAK Webinar: Creating Circles of Support
[Webinar](#)
6:30pm-7:30pm

June 11th:

Lil' Buddies Playgroup
3:00pm-5:00pm at Caleb's, Eagle
Contact: [Kristie Yerger](#)

June 11th:

Cool Club BBQ
4:00pm-7:00pm
At the Million's House, Caldwell
Contact: [Molly Benton](#)

mother, the "evidence" was gone, and proving the incident was even more difficult. "Take pictures of ANY odd marks or bruises whenever you see them, and no matter where you think they came from. Make a diary of dates, to watch for frequency and patterns. It doesn't hurt to take the picture or write it down, but it does hurt if you DON'T!"

The best strategy to fight this horrible reality, is education. We must learn to educate our family members, to keep them as safe as possible, and to ensure them, if needed, we will be there for them, no matter what.

Sources: Mass. Gov (The Official Website of the Disabled Persons Protection Commission); Wisconsin Coalition Against Sexual Assault; The Idaho Coalition Against Sexual & Domestic Violence and the Idaho State Independent Living Council Presentation on People with Disabilities and Domestic Violence; and Wikipedia

References:

- [1] US Department of Justice, Office of Crime Victim Bulletin, 1998
- [2] Valenti-Hein, D. & Schwartz, L. (1995). *The Sexual Abuse Interview for Those with Developmental Disabilities*. James Stanfield Company. Santa Barbara: California
- [3] Sobsey, Dick (1994), *Violence and Abuse in the Lives of People with Disabilities The End of Silence Acceptance?* Maryland: Paul H Brookes Publishing Company
- [4] Pease & Franz 1994, Warick, Jason (1997). *The Sun Phoenix*
- [5] Abramson, W., Emanuel, E. Gaylord, V., & Hayden, M. (Eds.). (2000). *Impact: Feature Issue on Violence Against Women with Developmental or Other Disabilities*, 13(3) [online]. Minneapolis, MN: University of Minnesota, Institute on Community Integration. Available at <http://ici.umn.edu/products/impact/133/>
- [6] SafePlace. 2003. *Stop the Violence, Break the Silence*. Austin, TX
- [7] Johnson, I., Sigler, R. 2000. "Forced Sexual Intercourse Among Intimates," *Journal of Interpersonal Violence*. 15 (1)
- [8] Stimpson, L. & Best, M. 1991. *Courage Above All: Sexual Assault Against Women with Disabilities*. Toronto: DisAbled Women's Network
- [9] Sobsey, 1996
- [10] Sobsey and Doe, 1991
- [11] Morano, 2001

SAFETY OF YOUR CHILD WITH A DISABILITY

Disability Services ASAP (A Safety Awareness Program) of Safe Place, 2002



Safety is often a parental concern. As parents, we want our children to be safe from accidents, illnesses, physical harm, bullying, drugs, etc. In considering our children's safety, preventing abuse is essential. We have a key role in protecting our children from abuse whether

our child has a mild or severe disability. Parents can be proactive in preventing victimization by teaching about personal safety. It is also important to help our kids build awareness of their emotions and personal boundaries.

Teaching our children about personal safety is an ongoing process and following are some suggestions for tackling this issue. These tips can be adapted to your child's learning needs.

LISTEN AND OBSERVE - Listen to what they tell you, especially if they are uncomfortable. Watch for signs of changes in behavior, emotions, withdrawal, etc.

June 16th:
PEAK Webinar: From Bullying to Belonging
[Webinar](#)
6:30-7:30pm

June 16th-17th:
Idaho Conference on Mental Health
Boise
Contact: 208.433.8845

June 18th:
Buddy Walk Committee Meeting at 11:00am at the Moxie Java on Eagle and Overland
Contact: [Sara Cox](#)

June 18th:
Adults in Motion (AIM) 1:00pm-3:00pm
Talent Show Preparation
Contact: [Freddie Gallas](#)

June 21st:
TVDSA Board Meeting 7:00pm-9:00pm at A New Leaf (open forum)

June 27th:
Lil' Buddies Playgroup 10:00am-12:00pm at Westin's, Nampa
Contact: [Kristie Yerger](#)

July 6th:
TVDSA Annual Picnic 6:00pm- 8:30pm
Nampa
Contact: [Lynda Wells](#)

August 5-7th:
Annual NDSC [Conference](#) - Registration is NOW open!
San Antonio, TX

October 8th:
TVDSA Buddy Walk 11:00 am
Boise, Idaho

October 13-14th:
2011 Idaho Partnerships [Conference](#): "emPOWERment"
Boise, Idaho

October 24-25th:
Youth with Disabilities Secondary Transition [Conference](#)
Portland, OR

November 4-5th:
Infant and Early Childhood [Conference](#)
Portland, OR

Meet Travis Gans

Hi! My name is Travis and I am 14 years old. I live in Nampa, ID with my dad and mom. I have a big brother named Daniel, a big sister Whitney, and a little brother, Caleb. Caleb is also my best friend, we do lots of things together. I have a sister in law named Ashley, and Halle, Ethan, and Sydney are my nieces and nephew. They are a lot of fun to play with.



Things that I like to do are ride my four-wheeler, go tubing on the lake, swimming, play with my cars and listen to my iPod and playing Wii. I also like watching TV, and my favorite shows are Smashcuts, NCIS, Bones and American Funniest Home Videos. My favorite movies are Fantastic Four and Rush Hour 2. But my most favorite thing to do is listen to country music on my computer and watch music videos real loud. My favorite country artists are Brad Paisley, Blake Shelton, Billy Currington, Easton Corbin, Joe Diffie, Brooks and Dunn and Garth Brooks, just to name a few. I can listen to music all day long (if my Mom would let me). I also like to play air guitar and air drums. Even though I have had lessons in drums and do have a set in my brothers room I still prefer air drums.

I do lots of things with my family, especially my Dad, like work on things around our property, help with the cows and mow the yard. I especially like mowing the yard because I get to ride the riding lawn mower. I also have to feed my dogs and give them water and take out the garbage. Sometimes I like to help my Aunt Darcy and Grandma

FEELINGS - Discuss feelings (e.g., happy, scared, angry, safe, confused) and provide examples of situations when people may have these feelings.

TOUCHES - Identify various types of touches - touches that are appropriate (e.g., a goodnight kiss from mom, high fives with friends, medical checkups) and touches that are not okay (e.g., pulling hair or touching other's private parts without permission).

SAFETY PLANNING WITH YOUR CHILD - Discuss possible safe ways to respond to hurtful or dangerous situations. Examples include leaving the situation, yelling for help, saying "No!" and telling trusted adults. Have your child identify who they trust.

RIGHTS - Talk to your child about their rights. Allow them to make choices and to tell you "no" sometimes. If someone tries to hurt them, they will have practice saying "no."

SECRETS- Talk about "fun" and "special" secrets. A surprise birthday party is a "fun" secret and is okay not to tell. "Special" secrets are hurtful (e.g., an adult fondling a child and making a threat if the child tells). A child needs to tell trusted adults if someone asks them to keep a "special" secret.

SOCIAL BEHAVIORS - Teach your child about behaviors that are socially acceptable in public (e.g., shaking hands) versus private places (e.g., changing clothes).

VALUES - Teach your family, cultural or religious values about sexuality and relationships.

SEXUALITY/PUBERTY - Discuss the medical terms and functions for all the body parts (including the private parts for males and females). As puberty approaches, talk about natural body changes for boys and girls.

PERSONAL CARE - If your child needs personal assistance with hygiene at school, check if the bathroom doors close or if there is a curtain around change area. Make sure you and your child are comfortable with staff responsible for your child's hygiene.

SCHOOL - Ask your child's school to provide abuse prevention, sexuality education, and personal safety drills to reinforce the concepts taught at home.

SUSPICION/DISCLOSURE OF ABUSE - If your child tells you about abuse, believe them. Call 911 if there is current danger. Report any suspicion of abuse, neglect, or exploitation to the local police department and child protective services. Seek medical attention if necessary.

SUPPORT - If your child has been abused, consider seeking counseling for your child with a therapist or through a local domestic violence or rape crisis agency. This may help him/her heal from the trauma.

COMMUNICATION - If your child uses a communication board or other augmentative communication device, the device may need to be updated with words or symbols for communicating

about personal safety. Other possibilities may include a switch with a prerecorded message, whistle, or other personal alarm device for signaling emergencies.

PERSONAL CARE PROVIDERS - When hiring personal care providers, be clear about your expectations, check references, do background checks, and offer the employee ongoing supervision and feedback.

OTHER PROVIDERS - If your child lives in a group home or institution, get to know the direct care staff and administration. Visit often. Trust your instincts and address your concerns if you think there may be problems.

INTERNET - If your child uses the Internet, instruct them not to give personal information to anyone.

MODELING - Be a role model by using non-violent discipline. Take advantage of natural teaching moments that come about based on where the child is developmentally. Build upon safety information as the child grows and develops (e.g., dating, sexual relationships, managing personal care attendants.)

Becoming Independent and the Issue of Safety

Published by: National Association for Child Development

Many parents are baffled by how to allow their teen or young adult son or daughter to have more independence and normalcy when they may have little or no sense of danger or caution in public situations. Parents pale at the thought of leaving their teens alone or allowing their young adult son or daughter to go out in the community unescorted.



The individual's processing level has much to do with his or her ability to comprehend complex situations. In addition to that, we really must explore WHY many individuals with DS do not have the necessary skills to function at home alone or in public places without supervision. Is this something that is part of the syndrome? Absolutely not.

When we look out how we train "typically developing" children to make safe decisions, function in public without us and learn to maneuver in the larger society, we can see that this process is done in small, incremental steps throughout childhood. Although different communities and groups have different styles as to how this process is completed, everyone gradually trusts children with increasing responsibilities and independence knowing and accepting that they will make mistakes but allowing them gradual freedoms in order for them to learn and "test the waters." By the time these children are young adults, they are fairly competent. They can go away to college, go out

in their kitchen, too. When I get older my dad and I and my brother are going to work on getting a truck for me. I want a red truck.

I love my family.

Cool Club

**Saturday, June 11th
4:00pm-7:00pm
at the Million's House
707 Chaparro Street
Caldwell**

Activity: BBQ

Please bring your favorite chips or side dish. Meat, drinks and table service will be provided. After dinner we will have s'mores at the fire pit! If anyone has lawn games, please bring.

For more information or to RSVP, contact [Molly Benton](#)

For directions, please call Kim 208.455.3224 or 208.412.8723

Lil' Buddies

Playdates:

Saturday, June 11th
3:00pm-5:00pm at Caleb's House: 478 E. Stonewater Ct in Eagle

Monday, June 27th
10:00am-12:00pm at Westin's House: 16815 N. Yorkshire Ln in Nampa

A Special Thank You to:

The S.O.S. Service Group, Spikes and Fur 4H Group, and Birds of a Feather 4H Group for helping make the 1st TVDSA Easter Egg Hunt a success!!

Other news:

Happy Birthday to:

Luke - he turns ONE !
Ben - he turns TWO !

Any other June birthdays? Need more information on Lil' Buddies Group? Please contact [Kristie Yergler](#)

into the community to shop and socialize without adult supervision. In other words, they gradually join the adult community through this long series of years of little steps toward independence.

The road never taken by many parents with children with DS is this very road toward independence. As a result, we have teens and young adults who have no experience or little experience being home alone, moving about the community on their own even in relatively simple ways such as shopping and running errands. No wonder they are naïve! They have not been allowed to make mistakes, learn from mistakes. They were not given the chance to take those incremental steps toward independence.

So what do we do now? We start the journey and we move along systematically. Some parents start by setting up rules of home alone behavior and then trying their son or daughter there for small periods of time. Some parents start with sending their son or daughter into a small store to make a purchase. They may have a spouse or neighbor hiding in the store to make sure that goes right, but they are taking that first step. So whether you start with your spouse hiding in a store to watch your son or daughter make their first truly independent store transaction or you start with a twenty minute home alone experiment, the important thing is to start. Once you start, keep going. Even if your child makes a mistake, keep going.

Typically developing kids make tons of mistakes. No one stops their forward progress over these mistakes. The child may be grounded for a while or given extra chores for a while but the parents continue to push forward because that is a necessary process to produce an independent adult. Sons and daughters with DS have a right to continue to be pushed forward despite errors toward that coveted goal of independence.

An overview of the development of teenagers with Down syndrome (11-16 years)

Sue Buckley and Ben Sacks

Down Syndrome Issues and Information. 2002.

Research studies demonstrate that young people with Down syndrome make significant progress in all areas of their development during their teenage years and into early adult life. For all young people, adolescence is a period of development which is characterized by a shift from dependence to independence. At 11 years, most young people are still largely supervised in the community and supported by parents in all aspects of their lives. By 18 years, most young people are quite independent in travelling, managing money, choosing friends and leisure interests, taking care of their personal daily needs and will be on the way to leaving the family home. This life period is also important for deciding on future occupation, life style and personal identity. It is also a period of significant physical, sexual and emotional development, and when establishing close friendships, dating and partners become important. It is argued that the physical, social and emotional needs of teenagers with Down syndrome

DADS

Next Gathering:
We are going Bowling!

At Century Lanes
off State Street.

Date/Time: TDA

Please watch for an email
with information soon!

Contact: [Bryan Byrum](#)
509.428.9048

Adults In Motion (AIM) Update

**June 18th
1:00pm-3:00pm
at the Gallas' House**

Activity: Talent Show
Preparation. We will be
doing a 60's dance
medley at the annual
TVDSA picnic in July.

Please bring a healthy
snack: fruit, cheese,
crackers, etc. to share.
We will have water,
lemonade, etc.
available. Come and
have some fun!

Please contact [Freddie
Gallas](#) for more
information or to RSVP.

NEW SPECIAL NEEDS CHEER PROGRAM

A new Cheer program
for boys and girls of all
ages with disabilities, is
starting in June!

Weekly practices where
students will learn jumps,
tumbling, stunts, cheers
and dances in an
all-inclusive and
supportive environment.

Please contact Carrie
Rose for more
information:
208.571.9814

are essentially the same as those of other teenagers and should be recognized as such. The priority for parents and teachers should be to support them through these changes with the goal of encouraging as much independence and personal control over their lives as possible. This is also important for developing their self esteem, personal identities and adjustment to the understanding of what having Down syndrome means for their adult lives. In addition, it is argued that teenagers with Down syndrome can continue to develop their basic skills in speech, language, literacy and numeracy and that teaching for these should continue through adolescence with age-appropriate adaptations to the content of teaching programs.

The reasons for having age-appropriate expectations for teenagers with Down syndrome:

- Teenagers with Down syndrome are **people first**, and wish to lead full lives, like anyone else
- Inclusion in schools and clubs is with same age peers, therefore expectations for social skills and behavior need to be age-appropriate
- Leisure interests, emotional and social needs tend to be age-appropriate
- Moving through life - secondary school, puberty, further education, work, partners, leaving home - tends to be on the basis of age
- The challenge for parents and teachers is to treat the teenager in an age-appropriate manner, to respect their age, encourage confidence, independence and self-esteem, and facilitate their inclusion in the community
- The challenge for the teenager with Down syndrome, who may have limited speech, language and cognitive skills for his or her age, is to participate in life in an age-appropriate way

A time of significant progress

Many young people with Down syndrome make significant progress during their teenage years, as they begin to take more responsibility, become more independent and apply learning to activities that they can see as meaningful in their everyday lives.

Copyright © 1996-2011 [Down Syndrome Education International](#)

**Interested in attending a conference or workshop,
but can't quite afford it?**

You may want to consider applying for a TVDSA Scholarship.

TVDSA Scholarship Information

Guidelines:

1. You must be a member of TVDSA and an Idaho resident.
2. A scholarship may be used for any local or national intellectual disability conference or event.
3. Recipient must share highlights and/or learning material with the TVDSA membership.
4. Scholarship limit is \$600 per TVDSA membership, per year and per event. Applicants may apply for one or more event scholarships below this threshold.
5. The scholarship budget is set and renewed annually.

Summer Camp

SL Start Summer Camp 2011

Through a wide range of activities and adventures, campers will develop their communication skills, living skills, self-confidence and independence, while creating opportunities for lifelong friendships and great fun.

Dates: June 20th-August 18th Monday-Thursday 8:30am-2:00pm

Eligibility: Ages 3-17 who have a developmental disability

More information:
Contact [Sara Leavitt](#)
208.323.9940

Idaho Parents Unlimited

IPUL Parent Support Group

June 8th

6:00pm-8:00pm

500 S. 8th St. Boise

Topic: Understanding ADHD

For more information or to register for this workshop, please contact [Angela Lindig](#)

Conferences, Workshops and Webinars

Sensory Motor Integration for Learning Efficiency: Environments and Activities for Helping Kids Achieve Their Full Potential

Presented by
Trish Barnes, OTR/L

When: Wed, June 1st

Time: 7-8:30pm

Where: St. Luke's Meridian,
Lower Level Conference
Rooms

This training, for parents, professionals, child-care providers, and preschool teachers, will explore how to help kids develop the sensory motor foundation essential for easy,

6. Applications are reviewed and funds are made available on a first come, first served basis until depleted.
7. Applications are requested 30 days prior to the event to allow TVDSA to respond.

Click [here](#) for an application or contact our [Scholarship Committee](#) for ANY qualifying future conference in 2011!

MARK YOUR CALENDARS TODAY!
The 28th Annual TVDSA Potluck Picnic
is just around the corner!

Date: Wed, July 6th: 6:00pm-8:30pm

Location: Party Barn at The Magers
 4090 S. McDermott Rd. Nampa, ID

We ask that everyone bring BOTH a main dish or salad AND a dessert. Water and pop will be provided along with utensils and plates.

Entertainment to include:

- * Talent Show (contact Joyce Page to be included)
- * Dancing * Face Painting * Bounce Houses * a Fish Pond
- * Pet the Personal Ponies

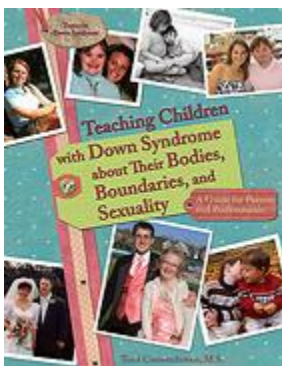


Bring the entire family for a fun evening!

Want to help? Need more information? Contact [Lynda Wells](#)

From the TVDSA Lending Library
by Mary Anne Murphy

**Teaching Children with Down Syndrome about
 Their Bodies, Boundaries, and Sexuality**
 by Terri Couwenhoven, M.S.



This book is a tool kit of background information and teaching ideas to help parents and professionals teach individuals with Down syndrome at every stage of development about their bodies. It could be especially helpful for the parent who wonders how in the world to address these topics. Naturally, all parents want to teach this sensitive content within the context of their family values, whether their child has an intellectual disability or not. With that in mind, the reader may want to think of this

book as a vast array of ideas and prompts rather than a step-by-step guide book for what to say. Anyone checking out this book should understand that it contains some graphic illustrations. Parents may wish to store the book discretely, depending upon

automatic learning. Topics include activities to facilitate infant, toddler, and preschooler development, activities which interfere with foundation-building, and environmental considerations. Concepts from the book "Building Babies Better" by Roxanne Small, P.T., and "Learning Pyramid" developed by Margo Heiniger-White, co-author with Debra Em Wilson of "S'cool Moves", will be shared.

The format will include a presentation and a questions/answer discussion. For more information and to sign up, please call 208.706.5549. Class is free of charge

Brought to you by St. Luke's Elks Children's Rehab

PEAK Webinars:

[Creating Circles of Support](#)
 June 9th
 6:30pm-7:30pm

[From Bullying to Belonging](#)
 June 16th
 6:30pm-7:30pm

Idaho Conference on Mental Health: Mental Health Recovery and Resilience Across the Lifespan

June 16-17th
 Boise Hotel & Convention Center

For More Information:
 208.433.8845

emPOWERment 2011
 Idaho partnerships conference on Human Services

October 13th & 14th
 Boise, ID

Registration begins July 15th

Click [here](#) for more information

their own values and who else may live in their home.

This book is available from the TVDSA library. Look for it at the July picnic, or reserve it by contacting the [Librarian](#). For a complete list of the books available through TVDSA, check out our [Google Group listing](#).

A SPECIAL THANK YOU

For the second year in a row, Scott Leavitt from the Idaho Association of Health Underwriters invited TVDSA to be their designated charity for their conference in April. Becky Page and Troy McClain spoke during the silent auction event. TVDSA was the recipients of the **\$1500.00** raised at the event.



Thank you to Scott Leavitt and the **Idaho Association of Health Underwriters!** We will see you at the 2011 Buddy Walk!



Registration is now open for the **39th Annual NDSC Convention**.

Click [here](#) to view the NDSC convention website.



TREASURE VALLEY
DOWN SYNDROME
ASSOCIATION

Board of Directors

President:	Paul Auger	Vice President:	Joyce Page
VP of Programs:	Kristie Yerger	Self Advocate:	Rebecca Page
Secretary & Librarian:	Mary Anne Murphy	Buddy Walk Co-Chair:	Sara Milton Cox
Treasurer:	Lynda Wells	Buddy Walk Co-Chair:	Melody Witte
VP of Marketing:	Angela Bowman		

About Treasure Valley Down Syndrome Association

For more information, articles, past newsletters and pictures, please visit our website at <http://idahodownsyndrome.org/>

Mailing: PO Box 1404 Meridian, Idaho 83680

Check us out on [Facebook](#), [Google Group](#) and [Twitter!](#)
