

Model Transition Program Steering Committee

Stacey Brzezinski

Bonnie Goodwin

Jill Durkin

Bill Losinger

Diane Marshall

Antonio Perry

Hildreth Rose

Upcoming Training and Events

Oct. 28, 2010
Fall Conference on Autism – Information and Registration form

For registration links and more information please visit

<http://www.parenthoodparentnys.org/News/SCNews.htm>

Drawn to Diversity

Bonnie Goodwin, Educator
bgoodwin@gstboces.org

Gerry, a student in the GST BOCES Access Program, is participating in the “Drawn to Diversity” (D2D) class at Alfred University. D2D is a two credit hour class involving mainly freshmen on campus. The goal of class activities is to teach history, inspire artists, cultivate dialogue and fight ignorance. So far this year the students were challenged to create a project in response to the events of September 11, 2001. Gerry and the other members of the class created a project that involved putting school desks and chairs along academic alley and created signage: fourth through seventh grade. This would have been the grade that the students at AU today would have been in when this event occurred. The first sign read, “When Our Teachers Told Us”. Students across campus sat in the chairs and reflected on how their teachers told them of the attack and wrote responses in composition notebooks that were on the desks. Dan Napalitano teaches the class and reported to D2D students the following week that there were thousands of responses in the books.



The next challenge the students have been focusing on is the economic challenges that our communities are facing today. On Saturday, September 11th, 2010 D2D students volunteered to help by participating and adding colored blocks for reflection to raise awareness of poverty in our community. Gerry and the other students assisted in setting up and walking in the event!

The current challenge is to raise awareness of the economic hardships people are facing specific to the real estate crisis, specifically the high incidence of foreclosure and eviction. Last Wednesday’s class had a guest speaker from the economics department lead a discussion titled, “Wall Street versus Main Street is that really the question?” This Wednesday students created a huge poster focusing on the issues of eviction and foreclosure. The poster will be displayed on campus and the D2D crew is planning to sleep on the street to raise awareness of this social issue. Gerry loves being involved in the activities and with the other D2D students. Truly a win-win for all!

Adopt a Walkway Program Established

Amy Bates
abates@bathcsd.org

Bath Haverling Middle School students in Amy Bates class recently began an Adopt-A-Walkway program prior to Homecoming weekend. This beneficial program encourages individuals or classes to clean up walkways and sidewalks in the school community.



Mike Binkowski, Facilities Director, said participation in the program fosters a sense of community ownership of the school as well as a sense of pride in its appearance. The Bath Community would like to thank Mrs. Bates and her class for a job well done.



Vocational Assessments

Hildreth M Rose, Transition Specialist
hrose825@yahoo.com

How can we support the student development of appropriate measurable post secondary goals? One essential practice is the use of age appropriate assessment data when defining both annual and measurable post secondary goals. Assessment data weaves the tapestry of the students Individual Education Program defending the defined transition needs, course of study, goals and activities.

The Division on Career Development and Transition (DCDT) of the Council for Exceptional Children defines transition assessment as an “...ongoing process of collecting data on the individual’s needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments.”

Transition assessments take two general formats- formal and informal. Informal assessments could include interviews, observations, anecdotal records and curriculum based assessments.

Vocational Assessments, *continued*

Formal assessments are standardized with prescribed delivery and usage. A combination of informal assessments consisting of structured interviews, paper pencil tests, community based or situational assessments with interest and preference inventory can provide a solid foundation in the development of individual transition plans.

Districts should have clearly articulated practices that encourage continual assessment allowing their students and educators adequate data to recognize student strengths and skill sets as well as potential areas of need.

For additional information please feel free to call or email your local transition specialist.

<http://www.emsc.nysed.gov/specialed/techassist/rsetasc/tslist.htm>. And/or peruse the National Secondary Transition Technical Support Center NSTTSC @

http://www.nsttac.org/products_and_resources/tag.aspx.

Questions? Please contact: Hildreth M Rose, Transition Specialist Midsouth Region, 607.765.8403
hrose825@yahoo.com.

Students Work, Too Pilot Program

Marcel Lamb, Steuben Employment Services, The ARC
mlamb@arcofsteuben.org

Steuben Employment Services of the Arc of Steuben is proud to announce the start of the Students Work, Too pilot program in conjunction with Finger Lakes Developmental Disabilities Office.

This program is designed to provide students with disabilities the same access to high school jobs that their disabled peers have. Based largely upon our previous experience with the Model Transition Program and Access programs before that, the Students Work, Too program will provide individualized job shadows, experiences, volunteer opportunities and actual paid jobs during a student's high school years.

An Employment Specialist will meet with the student and help him or her identify career interests and then find the best ways to help the student attain experience. Soft skills, from grooming to interviewing, will be addressed as needed on a one-on-one or small group learning basis.

Qualifications to receive this service include the following: The student must be served by OPWDD (formally OMRDD), and must be Medicaid Waiver Eligible. A good indication is that the student has a Medicaid Service Coordinator. (For planning, if you have a student whom you think would benefit in the future from this service that is not yet referred for Medicaid and Waiver services; you should start the process as soon as possible. This pilot program will likely become a regular service by 2011). Additionally, the person should be from Steuben County or an area served by the Finger Lakes Developmental Disabilities Service office. (FLDDSO). Finally, in order to meet regulatory compliance, students must receive service after normal school hours – usually defined as after 3:00 pm during weekdays, on weekends, holidays or vacations.

We have already begun serving two students as of mid-September and are eagerly awaiting more referrals for this exciting opportunity.

Please contact us at:
Steuben Employment Services
The Arc of Steuben
23 West Market Street, Suite 001
Corning, NY 14830-2600
607 936 0315 (C) 607 769 9954 (F) 607 776 9366



Project NOW

Dee Canon & Kristen Badeau-Hauptmann,
AIM Youth Leadership

Project NOW (No Opportunity Wasted) is a collaborative, community-based work experience for students in Elmira and Corning. AIM Independent Living Center, with funding through the Developmental Disabilities Planning Council, has partnered with BOCES and Corning-Painted Post School District to provide students with valuable hands-on work experience in the supportive and positive work environments of our partnering worksites, Founder's Pavilion in Corning and the Economic Opportunity Program, Inc. (EOP) in Elmira.

The students who have been working with AIM and the dedicated staff at EOP are part of a 6:1:1 BOCES program located at Thomas Edison High School. Students work at EOP two days a week doing such things as: housekeeping, landscaping, gardening, shredding. In addition, we also have students work with the Head Start kitchen and classrooms. This year, students will be responsible for maintaining the garden (weeding, planting, harvesting, etc...) in direct support of the EOP Community Food for Jobs Program – which is a free job training program offered at EOP.



Whether they are shredding, cleaning, or assembling information packages, the students who participate in Project NOW have been welcomed and included as a part of the EOP Team. While the focus of this project is building work-based skills, we have also been able to use this opportunity for students to greatly increase their social skills, self-confidence, communication, and independence. Not only are students responsible for the work they do, they are given a great deal of independence to complete tasks, problem solve, and work as a team – without much hands-on help from job coaches, staff, teachers, or aides. This “hands-off” approach is helping to increase confidence in their own abilities and transition from the assistance of one-on-one aides that many students have come to depend on through school services, which may not be available to them once they leave school.

Also through Project NOW, students have become very involved within their community and with other youth their age who may have hidden disabilities or even no disability at all – our goal was to create positive inclusive opportunities for youth who very often do not get to do many of the things that their non-disabled peers do. They have volunteered at Farm Sanctuary where they cleaned barns and assisted staff with chores. It was a humid and very hot day, but the students continued to work through the heat to provide the animals at the Sanctuary a clean and sanitary home. In addition, their artwork covered the streets of Elmira for the Street Painting Festival in July. Three separate blocks of colorful art were displayed that weekend; each portrayed their creative ideas implemented together. Students also attended the Captain Bill's Teen Cruise in Watkins Glen where they displayed independence as they socialized and danced the night away. Students participated in a fundraiser for Elmira's Trap Neuter Release Program by selling raffle tickets at Wisner Market to help raise money to spay and neuter stray cats in Chemung. They also volunteered their time to help raise money at the AIM Yard Sale. The proceeds from the donated items sold will help defer the costs for the students to be involved with other events in the community. Several students also had their very first sleep over at AIM! We cooked dinner, played the Wii and watched movies all night long, then made breakfast and walked over to Eldridge for the Buddy Walk and more dancing with the band Flame. As a result of the positive response we received to the sleepover and other community-based recreational/social activities that we did over the summer, we are hoping to expand the inclusive opportunities available to students with disabilities.

It is essential that programs like PROJECT NOW continue to thrive and be available for students. Without this project, these students may have not had the opportunity to build their self-esteem, confidence, and social skills. These opportunities help build and foster inclusive communities and break barriers that students with disabilities frequently face.

The NYS Office for People with Developmental Disabilities Eligibility Criteria



Southern Tier Office
210 12th Street, P.O.
Box 205
Watkins Glen, NY
14891
(607)535-2802
or
(800)971-1588

Accessing Services through the NYS Office for People with Developmental Disabilities (OPWDD)

Eligibility Criteria

The NYS Office for People with Developmental Disabilities (OPWDD) uses Section 1.03(22) of the New York State Mental Hygiene Law as the legal basis for eligibility.

“Developmental Disability” means a disability of a person who is:

- (A)
1. Attributable to mental retardation, cerebral palsy, epilepsy, neurological impairment, familial dysautonomia, autism; or
 2. Attributable to any other condition of a person found to be closely related to mental retardation because such a condition results in similar impairment of general intellectual functioning or adaptive behavior to that of a mentally retarded persons or requires treatment and services similar to those required for such persons; or
 3. attributable to dyslexia resulting from a disability in (1) or (2).
- And
- (B) Originates before the person attains the age of twenty two; and
- (C) Has continued or can be expected to continue indefinitely; and
- (D) Constitutes a substantial handicap to such person’s ability to function normally in society.

Each of these requirements in section (A) is interchangeable; but at least one of those three must occur in combination with the requirements of (B), (C), and (D).

Parent to Parent of NYS can assist you in locating an agency for an intake interview, answering questions about the eligibility process and providing contact information for your local Developmental Disabilities Services Office (DDSO).

Services for People with Mental Retardation (Intellectual Disabilities) and Developmental Disabilities in NYS

Are there services other than Special Education that my child with special needs may be eligible for?

Some children with exceptional needs may be eligible to receive services through the NYS Office for People with Developmental Disabilities (OPWDD).

What is OPWDD?

The New York State Office for People with Developmental Disabilities coordinates and provides services for people with developmental disabilities and their families and conducts research into the causes and prevention of developmental disabilities. (See appendix for OPWDD Mission, Visions, Values and Guiding Principles.)

OMRDD provides access to services for people with mental retardation and developmental disabilities through a regional system dividing the state into sections that are overseen by Developmental Disabilities Services Offices called DDSOs.

What is a DDSO?

There are 13 DDSOs across the State, thereby enabling people to connect with services that are locally provided and/or certified. Contacting the DDSO is a person’s first step toward receiving the services he/she may want and need. Funding options, availability of services, and coordination of services can all be discussed at the DDSO. (See appendix for a Directory of DDSOs.)

What kind of supports and services are available through OMRDD?

Some services provided through OMRDD include family support , case management, respite, housing, supported employment, recreation, skills development, training, long term habilitative services, nursing and psychiatric services, respite (short-term caregiver relief).

Who provides these services?

In NYS, services for eligible persons are provided through a network of public and non-profit service providers, all of whom work collaboratively to assure that high quality care is provided.