



The Bridge

Connecting individuals with disabilities and their families with resources, support and information



Celebration of Champions

An Evening to Benefit The Advocacy Center & LDA Life and Learning Services
Saturday, September 13, 2014 • 7:00pm -11:00pm
Locust Hill Country Club
2000 Jefferson Road, Pittsford, NY 14534

Join us for the event we look forward to all year: the night we celebrate the work of our annual Community Award winners, individuals and organizations making a difference in the lives of individuals with disabilities.

We are pleased to be honoring Walter Parkes, Chairman of the Board of O'Connell Electric Company, Inc., as the 2014 Outstanding Community Partner. Our Awards Committee is currently reviewing the nominations submitted by you for the following awards: Community Impact, Education, Founders, Self Advocacy, and Youth. We look forward to revealing the recipients in August!

Our evening also features:

- Co-Emcees Don Alhart & Jennifer Johnson of 13 WHAM-TV
- A Silent Auction
- Music by The Mambo Kings
- A Wine Pull



Proceeds from the evening support critical programs at both agencies. Building on eight years of success with The Advocacy Center's Evening of Art & Jazz and LDA's Partners in Learning Luncheon, our first Celebration of Champions as partners promises to be a night to remember!

TICKETS ON SALE NOW!

To purchase tickets, please visit:
www.advocacycenter.com/2014-celebration-of-champions

Champion Sponsor
Faraci Lange
ATTORNEYS

Spotlight on Community

featuring

Nina Loan

of Penn Yan



Nina was previously featured in *The Bridge* (Winter 2012) while a participant of D.R.I.V.E. (Diversity, Responsibility, Inclusion, Vision, and Experiential-learning), a collaboration between Arc of Yates, Penn Yan Central School District, and Keuka College. Since then, she has taken another important step into her community.

Nina Loan typically arrives at work with light slacks, a dark shirt, and a bright smile.

"I love working at Walgreens!" With a positive attitude and sense of humor, Nina has worked at the Penn Yan, NY, store since July 2013. "My boss is Mary. She is very nice and patient with me. But if someone else asks me to do something, I say, "Are you my boss? Ha-ha."

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LDA

LIFE AND LEARNING

SERVICES

Merger Update

In January, we announced our affiliation and intent to merge with LDA Life and Learning Services. Since that time, our Board and Leadership teams have continued the work of preparing for the merger on a variety of levels. As we go through this process, we remain mindful that the daily needs of our customers have not changed, so our daily operations have changed very little.

One key component in our planning process is evaluating the results from the survey we sent out to all of our constituents in April. The feedback we received tells us that the community is very optimistic about our merger. We will use more specific feedback to inform our decision-making around future programming. If you participated in that survey, thank you for taking the time to share your thoughts with us.

We continue to be here for you when you have a question or an advocacy issue. Our advocates, service coordinators, work incentives counselors, and program coordinators continue to work side by side with individuals and families in accomplishing their goals. We continue to offer educational opportunities, which you can find on our [website calendar](#). We look forward to continuing to be a trusted resource for you and your families during your journeys.



Spotlight on Community - Nina Loan

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Since one of Nina's strengths is organizing, she works on stocking shelves and pulling expired items, in addition to other tasks. Nina is very familiar with the store layout, so when customers ask for help in locating items, she is ready and willing to direct them. "I love organizing the candy. Then I can decide what I want to buy. I have an employee discount and a Walgreen Card. I buy something every Friday from the money I make at Walgreens."

Through the *NYS Employment Training Program (ETP), Nina has discovered an internship in her community where she receives training, support, and a paycheck. "My job coach is Pam. She helps me when I get stuck, but I hardly need her help anymore. My co-workers, Tam, Kathy and Donna, help me when Pam is not there."



Nina's coworkers enjoy hearing about Nina's active life outside of Walgreens, which includes dinners and movies on the weekends and bowling club. "I am the highest scoring female bowler. I got 191. They like to hear about the YouTube videos I watch, especially Leia and Han Solo from Star Wars."

Nina works at Walgreens three mornings per week and then attends an Arc workshop in the afternoons. Nina's mother, Monique Baran, is pleased with Nina's progress and with the Employment Training Program. "We are proud that Nina is working at Walgreens and earning a paycheck. She is known by many people in the community because of her work there. It is also important for her to spend time in the Arc workshop, to be with



peers, with people she can easily communicate with.

Besides working at Walgreens with a job coach, the ETP Program includes ongoing job readiness training - from writing resumes and applications, to proper wardrobe, to appropriate social skills. This training is also ongoing at the workshop, preparing all workers to work in an inclusive setting, if possible."

Monique offers this advice for parents, "The most important way to help your children find work and be out in the community is to understand their strengths and weaknesses, their likes and dislikes. Person Centered Planning is fundamental. A true picture does emerge when comments from the individual, family, friends, teachers and supervisors are all put together. At Nina's first PCP meeting, none of us had any idea what to say, but by the end of the session, we had put together a plan for possible work and community involvement, from all of our comments about Nina. And every year we are able to fine-tune Nina's plan."

**The purpose of the Employment Training Program (ETP) is to offer an opportunity for persons with developmental disabilities to gain work experience through an on-the-job, paid internship. ETP interns learn new skills and attend seminars preparing them for competitive employment. Provided the intern is successful, there will be a reasonable expectation for continued employment at the business where the internship is established. www.opwdd.ny.gov*

Upcoming Front Door Information Sessions at The Advocacy Center

Presented in collaboration with the regional office of the NYS Office for People with Developmental Disabilities (OPWDD)

Choose one:

July 14, 2014, 4:00-6:00 pm or **October 6, 2014, 6:00-8:00 pm**

The Advocacy Center, 590 South Avenue, Rochester, NY 14620

Front Door information sessions are geared towards individuals who are new to OPWDD services, as well as individuals who seek to change their current services. These sessions will offer participants an understanding of OPWDD's mission and purpose; the process to become eligible for OPWDD supports and services; types of supports and services available; and, where individuals and families can go to get assistance.

Service Coordination staff from The Advocacy Center will present, and staff members from the regional office of OPWDD will be on hand to answer additional questions.

If planning to attend a session, please call or email Asim Javed (585) 546-1700 x268; javed@advocacycenter.com

Please request any special accommodations at least 2 weeks prior to the event.

For more information about OPWDD's Front Door Initiative, please see <http://www.opwdd.ny.gov/welcome-front-door/home>



A spirited NYS Partners in Policymaking class gathered together in Albany, June 6 and 7. For more information on NYS Partners, please visit www.nyspip.org.



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- Master's Degree in Human Development with a Specialization in Developmental Differences

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Universal Design for Learning

What is Universal Design for Learning?

UDL is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone—not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

What is the difference between the terms Universal Design and Universal Design for Learning?

The term “universal design” refers to the movement in architecture and product development that aims to create places or things that are accessible to as many people as possible, including those with disabilities. Speakerphones, curb cuts, and close-captioned

television are all examples of universal designs—innovations that benefit a variety of users, including individuals with disabilities.

When applied to education, the term “universal design” generally concerns eliminating physical barriers to educational places or materials—for example, providing accessible textbooks.

Of course, increasing physical access is an essential first step. But it is only the beginning. Genuine learning requires much more than physical access—it requires cognitive (or intellectual) access, too. A student with a learning

disability may be able to see text clearly (physical access) but may have difficulty understanding the assignment or purpose for reading, finding main points, organizing notes, and expressing understanding (cognitive access). Conversely, a student with cerebral palsy may fully understand an assignment and have clear ideas for executing it (cognitive access) but be blocked from expressing those ideas by inappropriate tools (physical access).

Universal Design for Learning recommends ways to provide cognitive as well as physical access to the curriculum. Students are provided with scaffolds and supports to deeply understand and engage with standards-based material. They not only have access to content and facts, but they learn to ask questions, find information, and use that information effectively. They learn how to learn.



Three Basic Principles of UDL -

Provide Multiple Means of Representation (the “what” of learning)

Learners differ in the *ways that they perceive and comprehend information*. For example, those with sensory disabilities; learning disabilities; or language or cultural differences, may all require different ways of approaching content. Others may simply grasp information quicker or more efficiently through visual or auditory means rather than printed text.

Provide Multiple Means of Action and Expression (the “how” of learning)

Learners differ in the *ways that they can navigate a learning environment and express what they know*. For example, individuals with significant movement impairments; those who struggle with strategic and organizational abilities; and those who have language barriers, approach learning tasks very differently. Some may be able to express themselves well in written text but not speech, and vice versa.

Provide Multiple Means of Engagement (the “why” of learning)

Affect (feeling) represents a crucial element to learning, and learners differ markedly in the *ways in which they can be engaged or motivated to learn*. There are a variety of sources that can influence individuals including neurology, culture, personal relevance, subjectivity, and background knowledge, along with a variety of other factors presented in these guidelines. Some learners are highly engaged by spontaneity and novelty while other are disengaged, even frightened, by those aspects, preferring strict routine. Some learners might like to work alone, while others prefer to work with their peers.



-Learn more at www.udlcenter.org.

A Parent's Guide to Universal Design for Learning (UDL)

Tips for Parents

Learn

Become knowledgeable about what makes a curriculum accessible for students with LD. To learn more about UDL so you can explain and advocate for its adoption at your school, visit lessonbuilder.cast.org/learn.php to watch a short video, read about UDL, and try a UDL activity. Understanding the difference between UDL, special education, assistive technology, and accommodations will enable you to maximize your advocacy efforts.



Investigate

Does your child's school know about UDL? Do teachers have access to training on how to incorporate a UDL approach to planning and delivering instruction? If not, direct them to the professional development information and resources available at www.cast.org/pd. Are the assessments being used by your district and state following guidelines for UDL? If not, direct them to information and resources available at www.nceo.info.

Promote

Encourage your school district to adopt an approach to teaching and learning that values diversity and promotes improved learning outcomes for all students. UDL provides a framework for designing and implementing curriculum that works for all children. Ask the PTA or PTO at your school to sponsor a presentation on UDL for parents.

Inquire

When formulating annual goals for your child, ask if the proposed goals align to the content standards for the state and reflect the learning expectations for your child's enrolled grade. Do the goals represent only the learning expectation and not the means for attaining them? If the means are embedded in the goal, inquire about how to establish clear goals that are distinct from the means for attaining them.

Expect

Don't settle for instructional techniques, materials and assessment methods that do not engage your child and enable him to show what he knows. Expect your child's school and teachers to use a variety of instructional approaches, provide an array of materials, and offer multiple ways to measure student learning.

Help

Assist your school, district, and state in adopting and promoting the use of UDL and UDA. Do this by volunteering at school, helping out with fundraising efforts and playing a role in the use of funds at your child's

- Parent Advocacy Brief, National Center for Learning Disabilities • www.LD.org

EDUCATION/TECH GURU SUGGESTS 9 POWERFUL (AND FREE) TOOLS TO BOOST SUMMER LEARNING

by Lisa Johnson

BUBBLI

Create 360 panoramic bubbles of the sights and sounds of places you visit that others can explore by clicking on a shared link.

PHOTO MAPO

Transform photos into mapped masterpieces.

FLOWBOARD

Create an interactive photo album.

BILL ATKINSON PHOTOCARD

Send a digital postcard with text, photos, and even links.

STRIP DESIGNER

Create a comic of your adventures.

SNAPGUIDE

Highlight Each Day of a Trip with a Multimedia Guide.

HAIKU DECK

Publish a Slideshow of Trip Pics and Anecdotes

TACKK

Create a Multimedia Travelogue!

THINGLINK

Augment a Photo, Map, or Collage!

To learn more from Lisa Johnson, you can hear her at the July 28-30 EdTechTeacher Summit. She will also be teaching a three day iPad Classroom workshop in Austin, TX this August. Lisa Johnson is also the author of the TechChef4u blog and curates multiple ed tech and technology integration resources on her popular *Pinterest boards.*"





Resources

Arc of Yates County, www.arcofyates.org/

Walgreens REDI program - Retail Employees with Disabilities Initiative <https://webapp.walgreens.com/DisabilityHiring/pwd/navREDI>

CAST UDL Studio <http://udlstudio.cast.org/>

Design and Deliver: Planning and Teaching Using Universal Design for Learning [Paperback], 2013 by Loui Lord Nelson Ph.D., Allison Posey M.Ed., David Rose Ph.D.,

Universal Design for Learning in the Classroom: Practical Applications (What Works for Special-Needs Learners) [Paperback] by Tracey E. Hall PhD, Anne Meyer EdD, David H. Rose EdD, 2012

Reflections: Universal Design for Learning and the Common Core David Rose, EdD, with Anne Meyer and David Gordon http://www.calstat.org/publications/spedge_publications.php?nl_id=129

Burgstahler, S.E. and Cory, R.C. (2010) Universal Design in Higher Education: From Principles to Practice. Harvard Education Press: Cambridge. This is a comprehensive guide for researchers and practitioners on creating fully accessible college and university programs.

Webinar -Equity and Excellence: Using Universal Design to Reach all Learners in Higher Education, Presented on May 24, 2012 - See more at: <http://www.nytransition.org/THINK-COLLEGE-NY/Webinars#sthash.o3zOT3Bf.dpuf>

Thumbs Up!

 by Dee Staley

Middle school student creates baked goods and community connections in pursuit of his dream job.

On any Thursday morning the delicious smell of chocolate chip scones wafts through the Caledonia-Mumford Middle School kitchen. It is student Paul Bullen's favorite morning treat and has become the favorite for many of his teachers.

Paul's dream job is to work for Wegmans as a baker, and he is getting valuable experience as he prepares for employment after high school. It started when Paul's teacher, Steve Kocher, asked him what he wanted to do when he completed high school. It was all part of his Level I Transition plan which began two years ago.

Since then, Mr. Kocher has brought several key people into the loop including Nutritional Services Director, Susan Presher, who works with Paul each week. On Wednesday, Paul shops for the baking that he'll do on Thursday, then he delivers the baked goods to his customers on Friday morning. He uses a cash register to record his sales, and he gets assistance with the selection and prices from Mrs. Presher.

It is a successful enterprise in several ways. Not only does Paul sell out each week, but he is involved in a variety of related activities: marketing, purchasing, and customer



Paul Bullen, head baker at Peanut's Bakery, waits on a customer, Mrs. Vicki Fox. Mrs. Fox is also Paul's aide

service. Another teacher, Kathy Allen, connected Paul with students in her Elements of Business class who designed business cards, a flyer and posters for his enterprise, named Peanut's Bakery.

Mr. Kocher has indicated that "it really has been a village" that supports Paul in his dream. Paul's one-to-one aide, Vicki Fox, has helped him walk to the grocery store, understand his recipes, and use appropriate social and math skills when he sells his baked goods. Andrea Horr has also helped him as a classroom aide and past one-to-one aide. Paul's speech teacher, Shannon Beardsley, helped him learn how to read labels and recipes, and how to greet his customers. And Mr. Kocher has worked on the necessary math skills by having Paul learn kitchen measurements. He also creatively priced the treats so Paul would have to count back change. He does this by pricing the treats inconsistently- for example, 53 cents and 47 cents, then he needs to make the change from a dollar.

Faculty, staff, and administration, including Principal, Mr. Paul Estabrooks, together have enthusiastically supported the development of this idea, and they have thought "outside of the box" to make it happen.

Paul's mother, Beth Bullen, completed The Advocacy Centers' Lay Advocacy training program several years ago, and knows well the importance of team work and collaboration.



Vicky Fox, Susan Presher, Paul Bullen, Shannon Beardsley, Steve Kocher

Dad's Corner

By Luis J. Diaz

Growing up without parents, I've never had a proper parenting model. However, I made a decision as a young teenager that when I had a child I would never be like my parents. When Emma was born I noticed early on little things I thought awkward concerning her behavior. When she entered pre-k we realized there indeed were capacity issues concerning Emma. Emma has cognitive delays. Her mental processing is much slower than others her age.

I quickly began advocating for Emma. My wife went through differing stages before she became a staunch advocate. Nevertheless, it's been a process of becoming educated and understanding Emma's condition. I've grown in patience, compassion, and love. By no means has it been easy, but the benefit of watching her reach her educational goals encourages me so much. I know it starts with me and my wife.

We have found much strength as Christians. Emma loves going to church. In fact, after school she gets dropped off every day at our church because I am employed there. The church building has been a great setting to help her with homework and basic discussion concerning her day. Plus, on service days she has a few friends she can't wait to play with.

What impresses me most about Emma is her compassion and selflessness. She is constantly helping, giving of herself, and caring for others even if they are strangers. I've prayed believing she will become a missionary one day. Finally, she has great hair (all credit due to mom) and she has an infectious smile. Whenever Emma walks into the room, her smile hits you right in the face.



From the Editor – Remembering Roy

Roy was in his seventies when I met him 26 years ago. He was small in stature, slim, with a full head of gray hair and a ruddy complexion. He wore a button down shirt and sports coat, a contagious smile, and thoughtful gaze. He spoke of his deceased wife, his best friend, Arline, and the life they shared on Lake Road in Webster. He was intelligent and down to earth, well-spoken, and full of fun. He was a WWII veteran and loved his country.

Roy lived next door to my husband's grandma and aunt and was a good neighbor and friend to them. He mowed the lawn, made repairs, and generally looked after the two women. When Grandma died, he looked after Dave's aunt, continuing to help out, taking her out to lunch, and being a friend.

I gravitated towards Roy because even though we were two generations apart, we both came from big Catholic families and also attended the same church in Webster. He felt like family.

When Nick, now 22, was born, I became depressed. My first baby, my new love, was born with Down syndrome. Only a month later, my husband, Dave, and I left Pittsburgh (and my huge support system) to start a new life in Rochester with Nicky. I was miserable. "Now listen here: you are going to be OK," Roy would say. He scooped baby Nick up in his arms and delighted in Nick's smile and activity.

Always invited and cherished at family gatherings, Roy would show up with his hair neatly combed and a button-down cardigan. "My mother taught me never to show up at a party empty-handed," he said as he sheepishly offered a box of candy or a six-pack of beer, to the host. He delighted in the children, greeting them as a grandpa would with open arms and laughter.

One day, Roy made a comment about "putting his leg on." Huh? I never knew Roy wore a prosthetic leg. He never mentioned it. Never would have guessed it by his level of activity.

It was a revelation to me that this chatty, cheerful guy knew quite a lot about pain and suffering, struggle and survival, and carrying on. Roy stepped on a land mine during the Battle of Monte Cassino in Italy in 1944 and received a Purple Heart for it. His physical and emotional recovery was difficult. But he came home to his loving wife, found work, and continued to contribute to his community. Later in life, he suffered the illness and death of his beloved Arline. And later, Roy suffered a heart attack and more illness and physical challenges as it became difficult to use his leg later in life. He had to leave his home which he took such great pride in and move into a nursing home.

Roy experienced loss and heartache. But he never lost his kindness, his sensitivity toward others, his ability to look beyond himself and extend to others. As long as he could drive, he took a friend to church every week who could no longer drive.

Roy died in March 2010. I still consider him one of my best friends and role models in how to live a life of fun, kindness, dignity, and grace, even when life is hard. I mostly fail in emulating him, but I will never stop trying to be more like my old friend. Thanks Roy. Twenty two years have passed, and you were right: Nick and I are OK ... much better than OK.

*Maria
Schaertel*





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