

Vision & Voice

A QUARTERLY NEWS AND EVENT PUBLICATION OF THE INSTITUTE ON DISABILITY AT THE UNIVERSITY OF NEW HAMPSHIRE

spring 2009



Bookstore Spotlight

Autism Spectrum Disorders and AAC by Pat Mirinda & Teresa Iacono, Eds.

For individuals with autism spectrum disorders (ASD), augmentative and alternative communication (AAC) can have a

tremendous positive impact on communication, social skills, and behavior. Editors Pat Mirinda and Teresa Iacono partner with more than 30 other experts, including the IOD's Cheryl Jorgensen, Michael McSheehan, and Rae Sonnenmeier to give readers in-depth information on a wide range of evidence-based AAC methods and technologies. *Autism Spectrum Disorders and AAC* is available for \$50 and can be found online at www.iodbookstore.com.

Join Our Mailing List

The IOD produces a variety of publications, including *Vision & Voice*, which communicate the ways we are connected to individuals and activities in New Hampshire and across the country. **If you would like to be added to our mailing list, e-mail contact.iod@unh.edu or call 603.862.4320.**

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Norman Kunc Featured in Krumm Lecture Series

The IOD is pleased to announce *The Janet Krumm Disability & Media Lecture Series*, an annual public lecture series which recognizes the power of information and the contributions of individuals who have used the media, written and visual, to create an understanding of the experience of disability, as well as the community's collective responsibility to embrace diversity.

The Lecture Series honors the efforts of Janet M. Krumm, founder and editor of the New Hampshire Challenge, a quarterly news publication for families who have members with disabilities. The New Hampshire Challenge addresses disability issues through a family perspective, providing information about and in-depth analysis of public policy, legislation, services, best practices, and other pertinent issues. Janet graduated from the IOD's NH Leadership Series in 1988, and the Challenge was Janet's action plan coming out of that experience.

Norman Kunc and Emma Van der Klift presented the inaugural lecture of the series on Thursday, April 16 at the University of New Hampshire's Memorial Union Building. The lecture was sponsored by a grant from the UNH Class of 1954 Academic Enrichment Fund.

Born with cerebral palsy, Norman attended a segregated school for children with physical

disabilities; then, at age 13, he was integrated into a regular school. From there, he went on to complete a bachelor's degree in humanities and a master's degree in family therapy.



Norman Kunc and his wife Emma Van der Klift

Norman Kunc and his wife Emma Van der Klift have spent the last 25 years working to ensure that people with disabilities are able to take their rightful place in schools, workplaces, and communities. Although they are well known advocates within the disability rights community, they prefer to think of themselves as modern day storytellers, continuing the long held tradition of using humor and narrative to initiate self-reflection and social change. @

For more information on the NH Challenge, visit www.nhchallenge.org.

15 States and Canada Represented at Inclusive Education Summit

Over 350 participants from as far as British Columbia gathered in Manchester, NH on Friday, April 10 for the first Inclusive Education Leadership Summit. The Summit was presented by the Including Samuel Project at the IOD, in collaboration with the NH Department of Education, Plymouth State University, and NH Public Television (NHPTV).

The summit was designed to give participants the opportunity to learn the latest best practices and leadership strategies on inclusive education, problem solve and network with peers. Presenters included the central figures of the documentary film *Including Samuel*,

national leaders of inclusive education, and staff members of the IOD. Following a screening of the film *Including Samuel*, summit presenters led a panel discussion on pressing barriers to inclusive

education and the most effective strategies to remove them.

One of the primary objectives of the summit was to bring together all of the key stakeholders in education for discussion, strategizing, and networking. To date, no other regional event has convened administrators, educators, service providers, school board and community members, legislators, families, self-advocates, and students around the issue of inclusive education at the same time and location.

"The collective brain power and experience at this event was remarkable," said filmmaker Dan Habib. "We wanted everyone to leave the day with a renewed sense of energy—and new strategies for achieving truly inclusive schools across New England and the country." @

To see the NHPTV special on *Including Samuel* and the Summit, visit www.nhptv.org. For more information on the *Including Samuel* Project, visit www.iod.unh.edu.



Dan Habib speaks at the Inclusive Education Summit

803E08

INSTITUTE ON DISABILITY / UCED
10 WEST EDGE DRIVE
SUITE 101
DURHAM NH 03824



Scholarships for IDD Teacher Certification

Applications are currently being accepted for teachers who already have General Special Education Certification and a master's to enroll in the Special Education Teacher Certification in Intellectual and Developmental Disabilities (IDD) program coordinated by the UNH Institute on Disability. Significant tuition scholarships, funded by a grant from the U.S. Department of Education, Office of Special Education Programs, are available for a limited number of highly qualified scholars.

The program prepares special education teachers to work in schools, promoting evidence-based, high quality, inclusive educational programs for students with IDD. The program also gives significant attention to effective education of students with autism spectrum disorders. The program is grounded in the philosophy that disability is a natural part of the human experience, emphasizing that individuals with disabilities have the same rights as individuals without disabilities to exert control and choice over their lives, to live independently, and to fully participate in and contribute to their communities. Courses are co-taught by individuals with disabilities or their family members and University faculty.

For more information on the Special Education Teacher Certification in IDD, visit www.iod.unh.edu.



Did You Know?

Overwhelmingly, older adults in NH report that they prefer home care, but the current economic situation is making it difficult for them to stay home. Over 350 individuals attended Community Listening Sessions hosted by the Bureau of Elderly and Adult Services during the spring and summer of 2008. Participants recommended that local communities as well as the state should work to increase support for family caregivers, access to a range of person-centered services and supports, and the availability of a high quality direct care workforce. Other issues raised included engaging community partners, transportation, affordable housing, dental care, communication, mental health, and socialization.

For more information, visit <http://www.dhhs.state.nh.us/DHHS/BEAS/>.

Feedback

Have a comment, suggestion, or story idea? We value your input. E-mail contact.iod@unh.edu or call **603.862.4320** to let us know how we're doing and how we can better serve you.

Share the IOD with a friend:

Please let friends or colleagues know about us. *Pass us along!*

Project Spotlight: NH RESPONDS

Evidence shows that students with disabilities who are struggling academically may have far greater academic potential than what their test scores suggest. NH RESPONDS, a 5-year collaborative project between the IOD, the NH Department of Education, and the NH Center for Effective Behavioral Interventions and Supports, is designed to provide school districts with the training and resources necessary to bring high quality, effective, efficient, and sustainable practices in literacy, behavior, and secondary transition services to early childhood education programs and K-12 schools. The project incorporates the Response to Intervention (RTI) Model—a framework of providing high quality tiered levels of increasingly individualized instruction and supports for students—which has been proven effective, particularly for students K-3.

Five NH school districts (SAUs) are serving as model demonstration sites for implementation. This broad-reaching strategy is one of the most unique features of NH RESPONDS, as training and support has often been administered within individual schools instead of at the district level.

“It is rare to have this type of change occurring at the SAU level,” says Leigh Rohde, NH RESPONDS Project Literacy Coordinator. “In working with individual schools in the past, we often encountered district-wide policies that

were contradictory to what we were trying to achieve. By working on the SAU level, we have the opportunity to really collaborate and make progress in changing entire instructional and disciplinary systems.”

In addition to improving the academic achievement of students with disabilities, one of the primary goals of NH RESPONDS is to create a sustainable and proven model that could be replicated in districts across the state and country. The project is also designed to contribute to the research base and evidence of RTI's effectiveness.

“We have the opportunity to really collaborate and make progress in changing entire instructional and disciplinary systems.”

In addition to the work at the five demonstration sites, NH RESPONDS is reaching out to pre-service and in-service educators through a variety of academic and professional development opportunities.

Efforts are being made to create and enhance coursework at the undergraduate and graduate levels to include instruction in these models, with hopes of revising the educational certification requirements in certain specialties. NH RESPONDS is also offering numerous public workshops and trainings across the state to encourage exploration, understanding, and additional implementation of these models.

For more information on NH RESPONDS, visit www.iod.unh.edu.

Highlighting IOD Donors

Giving Back

Kathy Bates, Somersworth, NH, is a 1998 graduate of the IOD's New Hampshire Leadership Series. During the past ten years, she has made giving back to the NH Leadership Series a priority. She has served as a group leader since 2002, and is a regular donor to the program. Kathy lives in her own home, and her artwork has appeared in numerous IOD annual calendars. The following is an excerpt of a letter from Kathy:

I've never liked the sound of my own voice. I've always had plenty to say, but sometimes it was easier not to say it. The first day of *Leadership* we had to use a microphone to introduce ourselves. I was petrified that my voice wouldn't come out when it was my turn. Well that didn't happen. I survived. In fact I am now a presenter and the first thing I ask for when I am presenting is a microphone. I am just one of hundreds of people who have found their voice as a result of participating in the *New Hampshire Leadership Series*.

I've been part of the *Leadership Series* for ten years now, and I can honestly say that the journey may be different for everyone, but no matter if you are a parent, a professional, or a person who experiences a disability, there is always a transformation.

Changes happen because when you begin *Leadership* you realize that you are not alone in your plight. Your plight can be about the IEP process, or helping your son or daughter find their first job, or something as simple as not being able to attend a community event. Maybe the change happens because as you go through the *Leadership Series* you are educated and doors are open to you as you begin to understand just what is possible.

As a result of participating in the *Leadership Series*, my expectations for myself and others who experience disabilities are much higher and

I'm a much stronger advocate for human rights and citizenship for everyone, no matter what their limitations might be. One of the key themes of *Leadership* is community. Often those who experience disabilities, and their families, feel they must work harder to be accepted. In *Leadership* there is an immediate feeling of warmth, acceptance and connection. In this community connections are made, friendships are formed, and futures are changed forever.

I have always known that it was important to me to give back to *Leadership*. It is an honor to serve as a group leader each year, and to count myself among those whose financial contributions help to keep *Leadership* going. [Our] support is essential to the continuation of this important program. I encourage [all of my fellow alumni] to make giving to *Leadership* a priority. It is during difficult times, particularly, that we are reminded of the value that *Leadership* represents: linking us together to provide support for one another, and ensuring there are effective advocates working to protect crucial programs and supports. @

If you would like to learn more about making a tax-deductible gift to the IOD, please contact:

Mary Schuh, Ph.D. – Associate Director of Development and Consumer Affairs
Institute on Disability / UCED
56 Old Suncook Road, Suite 2
Concord, NH 03301
603.228.2084 | mary.schuh@unh.edu

or visit www.iod.unh.edu for easy and secure online donation.



Kathy Bates, '98 graduate of the NH Leadership Series, contributes annually to keep the program going

CALENDAR

EVENTS / WORKSHOPS

Research to Practice Series

Literacy & Autism Spectrum Disorders: *Translating Research into Practice*

Intended to assist educators with addressing the literacy learning needs of students with autism spectrum disorders in general education classrooms. Participants will gain knowledge and skills to assess and enhance reading comprehension and writing skills for their students.

Remaining Sessions:

Monday, May 4, 2009 –

“A Land We Can Share”: Teaching Literacy to Students with Autism in the Inclusive Classroom

Presenter: Paula Kluth

Cost: \$150 (includes a copy of Paula’s book “A Land We Can Share”)

Thursday, May 7, 2009 –

Silent Reading Comprehension

Presenter: Stephanie Spadorcia

Cost: \$125 (books for additional cost)

Time: 9am–3pm

Location: Holiday Inn, Concord, NH

The Assistive Technology Transformer Kit for Solving Everyday Classroom Challenges

Participants will make their own assistive technology transformer kit for use in solving everyday challenges in minutes. In addition, each participant will use the components and fabricate at least 15 different assistive technology solutions.

Date & Location:

Wednesday, May 6, 2009 –

UNH Institute on Disability, Concord, NH

Time: 9am–3pm

Cost: \$99

Presenter: Dr. Therese Willkomm

Employment Links

This four-part training series provides employment service personnel and others with critical “how-to” information, resources, and tools to achieve high quality employment outcomes for individuals with disabilities.

Remaining Dates & Topics:

Thursday, May 7, 2009 –

Self-Employment & Other Creative Employment Alternatives

Presenters: Laurie Vachon, Ryan Toomey, and Karen Prive

Thursday, June 4, 2009 –

Systematic Instruction in the Workplace

Presenter: David Hagner, Ph.D.

Time: 9am–12pm

Cost: \$35 each

Location: Rivier College, Nashua, NH

Promoting Membership, Participation & Learning for Students with Significant Disabilities in the General Education Classroom

Will present research that shows better learning outcomes for students with IDD who are included in general education classrooms. The importance of and strategies for promoting valued membership and full participation will be emphasized, and participants will be given multiple examples, strategies, and planning forms for working with their students’ educational teams.

Date & Location:

Wednesday, May 13, 2009 –

Grappone Center, Concord, NH

Time: 9am–3pm

Cost: \$75

Presenter: Cheryl M. Jorgensen, Ph.D.

From Special Educator to Inclusion Facilitator: Role Revelations and Revolutions

Will discuss strategies for effecting the role shift from special educator to inclusion facilitator in schools. Issues such as job descriptions, case loads, and the inclusion facilitator’s role in leading the IEP team to do instructional planning will be discussed.

Date & Location:

Thursday, May 28, 2009 –

Grappone Center, Concord, NH

Time: 9am–3pm

Cost: \$99 (includes a copy of Cheryl’s book “The Inclusion Facilitator’s Guide”)

Presenter: Cheryl M. Jorgensen, Ph.D.

Getting a Handle on Hoarding

Will describe clinical disorders and cognitive traits associated with hoarding as well as recenter research findings. In addition, the presenter will provide methods and tools for intervening in hoarding issues.

Date & Location:

Tuesday, June 2, 2009 –

Rivier College, Nashua, NH

Time: 9am–12pm

Cost: \$40

Presenter: Elizabeth Burden, LICSW, MPH

Creating A Low Cost Interactive White Board Using a Wii-Mote

Will show participants how to use an LCD projector, a computer, and a Wii-mote to create an interactive white board that can be projected on top of a table or wall enabling all students to participate in interactive Internet activities and computer software. Participants will learn creative ways to make the white board accessible for individuals with physical, communication, or vision impairments.

Date & Location:

Wednesday, June 3, 2009 –

UNH Institute on Disability, Concord, NH

Time: 9am–3pm

Cost: \$175 per team (1-3 people)

Presenter: Dr. Therese Willkomm

Powerful Tools for Caregivers: Class Leader Training

This 2½-day training will give participants the knowledge, skills and tools to teach the course, Powerful Tools for Caregivers (PTC). This course, developed by Legacy Caregiver Services in Portland, OR, is a 6-week educational program to provide family caregivers with tools to increase their self-care and confidence. PTC is a nationally recognized train-the-trainer model program.

Dates & Location: June 3-5, 2009 –

Ashworth by the Sea, Hampton, NH

Time: WR: 8am–5pm; F: 8am–1pm

Cost: \$750

Presenters: Miriam Callahan & Saran Craig

*Registration fee does not include dinner and accommodations.

Methods, Models & Tools

Person-Centered Planning Facilitation Training

An intensive five-day course designed to help develop the competencies needed to facilitate consumer and family-directed life planning.

Dates & Location:

June 11, 12, 18, 19, & 26, 2009 –

UNH, NH Hall, Room G07, Durham, NH

Time: 9am – 4pm

Cost: \$650

Presenters: Patty Cotton, M.Ed. & Pam McPhee, MSW

*\$50 per person discounts available for groups of three (3) or more.

Picture This! The Art of Graphic Facilitation

Will offer participants an accelerated learning experience in graphic recording and facilitation.

Date & Location:

Tuesday, June 23, 2009 –

UNH Institute on Disability, Concord, NH

Time: 9am – 3pm

Cost: \$99

Presenter: Patty Cotton, M.Ed.

Save the Date

Methods, Models & Tools

Not for Credit Dates:

July 15-17, 20 & 21, 2009

Location: UNH, Durham, NH

11th Annual Autism Summer Institute

Dates: August 10-13, 2009

Location: UNH Holloway Commons/MUB, Durham, NH

IOD Leadership

Jan Nisbet, Ph.D. – *Director*
Linda Bimbo, MS – *Deputy Director*
Mary Schuh, Ph.D. – *Associate Director of Development and Consumer Affairs*
Cheryl Jorgensen, Ph.D. – *Research Assistant Professor*
Matthew Gianino – *Manager of Marketing and Communications*
Susan Fox, M.Ed., MA – *Clinical Assistant Professor*

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www.nhddc.org

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Kathryn Wallenstein – *Concord, NH*
Marian West – *Concord, NH*

Support the IOD!

As a community oriented non-profit focused on ensuring that equal opportunities and a satisfying quality of life are accessible to all persons, we rely on the generosity of supporters like you to help further the mission of the IOD. If you would like to contribute to the IOD, tax-deductible donations can be made:

Online
www.iod.unh.edu

Mail
56 Old Suncook Road, Suite 2
Concord, NH 03301

Phone
603.228.2084
An IOD staff member will assist you with the process and answer any questions you may have about your contribution.

Project Update – Gaining Access: Improving the NH Alternate Assessment

According to recent findings of the *Gaining Access* project, a collaborative project between the IOD and the NH Department of Education, students with the most significant cognitive disabilities may not be benefitting from a curriculum structure which offers instruction in the full breadth of reading, writing, math, and science. These findings are consistent with a US Department of Education review of the NH Alternate Assessment, which recommended a revision to more closely align it with general curriculum standards.

According to data from a sampling of NH alternate assessment portfolios from the 2007-2008 academic year, students with significant disabilities were often only assessed on a very narrow portion of the curriculum in each academic area. For example, in math, although there are six broad strands of curriculum, skills from two of the strands (Numbers & Operations, Geometry & Measurement) represented more than 75% of the math skills on which students were assessed. Similarly, in reading, although there are eight strands of curriculum, skills from three of the strands (Literary Text, Word Identification & Decoding, Informational Text) represented more than 75% of the reading skills assessed.

“As we proceed with revising the assessment, we are...excited that so many different stakeholders from across the state have stepped up to help with this project.”

This pattern persisted for writing and science. These findings suggest that the NH Alternate Assessment—which is the accountability structure for ensuring these students have access to and make progress in the general curriculum—could be enhanced to encourage instruction on greater breadth of the curriculum.

“We were expecting these results and are already considering ways to address the issue,” said *Gaining Access* Project Coordinator Michael McSheehan. “As we proceed with revising the assessment, we are challenged to hold high expectations for students’ learning, increase the overall validity of the assessment, address federal regulations, and design a system that is both effective and efficient for educators to administer. We have

our work cut out for us and are excited that so many different stakeholders from across the state have stepped up to help with this project.”

Further analyses of these data will continue as one of many sources informing the *Gaining Access* project’s effort to revise the NH Alternate Assessment. ☺

For more information on the *Gaining Access* project, visit www.iod.unh.edu.

IOD Seeks NH LEND Director

The IOD is currently searching for a qualified individual to fulfill the role of Program Director for the New Hampshire Leadership Education in Neurodevelopmental and Related Disabilities (NH LEND) Program.

The IOD and the University of New Hampshire Department of Occupational Therapy invite applications for a shared, full-time Research or Clinical Faculty position to begin June 2009. This is a 100%, academic year position with summer required. Candidates with a foundation in child development, disability, autism spectrum disorders, and occupational science are encouraged to apply. Those seeking senior and junior positions will be considered.

The position combines the role of Program Director of the NH LEND Program, which is a joint initiative between Dartmouth Medical School and the University of New Hampshire, and Research / Clinical Faculty, which requires the candidate to implement a well-defined program of research as well as teach coursework associated with the NH LEND Program and the Department of Occupational Therapy.

Candidates must have a doctorate (or Ph.D. candidacy) in occupational therapy, psychology, or a field related to child development and/or disability, and a record of effective teaching. They must demonstrate an orientation toward child development, knowledge of family-centered practices, and an ability to work with



NH LEND Class of 2009 with the IOD's Rae Sonnenmeier and Ann Dillon

individuals and groups of diverse socioeconomic, cultural, sexual orientation, disability, and/or ethnic backgrounds. Research faculty must have an established research plan or program. Preference will be given to candidates with university teaching experience, and expertise in disability including autism spectrum disorders.

The IOD and the Department of Occupational Therapy are part of the College of Health and Human Services, a dynamic unit in a research-intensive, liberal arts, land grant institution. UNH actively promotes a dynamic learning environment in which qualified individuals of differing perspectives, and cultural backgrounds pursue academic goals with mutual respect and shared inquiry. ☺

For more information on this position, including application information, visit www.iod.unh.edu.

IOD Satisfaction Survey

To guide us in our work, the IOD depends upon direct input from individuals connected to our mission. We invite you to share your thoughts and ideas by participating in our IOD Satisfaction Survey. **The survey is available online at www.iod.unh.edu or you may request a mailed copy by calling 603.862.4320.**

