

Cross Topic

Thursday, December 1, 2011

8:30-9:30 a.m.

Denied: Interventions used to suppress sexuality and why this must change!

Room 204

Charles Dukes, Pamela Lamar-Dukes

This presentation will report the findings from a review of the literature on sexuality for individuals with severe disabilities and use this information as the centerpiece for a discussion on the change efforts to decrease inappropriate sexual behavior, but more importantly, increase appropriate sexual behavior and relationship building repertoires.

Georgia DOE Positive Behavioral Interventions and Supports

Room 212

Jean Ramirez

The Georgia DOE PBIS unit has trained and supported a variety of schools in Georgia. This presentation will focus on the different needs that some of our unique settings have and the way the essential elements of the PBIS framework look in the different settings and the impact it has on the students that attend these schools.

Reinterpreting Behavioral Methodologies as Learned Oppression

Room 213

Andrew Granite

This presentation seeks to critically examine behavioral methodologies and reinterpret them as a system of social control. It looks at behaviorism from both application and theoretical perspectives; drawing parallels between the relationship of behaviorist and patient/student with the relationship of capitalist and proletariat. From these parallel relationships the oppressive and hegemonic nature of applied behavioral methodologies becomes apparent.

Journey To The North Star: Building Relationships, Changing The Culture

Room 304

Peggy Kurz, Dawn Freudenberg, Matt Briner

This session shares the journey to build positive relationships with all people to reduce and eliminate the use of aversive behavior support strategies. This philosophical change occurred through a shift brought about by values training and skills training.

Amplify ones voice

Room 306

Kim Henry

This session will discuss how individuals can express and advocate for their wants and needs about their lives, their community, and their freedom. Through group discussions and power point, the session will illustrate methods and possibilities on how to assist individuals to overcome stepping out of one's comfort zone and to make positive progress within their community.

Close Encounters Of The Medical Kind: Autism, Developmental Disability, And Doctor Visits

Room 307

Kristy L. McGinnis

Taking a child to the doctor is not always an easy task, even when the child does not have a disability. When individuals have autism or other developmental disabilities, doctor visits may be difficult even into adulthood. Parents, caregivers, and practitioners will learn to develop strategies to support individuals to have successful encounters at the doctor's office.

Wretches & Jabberers Further Stories From The Road; Institution To Movie

Cross Topic

8:30-10:45 a.m.

Stardom

Room 214

Harvey Lavoy, Tracy Thresher, Larry Bissonette, Pascal Cheng

The movie *Wretches & Jabberers* starring Larry Bissonette and Tracy Thresher, two men with Autism, was shown at TASH 2010. This year Tracy and Larry will do a workshop with somewhat supporting actors Harvey Lavoy and Pascal Cheng looking back on a year of touring the film and sharing what they have learned on their quest to change the world.

9:45-10:45 a.m.

Transforming Parent-Child Interaction in Family Routines: Longitudinal Results and Family Perspectives

Room 213

Joseph M. Lucyshyn

The study examined the efficacy of a family centered PBS approach. Ten families of children with developmental disabilities participated. Group design results showed improvements in child behavior and routine participation. Single subject design results documented a functional effect for 7 of 10 families. Sequential analysis results documented the transformation of parent-child interaction for 8 of 10 families. Implications are discussed.

Gifts In Disguise: Unique Abilities

Room 304

Erin Vachon-Vierra

I will explore important issues in the lives of people with disabilities and their communities by allowing students with disabilities to believe in themselves, learn to appreciate their "gifts in disguise", and therefore be the next generation of students that can change the world with a very powerful influence. I will explore strategies that help individuals maximize their potential.

Moving From Rights to Relationships: The Power of Inclusive Spiritual Supports

Room 306

Bill Gaventa, Mark Crenshaw, Erik Carter

Congregations and service systems can make compelling partners in supporting people with significant disabilities to participate fully in the life of their community. This session addresses innovative approaches for addressing the spiritual support needs of people with significant disabilities, establishing effective partnerships between service providers and faith communities, and expanding meaningful access to congregational life.

Work Incentives Seminar Event (WISE) Workshop

Room 307

1:30-2:30 p.m.

Autism and Anxiety: From Stress To Success

Room 213

Pat Amos, Janet Crawford, Susan Oscilowski, Andrew Oscilowski

Self-advocates with autism frequently characterize their daily experience as marked by chronic anxiety. This session investigates the nature, prevalence, and impact of anxiety and hypervigilance on the autism spectrum, explores environmental modifications, psychological strategies, body awareness, accommodations, and other positive behavioral supports, and explores socially valued activities that respect and use positive aspects of vigilant behavior to achieve desired goals.

Cross Topic

1:30-2:30 p.m.

Facilitating Socio-sexual Decision-making Through Direct Instruction: The PACS Model / Using Social Stories to Promote Socio-sexual Decision-making for Individuals with Severe Disabilities

Room 214

Pamela S. Wolfe, Stephanie Gardner

The proliferation of specialized supports in the disability world can cause us to overlook many natural supports, willing partners, and rich opportunities available in every community. We will discuss practical community organizing strategies -- including community conversations, apprentice organizers, support circles, and grassroots mini-grants -- that encourage the broader community to connect with and support people with significant disabilities.

Self-Advocacy Summits Held Across The Nation

Room 304

Liz Weintraub, Hillary Spears, Dawn Rudolph

A series of regional self-advocacy summits called 'Envisioning the Future: Allies in Self-Advocacy', was held in the spring of 2011 to strengthen and enhance self-advocacy efforts both in individual states and nationally. This presentation will explore the summits' purpose, leadership, preparation, accessibility, and partnership in supporting self-advocacy at state and national levels.

Choice Matters

Room 307

Ellen Nicholson, Leslie Lederer, Stella Smith

Choice Matters brings to life first hand experiences reflecting the importance of a planning process that includes listening, observing and strategically putting things into place for teens and a young adult by honoring what each individual chooses.

1:30-3:45 p.m.

Real Communities in Georgia: A Panel Discussion

Room 306

Caitlin Childs, Eric Jacobson

The purpose of the Georgia Council on Developmental Disabilities' Real Communities Initiative is to connect people with developmental disabilities and their organizations to other citizens and their associations and act collectively on community issues. This panel will include representatives from our Real Communities projects sharing their experiences of using community organizing/community building on the grassroots level.

2:45-3:45 p.m.

Now, What Does The 'P' Stand For? New Tools For Your Toolbox

Room 213

Jason Cavin, Daniel Crimmins, Stacey Ramirez

With the various acronyms used in advocacy and services in support of individuals with disabilities, it is easy to understand why confusion exists regarding what is "PC" and person-centered. This workshop will serve to alleviate some of the confusion that deters collaboration and the coordination of services by further defining the role of positive-behavior supports, person-centered planning and people-first language.

Your Dependent With Special Needs-Making Their Future More Secure

Room 214

Jodi L. McMahon, Pamela J. Hoppe

Families with dependents with special needs, no matter what the age or disability, face many serious questions about how to best prepare for their future well-being. This workshop addresses such critical issues as protecting government benefit eligibility for Supplemental Security Income, creating Special Needs Trusts and the importance of a will.

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2:45-3:45 p.m.

Development of a State TASH Chapter: A Mentorship Model

Room 304

April Regester, Shirley Rodriguez

This presentation will outline the steps taken to re-establish a TASH chapter in Missouri. With the support of an existing TASH chapter (Cal-TASH), steps have been taken to rejuvenate and establish the chapter in Missouri. Steps outlined will include connecting with established chapter mentors, gathering interested stakeholders, appointing/electing officers for chapter, and development of specific action plans.

Is voting in your life important? If so, why? / Life, Liberty and the Pursuit of Happiness

Room 307

Nancy Ward, Tia Nelis, Betty Williams / Ellen Perry

How to build strong partnerships between members of your community. Learn how to use the Project Vote Voter Education Toolkit and visit the Go Voter website at www.govoter.org. / Every person in this country, regardless of ability, has rights. Though I was born with Cerebral Palsy I have been a self-advocate for over 30 years. I have learned how to access my rights and how to teach the same to others so they can make their own dreams come true. In "Life, Liberty and the Pursuit of Happiness," I provide a civics lesson in how laws and policy are made in order to help self-advocates understand how our system works. We can't change something we don't understand — and sometimes things must be changed in order to work efficiently, so this primary education in government and leaders breaks it down into simple steps.

4-5 p.m.

Enhancing Visual Gestural Communication As A Non-traditional Communication Mode that Works!

Room 213

Romy Spitz, David Lawlor

This presentation highlights Visual Gestural Communication (VGC) as a gestural communication mode distinct from signed languages and used by a diverse set of users either as a single mode or as a feature in multimodal communication. Participants will learn about the range of communication skills that fall under VGC, how to effectively partner VGC interactions, and promote increased effective communication.

Growing Up Inclusively

Room 214

Susie Lund, Linda Biermann, Michael Biermann

This presentation will chronicle the personal and educational experiences of Michael, a 13-year-old student with Down syndrome in a small farming community in Iowa. Linda will share the story of Michael's early life experiences that lead her to understand Michael's desire to choose his own path. Michael will share what leading an inclusive life has meant to him.

Children's Freedom Initiative – Bringing Children Home

Room 304

Dottie Adams, Katie Chandler

The Children's Freedom Initiative (CFI) is a collaborative effort to ensure that children who live in facilities are given the chance to live with permanent, loving families.

4-5 p.m.

Including Youth As Leaders

Room 306

Jennifer Thomas, Cashimawo Akpiri

Including Youth As Leaders is a how-to presentation designed by youth. It demonstrates ways to develop opportunities for youth leadership. Young

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5:15-6:15 p.m.

people who are experts on the topic share practical clear and effective strategies that can be used to acquire youth wisdom in concrete and meaningful ways.

Creating User-Friendly Materials With Self Advocates: Partnerships And Processes

Room 307

Aaron Johannes, Susan Stanfield, Jule Hopkins

People with disabilities, professionals and researchers, contributed ideas about self-determination and inclusion made into plain language booklets on Rights and Responsibilities, Support Networks and Safeguards and Vulnerabilities which have been "owned" by people with disabilities who then share with and educate peers. We will introduce the booklets, talk about the importance of partnerships, and the processes used to involve people.

Ensuring Communication for True Participation: TAALC: Teaching Age-Appropriate Academic Learning Via Communication

Room 212

Jane O'Regan Kleinert, Jacqui Kearns

Students with Complex Communication Needs (CCN) are often assumed to lack the ability to participate in the general curriculum or regular classrooms. This session will describe a highly effective, evidenced-based state wide initiative which trains and coaches school teams via distance technology to develop and integrate communication systems for such students into the academic content across the school day.

Audio Description: The Visual Made Verbal

Room 213

Joel Snyder

Audio Description uses words that are succinct and vivid to convey the visual image that is not fully accessible to a significant segment of the population (over 25 million Americans are blind or have trouble seeing even with correction) and not fully realized by the rest of us--the rest of us, sighted folks who see but who may not observe.

Supporting Military Families Of Youth With Developmental Disabilities

Room 214

Peg Kinsell, Shelli Marquette, Susan Dukavas

Military families across the country face many challenges. Deployments, multiple moves, coupled with raising a child with a disability can be a daunting task. We will examine the barriers to and fractured services/supports available to military families and ways community, statewide, advocacy and faith-based organizations can build a partnership with them to enhance needed family supports.

All Means ALL: Advocacy Leadership Network Of Hamilton County, Ohio

Room 304

Linda Kunick, Diana Mairose, Robert Shuemak

This presentation will be given by three founding members of the Advocacy Leadership Network based in Cincinnati, Ohio. Advocates from various provider agencies have joined together for the past four years to enact policy change around employment, transportation, and language. In telling our stories, others will be encouraged to network and build relationships to bring about change in their communities!

Learning To Stand Still: What Hostage Negotiators Can Teach Us About Supporting People With Difficult Behavior

Room 307

Cross Topic

Emma Van der Kliff

In this workshop, Emma Van der Kliff explores the idea that individuals may not have inherent "behavior problems," but may actually be trying to solve problems in unsuccessful ways. To offer a different perspective on how to respond to people in crisis, Emma shares her research on the field of hostage negotiation and outlines the unique perspective and skills that hostage negotiators use to quickly establish trust, build rapport, and foster collaboration in extreme crisis situations. Emma shows how administrators, teachers, and support workers can use this same perspective and skill-set to create safe, collaborative environments. In workshop, participants will have the opportunity to hear stories, view live footage of a real negotiation, and learn skills that will assist them in becoming less reactive and more responsive when dealing with angry, upset or disruptive individuals.

Friday, December 2, 2011

8:30-9:30 a.m.

Putting Out The Fire: Treatment Strategies For Challenging Behaviors

Room 212

Jon Freer, Jon Thompson

Once we have appropriately identified the causes and antecedents to a challenging behavior we need to quench the fire before it gets out of hand. In order to do this consistently we need to incorporate a multi-modal approach to intervention. This approach will include; verbal and non-verbal techniques, positive reinforcement, setting limits, daily structure and taking care of ourselves.

Important Voices: Listening Life Stories of Mothers of Facilitated Communication Users

Room 213

Fernanda Orsati, Christy Ashby

Mothers' stories of individuals that type to communicate is essential to understanding the larger contexts to improve support and opportunities. Stories have to be heard to learn inclusion in the past 30 years and lessons for years to come. No more excuses for not including.

Evaluating Family Support: Did it make a difference?

Room 214

Susan Yuan, Dottie Adams, Pat Nobbie

Grants for Family Support and other projects almost always require an evaluation plan. This interactive presentation will attempt to demystify the process of evaluation. We will discuss best practice for designing and carrying out participatory program evaluation that involves the people being served as well as those providing the support.

8:30-9:30 a.m.

Including Assistive Technology in Transition Planning from Congregate Settings to the Community

Room 304

Julie Kegley, Naomi Walker, Leyna Crenshaw

Advocating for individuals who do not use words to communicate to move into community settings poses challenges. Appropriate assistive technology needs to be obtained allowing individuals to effectively communicate their wishes for transitioning from an institutional setting to the community. This presentation explores advocacy strategies to ensure that assistive technology is purchased for the individual and discusses successful transition stories.

Moving Beyond Tokenism: Self-advocates serving on boards and policy-making bodies

Room 306

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9:45-10:45 a.m.

Mark Friedman, Bill Krebs, Lynette Savoy

Self-advocates will present their project to enhance the ability of disability boards and policy-making bodies to fully include self-advocates as active and contributing members of their boards.

Transitioning Upstream: One Family's Experience of Consumer-Directed & Agency Supports

Room 307

Meira L. Orentlicher, Cheryl Dougan, Jackie Culbertson

This interactive presentation will explore strategies for providing creative and individualized agency supports to persons with disabilities and their families who are receiving consumer-directed services. The guiding example for the discussion will be one family's experience of supporting their son's desired life in his own home. The story will emphasize the pros and cons of self-directed services vs. agency supports.

A Call for University Based Pro Se Disability Legal Clinics

Room 212

Patricia "Ajike" Williams

Meet with a consumer and disability rights activist who served in her own defense in a judicial proceeding against her state's Vocational Rehabilitation Program. Engage in an innovative exchange and join the call for a new consumer empowering model for delivery of our legal services. Give honor, in a "We Speak Their Names" ceremony, to our past legal warriors.

An Exploration of Message-Passing Skills in Facilitated Communication

Room 213

Zachary S. Rossetti, Pascal Cheng, Harvey Lavoy, Tracy Thresher

This presentation shares findings and video excerpts from a mixed methods study of message-passing skills by six individuals who communicate via supported typing. Message-passing refers to conveying unknown information to another. Findings include detailed descriptions of the ways that individuals "passed messages," perspectives on whether these skills can be taught to others, and the best ways to do so.

Families as Partners: Efforts to Involve and Empower Families

Room 214

Christy Stuart, Joseph Anastasio

Want to learn new and exciting strategies to involve, engage, and empower families? Presenters will share successful strategies based on their involvement of a Statewide Transition Initiative in Maryland that aims to empower families to be active partners with their child's transition team.

Training for School Resource Officers on Disability Awareness

Room 303

Maureen van Stone

This presentation describes the need for training of school resource officers to increase knowledge and awareness of the impact of disability on behavior, laws, and policies pertaining to students with disabilities, and the role officers can play in reducing school arrests, suspensions, and expulsions, while maintaining and improving school safety.

9:45-10:45 a.m.

The Georgia Microboards Association, Empowering People With Disabilities And Supporting Self-Direction

Room 304

Nancy Vara, Carmine Vara, Lois Curtis, Charles Hopkins

The Georgia Microboards Association provides training and ongoing assistance to small, non-profit organizations called microboards, their mission is to oversee

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the supports and services of a person with a disability. The association is committed to providing ongoing information and support to the individual microboards, we help each microboard plan personal and individualized services and supports through the PATH process.

Growing Together: Self-Advocacy in ACTION!

Room 306

Rebecca Salon, Ricardo Thornton, John Byrd, Germaine Payne, Anthony Vessels

Project ACTION! members, who participate in a large active self-advocacy coalition, will share their experiences in this interactive panel presentation. These Project ACTION! members have been working together for 20 years to build their membership, develop their advocacy skills, and shape the services and opportunities available to them and others in the Washington, DC metropolitan area.

How To Start A Community Inclusive Arts Project With No Money

Room 307

Polly Medlicott

Several successful inclusive arts projects have resulted from the experiences documented in the film "A New Kind of Listening", TASH 2010 Media Award recipient. Using these examples and our comprehensive Toolkit, you will learn how to start a project that offers community inclusion, creative expression, valued contributions and long-term relationships, with no resources needed except your energy and enthusiasm!

Video Modeling at Home, School, and in the Community

Room 212

Grace Francis, Allyson Palmer, Jessica Dunn

This presentation describes the efficacy of three types of video modeling: self, peer, and perspective, through a literature review and case studies.

Swimming Upstream: Sustaining Support for Students who Type to Communicate

Room 213

Christine Ashby

Facilitated Communication or supported typing is a method of communication access useful for some individuals with disabilities who do not demonstrate reliable verbal speech. This qualitative study examines structures, practices and beliefs of schools that have maintained a sustained commitment to the use of this practice and have provided such support to multiple students over multiple years.

Rethinking Guardianship -A Civil And Human Rights Issue

Room 214

Dohn Hoyle

This session will promote the use of alternatives, accommodations and supports people need to make choices and decisions, to have their preferences recognized and honored, and to have their rights, including the right to self determination, protected.

The creation and successes of the Calgary Ability Network / Creating Sustainable Community Support Systems and Partnerships

Room 303

Mezaun Evin / Barton Cutter, Megan Cutter

The creation of the Calgary Ability Network (here on CAN) was formed in 2009. The vision is to engage community in dialogue regarding disability issues and to garner the community/Government support to address the root causes that underline problems facing the disability sector. Our goal is to influence decision

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1:30-2:30 p.m.

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makers about the remaining challenges facing persons with disabilities.

As an active participant in the community, creating sustainable support systems and partnerships is a vital in creating opportunities in these challenging times. One aspect of affecting policy or community change is by making powerful connections between people or organizations. Discover the power of your voice to become a leader in your community.

Options & Opportunities: Putting It All Together, Asset-Building for Individuals with Disabilities

Room 304

Jacqueline Wilks-Weathers

New tools, strategies, and ways of thinking create pathways for those with - and without - disabilities to become financially self-sufficient. Through this presentation, individuals with disabilities will be able to make informed decisions about their personal finances to increase their wealth and control their financial future. Join us for this opportunity to progress - building a better financial future!

Engaging Students In School And Community Utilizing The Partnerships For Success Model

Room 306

Colleen Lambert, Cindy Saylor

We will explore how students who participate in the activities of the Partnerships for Success model achieve greater independence and success in school, discover the freedom that comes from taking control of their lives; and demonstrate how self-determination, active participation in the IEP process and inclusive clubs will assist youth in goal attainment and development of leadership skills.

Using On-Line Software for Professional Preparation and Consultation in PBS

Room 212

Lori Long

This presentation discusses the effectiveness web-based teacher preparation and consulting. On-line delivery of a Positive Behavior Supports course was paired with on-line consulting with teachers of students with severe disabilities. Behavior data and teacher views about the program will be shared. Presenters will discuss the positive aspects and limitations about on-line teacher preparation and behavioral consulting.

"Freedom at the Keyboard": Strategies for typing independently to communicate

Room 213

Christi Kasa, Julie Causton-Theoharis

This presentation will describe the best practice strategies used to teach people with autism and other movement differences to type independently to communicate. Systematic strategies of providing communicative, physical, and emotional support will be demonstrated through the use of video analysis. Steps for implementing best practice will be discussed.

How to Enable Inclusion Across the Lifespan: Natural pathways and community capacity

Room 214

Bruce Uditsky, Anne Hughson

At an early age families of children with significant disabilities were introduced to the concept of natural pathways and supported to embed their sons and daughters within these pathways in order to achieve inclusive lives. This presentation will illustrate how, over 20 years, the lives of these individuals have favorably and comparably unfolded in relation to their friends without

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2:45-3:45 p.m.

disabilities.

Teaching Safety Skills: Why Do We Continue to Neglect It

Room 306

Martin Agran, Charles Dukes, David Garcia

As we prepare students with intellectual and other disabilities to become more independent and competent, we need to teach them a full array of safety skills needed in the community. This presentation will examine the research literature and other evidence to determine the extent to which safety skills instruction is provided and what skills are being taught.

Once again...Never Doubt that a Committed Group of People Can Change...

Room 307

Patricia Henry Carver, Pepa Carlson

At this session, vivid examples of how a small group of committed Midwesterners took a comprehensive look at the quality of life for the people supported or "served" by their public mental health system and in turn, developed accounts of flourishing community living.

2:45-5 p.m.

Self-Determination Roundtable

Room 303

Including:

No excuses: Learning Self-determination

Ellen Perry

Self-Determination is the right to live, work, play, retire and die in the community of our choice. I learned the principles of the Self-Determination movement. I live my life by these same five principals and want to teach others to live by this same philosophy.

Outcome Accountability in a Former Institution: Measuring Valued Qualities of Life

Daniel J. Keating

Valued outcomes, including choice and self-determination, are now being tracked among the people receiving supports from an organization that was once a private institution. The transformation from institutional to community support model, and the new accountability outcomes system, are described.

Capacity for Self Direction: A Supported Decision Making Approach

Tina Campanella

Directing one's life is essential for experiencing self direction and determination. Parents, providers and others often have many questions about how to "assess" capacity and whether people with intellectual and developmental disabilities can give consent for many things. This presentation will outline the critical questions to address with a focus on responsibilities for supporting people to make all decisions possible.

Successfully Implementing Self-Determination: Using Independent Supports Coordination To Its Fullest Potential

David J. Taylor, Maria Miller

Knowing how to fully implement the principles of Self-Determination is an important key to helping individuals with disabilities live meaningful lives in the community. The Independent Supports Coordinator plays a vital role in guiding individuals through the system to make these principles a reality. It's beneficial for all involved to understand how this important service works.

Parents and Self-Advocates Building Mutual Support Across and Within All Diversity Dimensions

Room 304

Lynne Tamor, Nancy Ward, Deborah Abraham

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4-5 p.m.

The presenters will facilitate a group discussion among parents and self-advocates about conflicting concerns and values, and learning to work together for desirable outcomes for all parties. We hope that this session can lay a foundation for an honest conversation among the parties that needs to go on for a very long time.

This Apps for U
Room 207

Thomas Simmons, Debra Bauder, Beth Harrison

This session will discuss the use of everyday technologies such as the I-Phone, I-PAD and I-Pod and how they can be used to increase independence/inclusion for people with intellectual and other developmental disabilities. Material will be presented that include a variety of applications (Apps), software and hardware that can be utilized in a functional approach to daily living/work environments.

Improving Behavior Through Functional Behavior Assessment and Function-Based Interventions

Room 212

Lina Scharff, Amy Childre

This session focuses on how to address disruptive and challenging behavior by effectively using functional behavior assessment. Participants will have the opportunity to learn methods for implementing FBAs and utilizing the data to design, implement, and evaluate function-based interventions. Specific steps and examples to support teachers and school-based teams improve FBA effectiveness and intervention outcomes will be shared.

Who Is Really Teaching Your Child? 1:1 Paraprofessionals- Critical Link to IEP

Room 213

Lucinda Kramer

Parent of students served by 1:1 paraprofessionals should have knowledge of the federal law regarding para's and teacher's roles and responsibilities in the classroom. Research-based recommendations for requesting skilled paras, effectively including a 1:1 para in the IEP, and student assisted strategies for monitoring the level of the student's independence, interactions with peers, and instructional support are presented.

4-5 p.m.

The Star Raft: Person-Centered, Family-Friendly Circles Anchored in Authentic Community Relationships

Room 214

David Wetherow

Using the image of a Star Raft (a pattern used by sailors to anchor 'in community'), this action workshop offers a robust set of tools and strategies for developing and maintaining action-oriented personal support networks that are asset-based, family-friendly, and anchored in valued community relationships. Participants will learn to build, navigate and sustain networks that are creative, trustworthy and self-renewing.

Extending New Invitations: Engaging Communities as Natural Supports For People With Disabilities

Room 306

Beth Swedeen, Erik Carter

The proliferation of specialized supports in the disability world can cause us to overlook many natural supports, willing partners, and rich opportunities available in every community. We will discuss practical community organizing strategies -- including community conversations, apprentice organizers, support circles, and grassroots mini-grants -- that encourage the broader community to connect with and support people with significant disabilities.

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21st Century Law Enforcement Programs; Safely Resolving Crisis For Persons With Disability

Room 307

Bruce Handler

Law Enforcement is 7 times more likely to interact with a person with disability than the general public. The primary goal of family, loved ones and the community is for a safe outcome for all involved during a crisis. This can be accomplished using newer tactics taught to police and resolve situations for persons with disability without injury.