



Partners in Transition

February 2007

Good Afternoon All!

Attached you will find the TASH 2007 Teleconference Series schedule. Information on newly published books, employment, transportation, upcoming conferences and teleconferences, and other transition resources is also included.

Subject: A new transition curriculum from The Boggs Center

The Elizabeth M. Boggs Center on Developmental Disabilities/UMDNJ, New Jersey's University Center of Excellence, has a new transition curriculum that might be of interest to you. *Keeping It Real: How to Get the Support You Need for the Life You Want*, now available in both English and Spanish, was written to teach young adults with disabilities how to get and manage the supports they need to reach their goals. The curriculum is intended to help students have a better understanding of who they are, what they want to do as adults, what supports will help them achieve the goals they set for themselves, and how to effectively advocate for those supports

In addition to the *Keeping It Real* workbook, companion guides include: a *Parents' Module* (also available Spanish), a *Teacher's Guide*, and *Budgeting Basics*. A CD for text readers is available as well.

The *Keeping It Real* workbook and all companion guides can be downloaded and printed for free from The Boggs Center's website <http://rwjms.umdj.edu/boggscenter/index.htm> (Press "Products").

A limited number of hard copies of *Keeping It Real* and the *Parents' Module* (English versions only) are available upon request.

Please contact Kathy Roberson for more information at (732) 235-9317 or kathy.roberson@umdj.edu.

ACCESS TO TRANSIT FOR ALL, Including Youth with Disabilities

Come discuss how to improve access to public transit at the 2007 National Youth Transit Talk. The Talk will be held July 27-28, 2007 in Washington, DC. Young leaders with disabilities will have a chance to network with national leaders and public officials, and other active young leaders from across the country.

This Talk is part of an ongoing effort to bring together transit system providers and the disability community. Adding Young voices to our talks gives youth a chance to share their experience and ideas on how to improve access to public transit. Transit system providers include bus, motor coaches, paratransit, rail and taxis. Young Leaders will:

- a.. Discover how to work within your community.
- b.. Find out how to identify and resolve local transit issues.
- c.. Learn transit rules under the Americans with Disabilities Act (ADA).
- d.. Share ideas for improving access to public transit.
- e.. Network with past and future leaders from across the country.

Who Can Attend?

- a.. Forty young leaders with disabilities
- b.. Ages 16 to 28
- c.. Youth who have an interest in improving access to public transit

Covered Costs

- a.. Airfare, hotel lodgings and meals
- b.. Special services

How to apply?

The completed request must include:

- a.. Complete and signed request form.
- b.. Answer the four questions.
- c.. Request form and answers must be received by March 1, 2007.

PLEASE NOTE:

Your full request includes a complete request form and your answers to the four questions. Your name must be clearly written on each page of your request. You may submit your request in other formats such as audio, video, etc. If you need help with your request please call Bill at (866) 496-1001 or (510) 841-4776 ext. 126. Requests must be received by March 1, 2007. Young Leaders will be chosen and notified by April 15, 2007.

For help, please contact: Bill or Rory; Email: youthtalk@cilberkeley.org ; Phone: (866) 496-1001 (510) 841-4776 ext. 126.

RE: Upcoming Teleconference and Webcasts that May be of Interest

Below you will find information on an upcoming teleconference and two webcasts that may be of interest.

FEB 27, 2007 "TRANSITION FROM SCHOOL TO CAREERS FOR YOUTH WITH DISABILITIES" WEBCAST 2:00 - 2:45 PM ET Sponsored by Worksupport.com. For more information go to <http://www.worksupport.com/training/webcastSeries.cfm>

Presenter: John Miller

John Miller, V.P. AHEDD All young adults need to transition to post secondary or vocational training or graduate with a job. This should be the mantra of the disability community. This webcast will explore the value-added roles that providers can serve in the transition from school to careers. Included in the presentation will be information on networking with business, taking an active role with high school, completing benefits planning, and continuing education.

MAR 20, 2007 "PROJECT SEARCH - AN INNOVATIVE TRANSITION PROGRAM" WEB CAST, 2:00 - 2:45 PM ET Sponsored by worksupport.com. For more information go to <http://www.worksupport.com/training/webcastSeries.cfm>

Title: The Cincinnati Children's Hospital Project SEARCH Program - An Innovative Employment Program

Presenter: Susie Rutkowski

Susie Rutkowski, Great Oaks Institute of Technology and Career Development, Manager of Disability Education and Co-Director of Project SEARCH Ten years ago, Cincinnati Children's Hospital Medical Center partnered with Great Oaks Institute of Technology to create an on-site business based transition program. Project SEARCH is a one year program for students and young adults beginning at age 18. The key concepts of this program include immersion of the young person at the organization for one school year, 3-4 internships in the organization, employability curriculum taught on and off the job, on-site staff including special education instructor and job coaches, and employment outcomes. This program has grown to include other business settings and has expanded throughout Ohio and across the country. Find out why this program is successful and if it could work in your community.

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7th Annual Disability Studies in Education (DSE) conference

National-Louis University National College of Education
April 7-9, 2007, Chicago

DSE is a special interest group of the American Educational Research Association (AERA). For the last five years, this annual event has attracted researchers, professors, teachers, and other individuals who actively seek to change traditional theory and practice around disability within the fields of education and rehabilitation services. The theme is "Disability Studies and Inclusive Education: Implications for Practice?"

<http://www.nl.edu/dse/>

American Association on Intellectual and Developmental Disabilities (AAIDD)

AAIDD has officially unveiled its new logo and tagline for the association to match its new name. In addition to a new logo and new colors, the organization has a 3 word tag line: Knowledge /Support/ Empowerment. A video clip explaining the new name is now available on the website. http://www.aamr.org/About_AAIDD/name.shtml

Disability/Employment Grant Maps

This web based tool can be used to locate innovative projects that test new strategies to improve employment outcomes for people with disabilities. The tool is maintained by the National Center on Workforce and Disability/Adult, based at the Institute for Community Inclusion (UCEDD/LEND) at the University of Massachusetts Boston.

<http://www.disabilitymaps.org/>

CTAA Capitol Clips

January 12, 2007

NEW CONGRESS, NEW RULES

Last week, the 110th Congress began its session. One of the first orders of business in the House of Representatives was to revise its rules for various procedures, including the handling of special legislative requests by individual members of Congress, or "earmarks."

The new House rules require that any earmark of federal funds that takes these funds outside of a statutory or regulatory distribution of funds - including tax benefits, loans or loan guarantees - is considered an earmark. So, for example, in case in which a grant is authorized for a certain type of project carried out by a certain type of organization, if an appropriations bill carries language directing funds to a certain organization, that is deemed an earmark. This definition includes bill or report language. Any bill or conference report reaching the floor that contains earmarks must identify the earmarks and their sponsors.

In order to request an earmark, a Representative must provide information on the name and address of the recipient, the purpose of earmark, in the case of a tax benefit the person or entity expected to benefit, and a certification that the requesting member of Congress has no financial interest in the earmark.

In transit, this is hardly new, as the transportation appropriations subcommittee long has required members to document their earmarked project requests. What will be new is the public identification of these projects' sponsors.

Congressional leaders indicate that FY 2008 appropriations bills will include earmarks. The new process will cause greater outside scrutiny so it is a safe bet that members of Congress will be very careful in making requests and will likely seek more information on projects, needs and outcomes. In light of the way transit earmarks have functioned in the last couple of years, we do not see this as a major barrier, since members of Congress seem to like getting attention from the transportation earmarks they propose.

These rules for disclosing and identifying earmarks are only part of House rules, and were passed as part of the House rules revision (H.Res. 6). The Senate is expected to take a similar approach in its handling of earmarks.

WHAT ABOUT THIS YEAR'S FEDERAL APPROPRIATIONS?

The 109th Congress adjourned last month without completing the annual appropriations bills. As a result, most federal spending is covered under a short-term continuing resolution through February 16, 2007.

It will be up to the current members of Congress, and their appropriations committees, to determine what happens when the current continuing resolution expires. There has been much speculation and rumor mongering, but no strategies, policies or legislation have been announced. While it is a challenge to wrap up one federal fiscal year's bills at the same time as the next year's budget is being drafted, this is not the first time that appropriations have faced these sorts of delays; Congress is sure to craft some sort of spending solution.

NOTED IN BRIEF

The Federal Transit Administration (FTA) has set new random testing drug- and alcohol testing rates for the year. In 2007, the random rate for drug testing has been reduced to 25 percent of an employer's safety-sensitive employees. The random rate for alcohol testing will remain at 10 percent of an employer's safety-sensitive employees. At this time, the Federal Motor Carrier Safety Administration has not issued new random testing rates for employees covered under its drug- and alcohol testing rules.

The Federal Transit Administration also has issued a new rule that allows transit agencies to petition for temporary regulatory relief when responding to an emergency or disaster. These petitions are to be made through an electronic docketing system that FTA will establish as necessary. Details on this rule can be found at the FTA web site, www.fta.dot.gov.

The Internal Revenue Service (IRS) has raised the dollar value of transit and vanpool benefits that can be provided as tax-free fringe benefits to employees. For 2007, up to \$110 per month can be provided in tax-free qualified transportation fringe benefits. The IRS also has updated the mileage reimbursement rates for business use of personal vehicles in 2007.

On its way out the door, the 109th Congress passed legislation, the Tax Relief and Health Care Act of 2006, that made a number of last-minute changes to the Internal Revenue Code. Individuals should note that all of these changes were made after the IRS printed and mailed its 2006 tax forms and packets, so filers and tax preparers may have to consult the IRS web site, www.irs.gov, before completing tax returns. Where transportation providers and stakeholders are concerned, this legislation had three items of some note

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(1) transitional Medicaid (which allows states to maintain individuals' Medicaid eligibility for up to a year after they have become employed or otherwise "graduated" from pre-1996 welfare eligibility standards) is continued through 2007;

(2) the New Markets Tax Credits program is continued through 2008; and

(3) what had been the Welfare-to-Work (WTW) and Work Opportunities Tax Credit (WOTC) programs have been combined into a revised WOTC program, which has been extended through 2007.

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CTAA's "Capitol Clips" is an electronic news and information service for our association's State Delegates, members of our Board of Directors, and other community transportation stakeholders. All recipients are encouraged to share its contents with CTAA members and transit advocates in their states and regions. It is published on an almost-weekly basis to report on news and events in and around our federal government that affect the community transportation network. Preparation and dissemination of this news is supported, in part, through a cooperative agreement with the Federal Transit Administration of the U.S. Dept. of Transportation. However, none of the opinions, analysis or conclusions herein reflect any statement or policy of the United States Government.

FL Provider Network Bulletin January 5, 2007

Students with special needs in the Big Bend area (Leon, Gadsden, Jefferson and Wakulla counties) now have a scholarship available to them. A portion of Dollars for Scholars funds are being made available to students with disabilities.

Communities In Schools of Leon School's Dollars for the Scholars program created a scholarship exclusively for these students. These scholarships are available to local high school seniors who graduate with a special or standard diploma in Leon, Gadsden, Jefferson and Wakulla counties.

Click here to download and print an application for the program in MS Word format.
<http://fdcd.org/announcements/Dollars%20for%20Scholars%20Application.doc>

All applications must be received by Friday, March 30, 2007 at the Communities in Schools of Leon County office located at 444 Appleyard Drive, Building 11, Suite 298, Tallahassee, FL 32304.

Last year, the program awarded scholarships to four local graduating seniors. The program also established a scholarship through the TCC foundation to be awarded only to students with disabilities.

If you have questions or need any additional information, please contact Dr. Thabes via email at aubievet@aol.com or by phone at 850-545-0188, or visit the program's website at <http://www.cisleon.org>

Don't forget to register and utilize the FL Supported Employment Bulletin Board at <http://www.flsupportedemployment.com:8080/phpbb/>

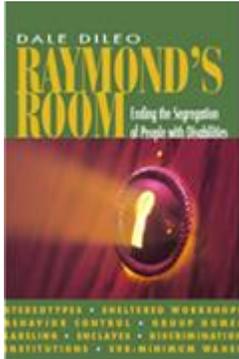
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TRN: Resources for the community inclusion of people with disabilities.

The Florida Provider Network

<http://www.flse.net/flprovidernetwork/fpn.asp>

Raymond's Room: Ending the Segregation of People with Disabilities



On February 15, we will begin shipping a book of interest to anyone who cares about a person with a disability or social justice. **Raymond's Room: Ending the Segregation of People with Disabilities** challenges the status quo and calls for a new look at how America provides services for people with severe disabilities. Written by Dale DiLeo, Raymond's Room argues compellingly for freeing people from segregated services, what DiLeo calls the "disability industrial complex."

The book's call to action is urgent. Raymond's Room is an exposé of how the current system fails to support people with disabilities to live fulfilling lives.

Using a combination of personal anecdotes, humor, media examples, and scholarly research, DiLeo details the problems with programs that have kept people with disabilities institutionalized in both body and lifestyle, whether in large segregated facilities or smaller ones in the community. He then proposes a viable plan for change.

We hope you will consider buying the book, forwarding this email and mentioning or writing an article about Raymond's Room in any of your publications or on your web site. Please contact me if you need any additional information. Downloadable information, including a cover image, author photos, an audio and text interview, is available on <http://www.raymondsroom.com>. You can purchase the book using any of these direct links:



Reviews:

<http://www.raymondsroom.com/reviews.html>

Dale tells the painful and searing truth—a truth we professionals and families in the disability field need to confront about what he rightly calls the "disability industrial complex."—Ann Turnbull, Ed.D., Professor, Special Education, University of Kansas; Co-Director, Beach Center on Disability

Frankly, I had a very hard time putting this book down.

<http://donlavin.blogspot.com/2007/02/raymonds-room-ending-segregation-of.html>

Audio Interview:

<http://www.disabilitynation.net/>

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2007 TELECONFERENCE SERIES

INCLUSIVE EDUCATION: STRATEGIES FOR SUCCESS

Co-Sponsored by Brookes Publishing

FEBRUARY 15 – APRIL 3, 2007

(90 MINUTES ONCE A WEEK, FROM YOUR HOME, WORKPLACE OR ANYWHERE)

Join us beginning February 15th for the beginning of this exciting 8-week series on Inclusive Education: Strategies for Success. Learn what the leading experts know about adapting schoolwork and classrooms, advocating for your inclusive classrooms, communicating, teamwork and the latest IDEA regulations. Each 90-minute session brings you together with the leading expert on each topic area to learn, share and take back strategies you can use right away. As a companion to this series you will have the opportunity through Brookes Publishing to purchase the companion books by the presenters at a discount.

Please note all times are listed as east coast. A conversion chart of time zones is listed at the bottom of this page

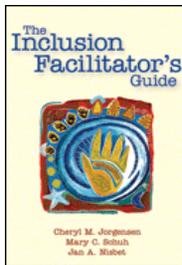
Session 1: From Special Education Teacher to Inclusion Facilitator: Role Revelations and Revolutions

Presenter: **Cheryl Jorgensen, Ph.D.**

Date: **Thursday, February 15, 2007**

Time: 2:00pm – 3:30pm

Inclusion facilitators are educators who do more than teach children with disabilities — they advocate for change in schools and communities, sparking a passion for inclusion in teachers, administrators, and families and giving them the practical guidance they need to make it work. This session focuses on skills and information needed for this essential new role in today's schools, and discusses elements of the guide, which prepares staff for the challenges of facilitating full inclusion.



Session 2: Modifying Schoolwork, Second Edition

Teachers' Guides to Inclusive Practices

Presenters: **Rachel Janney, Ph.D., & Martha E. Snell, Ph.D.**

Date: **Wednesday, February 21, 2007**

Time: 2:00pm – 3:30pm

Adapting schoolwork for students with disabilities is must-have information for every educator in an inclusive classroom. Educators of students from grades K–12 will learn about curricular, instructional, and alternative adaptations and decide when and how to implement them with the new strategies.

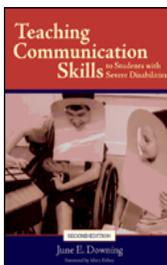
Session 3: Teaching Communication Skills to Students with Severe Disabilities, Second Edition

Presenter: **June E. Downing, Ph.D.**

Date: **Wednesday, February 28, 2007**

Time: 2:00pm – 3:30pm

This session addresses how educators and therapists can best teach students with severe and multiple disabilities to communicate effectively. With a strong emphasis on students' need and right to communicate, students with disabilities learning side by side with students without disabilities and learning the connection between literacy skills and general communication skills this session will focus on how to analyze environments for their communicative value, assess students' communication skills, teach specific skills such as gaining attention and requesting, make informed choices about AAC, and guide peers and adults in supporting students with disabilities.



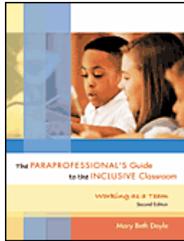
Session 4: The Paraprofessional's Guide to the Inclusive Classroom Working as a Team, *Second Edition*

Presenter: **Mary Beth Doyle, Ph.D.**

Date: **Wednesday March 7, 2007**

Time: 2:00pm – 3:30pm

For inclusive classrooms to succeed, paraprofessionals and educators must work together effectively and truly understand each other's specific roles and responsibilities. This session describes strategies to help them do just that, with lessons, creative activities, personal stories, objectives, and planning guides they can work through as a team!



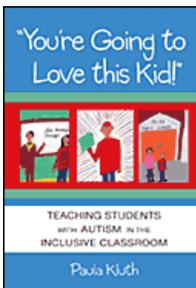
Session 5: "You're Going to Love this Kid!" Teaching Students with Autism in the Inclusive Classroom

Presenter: **Paula Kluth, Ph.D.**

Date: **Friday, March 16, 2007**

Time: 11:00am – 12:30pm

This session provides education professionals with a strategy-filled guidebook for including students with autism in both primary and secondary school classrooms. Details on how to **adapt classrooms** to support student participation in class work, school routines, social activities, and more will be discussed.



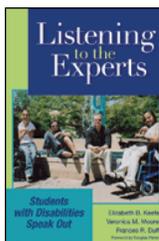
Session 6: Listening to the Experts Students with Disabilities Speak Out

Presenters: **Elizabeth B. Keefe, Ph.D., Veronica M. Moore, Ph.D., & Frances R. Duff**

Date: **Wednesday, March 21, 2007**

Time: 2:00pm -3:30pm

What's the best way to find out what really works — and doesn't work — in education for students with disabilities? Listen to the experts: the students themselves. The authors of this one-of-a-kind book share lessons learned from students with a wide range of disabilities; a rare inside look at their past and present school experiences, both in self-contained classrooms and in inclusive environments.



Session 7: Believe in My Child with Special Needs! Helping Children Achieve Their Potential in School

Presenter: **Mary A. Falvey, Ph.D.**

Date: **Friday, March 30, 2007**

Time: 2:00pm – 3:30pm

Every parent is filled with dreams, fears, hopes, and questions when preparing a child for school — and when that child has a disability, this exciting time can seem overwhelming. This upbeat, reassuring session will include invaluable resources to share with parents of a school-age child with a disability. Drawing on her own experiences as a parent of a child with a disability and as an educator, Mary Falvey demystifies complicated issues, encourages parents to celebrate abilities and recognize possibilities, and tells parents everything they need to know to be successful advocates throughout their child's education.



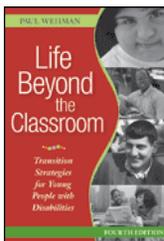
Session 8: Life Beyond the Classroom Transition Strategies for Young People with Disabilities, *Fourth Edition*

Presenter: **Paul Wehman, Ph.D., with invited contributors**

Date: **Tuesday, April 3, 2007**

Time: 2:00pm -3:30pm EDST

Just in time for the implementation of new IDEA regulations, this fourth edition of a landmark text brings together the most up-to-date, comprehensive information on facilitating transitions for young people with mild, moderate, or severe disabilities. Teaming with the best-known researchers in the fields of employment, transition, postsecondary education, disability, and special education, internationally recognized authority Paul Wehman has thoroughly updated the entire book with the latest theoretical information and practical guidance.



Please note all listed times are east coast time.

East Coast 2:00 – 3:30pm

Central 1:00 – 2:30pm

Mountain	12:00 – 1:30pm
West Coast	11:00am – 12:30pm