



FACTOregon
Empowering families experiencing disability.

Shift Happens! The Changing Face of Disability.

SC/PA Conference

June 20, 2019

Objectives



Introduction to FACT Oregon



Foundational understanding of disability and its evolution over time

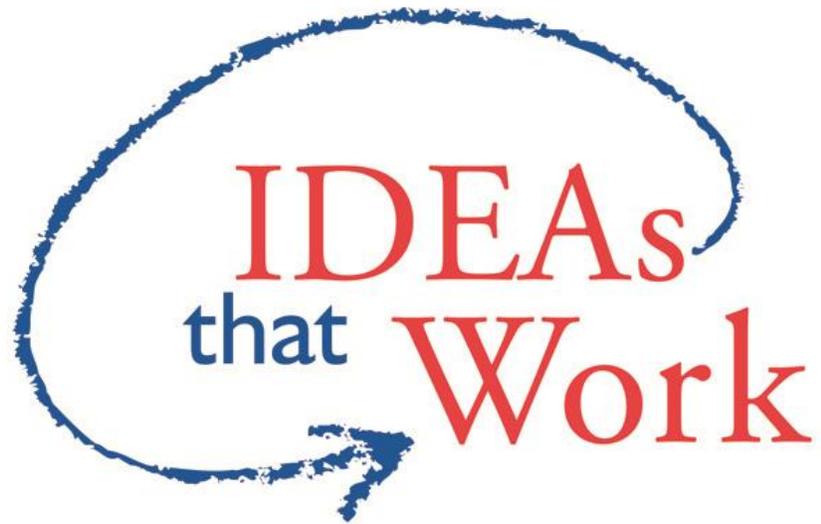


Core tenets that may inform your work with families



Ways to engage families in embracing change



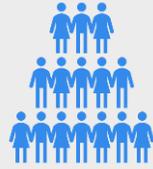


Office of Special Education Programs
U.S. Department of Education



FACT Oregon

Data Overview



Over 21,000 contacts in our contact management system



We have worked with families and community partners in all 36 counties



8,000+ different family members / partners requested support or attended a training specific to special education

What Brings Me Here?

Heather Olivier

Parent

Program Coordinator, FACT Oregon

State Advisory Council on Special Education

“by families for families”



FOUNDATIONAL UNDERSTANDING OF DISABILITY AND ITS EVOLUTION OVER TIME



Disability In the Past

What did disability look like
when you were young?

General Information



1:5 people experience disability



56.7 million in the US



More than a billion worldwide



78,867 k-12 students receiving Special Education in Oregon (2017-2018)



Disability is the world's largest minority group and it is one that anyone can join at any time.

Developmental Disabilities Assistance and Bill of Rights Act



FINDINGS. Congress finds that—

Disability is a natural part of the human experience that does not diminish the right of individuals with developmental disabilities to live independently, to exert control and choice over their own lives, and to fully participate in and contribute to their communities through full integration and inclusion in the economic, political, social, cultural, and educational mainstream of United States society.

History of Legislative Changes – Nationally and in Oregon

Education for All
Handicapped
Children Act
(PL94-142)

Olmstead case
“integration
mandate”

No Child Left
Behind

Diploma options
AND Oregon has
no more
institutions

Every Student
Succeeds Act

House Bill 2839
ends Organ
transplant
discrimination



Americans with
Disabilities Act
AND IDEA
includes “FAPE in
LRE”

Staley Lawsuit –
services for adults
with IDD

Employment First
– competitive
integrated
employment

Center for
Medicare and
Medicaid Services
(CMS) - Home
and Community
Based Setting
Rules (HCBS)

Lane v Brown
Settlement
Agreement closes
the door to
sheltered
workshops!

CORE TENETS THAT MAY INFORM YOUR WORK WITH FAMILIES





Person-First



High Expectations



Presume-Competence



Dignity of Risk



Trusting Humanity



Self-Determination

Disability Today....



Disability recognized in Equity Movement



Recognition that disability is a natural part of the human experience



Person first! Universal Design and Differentiated Instruction



Increased use of assistive technology



Vision for the future and pursuit of whole lives

Philosophical and Practices



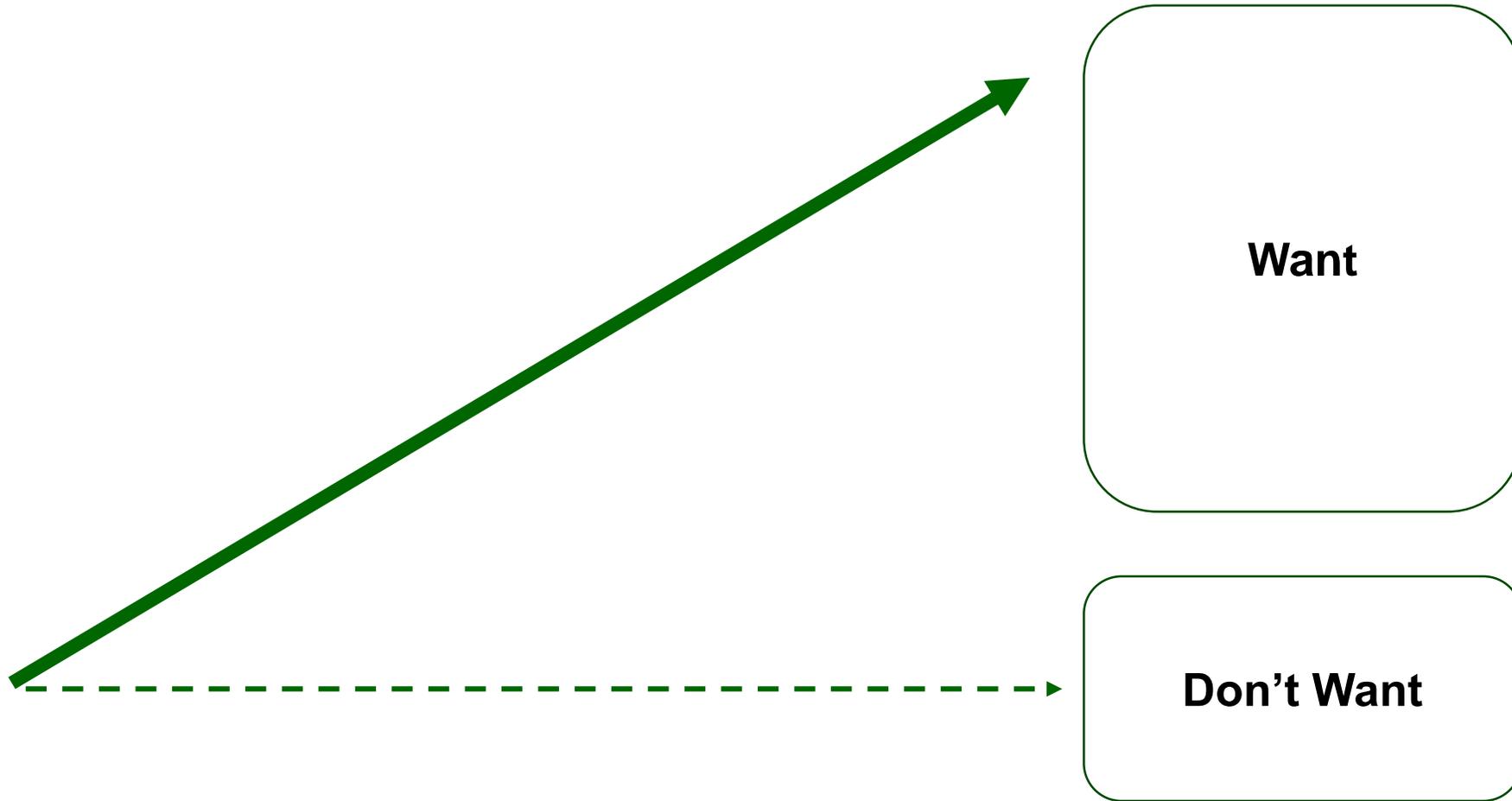
Core Belief:

All people have the right to live, love, work, play and pursue their life aspirations just as others do in their community.

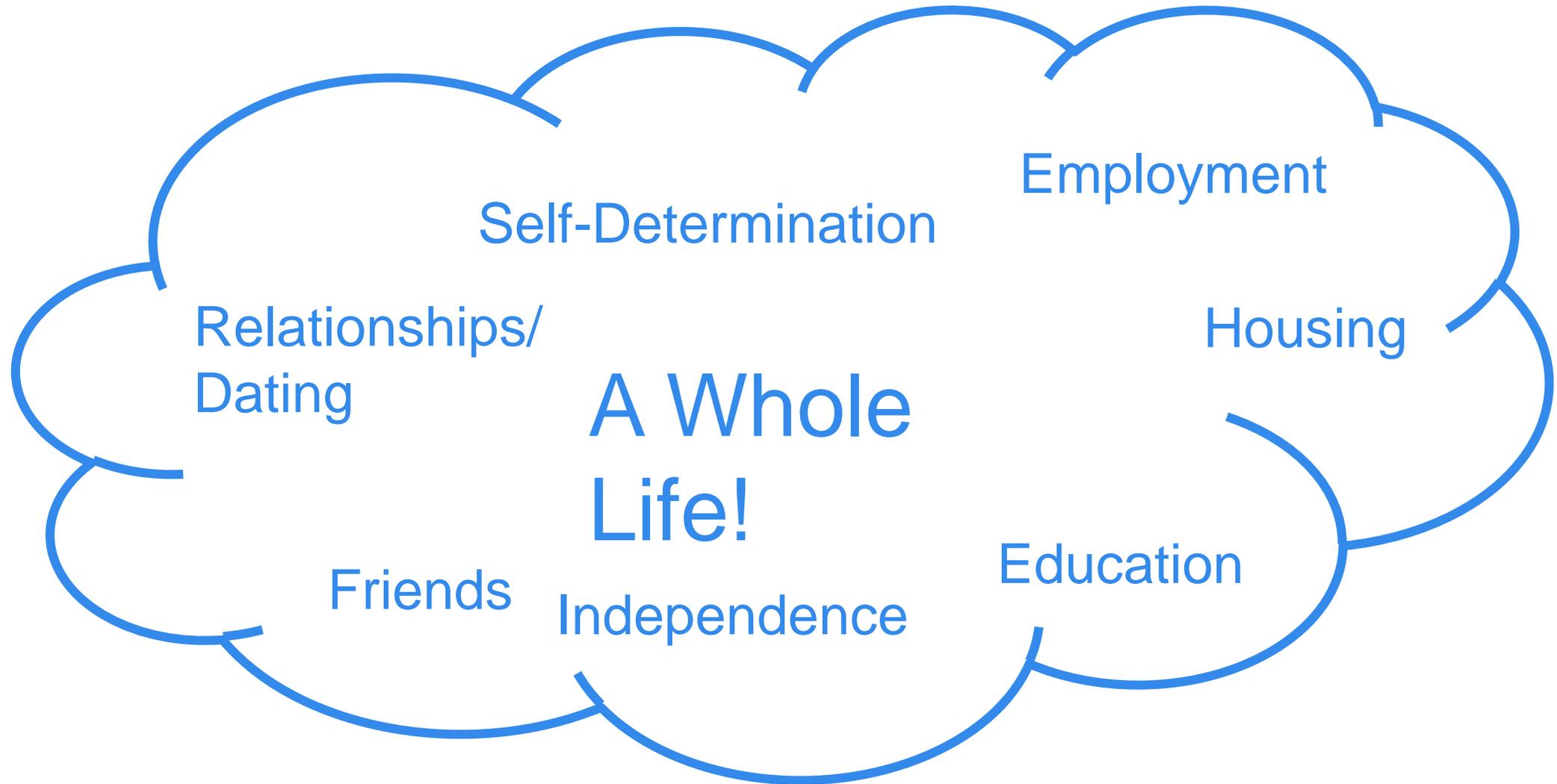
WAYS TO ENGAGE FAMILIES IN EMBRACING CHANGE



It's About Trajectory



Dreams for the future!



How do we talk about ourselves?

Deficit-based Introduction

This is Heather...

- She is shy and socially awkward
- She doesn't articulate her thoughts very well, verbally
- She has a tendency to get her feelings hurt.
- She has bad feet and can't walk distances or do high impact exercise.
- Her diet is a wreck...she doesn't eat what she should much of the time.

Person-centered Introduction

This is Heather...

- She enjoys being with friends and included in the group. She's a great listener.
- She loves to write
- She's thoughtful and sensitive to other's thoughts, feelings, words.
- She enjoys bike riding and swimming.
She's a fantastic cook. She knows what tastes good and is a big fan of chocolate!

The power of language

Non-verbal; can't speak

Communicates with picture cards; uses augmentative communication device

Can't walk

Uses a power chair / wheelchair / walker to get around

Isn't potty trained, has accidents

With assistance/reminders, can successfully toilet

Can't read

Enjoys using iPad, audiobooks, computer, to listen to stories

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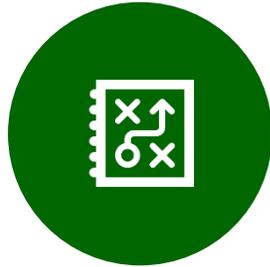
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Person-centered planning is a process that helps families and people with disabilities to:



**Discover
strengths, gifts,
and capacities**



**Plan for the
future**



**Stretch and
grow**



**Advocate
effectively**

Person-centered Planning Process



**Gathers
information...but
is not a form or
assessment**



**Input from
person and
others in their
life**



**Living document
with the person
at the center of it**



**Beyond
immediate
concerns**

One-Page Profiles



Include Pictures



Positive Language



Customized Tool

About Todd

- Independent & lives in his own place
- Enjoys listening to music & hanging with friends
- Favorite singer is Jeremy Camp
- Likes to cook (pasta, sandwiches, etc)
- Strong circle of friends & family
- Likes watching YouTube and Netflix
- Wants to date!!
- Likes to be busy (eat out, go to gym, etc)
- Uses Tri met (working on Lyft & Uber)
- Cool, funny & great sense of humor



Resume experience

- Greeter / host, customer service
- Facing shelves, packaging & pricing
- Receiving and unloading, cold foods
- Sweeping, busing & wiping tables, windows
- Food prep, kitchen support
- Commercial dishwasher
- Hard working team member!

Skills / Gifts / Strengths

- Organized, responsible, and on time
- Keeps to schedule & follows directions
- Works well with check list
- Loyal, honest and trustworthy
- A people person!
- iPhone use—ph/text, apps, timer, reminders, etc.
- Likes a challenge!

Works for Todd

- High expectations & accountability
- Check list of tasks
- Regular schedule
- Watching an example (YouTube or ph video)
- Practice / repetition

Doesn't Work for Todd

- Low expectations—If you don't think I can I won't think I can
- Fine motor / dexterity
- Being treated differently than peers

MY HOPES AND DREAMS

- ⇒ A full, rich, and independent life in my community
- ⇒ Lots of friends
- ⇒ Love and companionship
- ⇒ Golf
- ⇒ Full citizenship at school in general education classrooms
- ⇒ Graduating high school with a modified diploma
- ⇒ Competitive employment with benefits
- ⇒ Working at Uncle's car shop
- ⇒ Have a house and roommate.

What You'll Find!

A Little About Me.	1
My Hopes and Dreams	1
My Strengths and Gifts	1
What Works for Me	2
What Does NOT Work for Me	2
Contact Info	2

Dennis

A PERSON-CENTERED PROFILE EIGHTH GRADE 2018

A Little About Me...

Hi, I'm Dennis.

- ⇒ I'm 14 years old and am an 8th grader.
- ⇒ I love football; the Seahawks and Ducks are my favorite teams.
- ⇒ I like sports and have done 2 triathlons.
- ⇒ I love to swim, ride my bike and golf.
- ⇒ I like to work on houses and demo.
- ⇒ I have to do chores at home like empty the dishwasher, hang up clothes and clean my bathroom.
- ⇒ Spaghetti is my favorite.
- ⇒ I volunteer at Snow Cap to learn job skills and help other people.
- ⇒ and ketchup goes on everything!



My strengths and gifts

- ⇒ Smart...A learner
- ⇒ **Good with technology**, especially my iPad!
- ⇒ **Math**—using a calculator
- ⇒ Worker—very focused in class
- ⇒ **Contributor**—I like to help out
- ⇒ Determined
- ⇒ Sense of humor!
- ⇒ Story teller
- ⇒ I have strong opinions
- ⇒ **Very visual**
- ⇒ **Hands on learner**
- ⇒ Intuitive
- ⇒ **Independent**
- ⇒ Empathetic
- ⇒ Good friend
- ⇒ Very Physical—athletic



What Works

- ⇒ **Technology**
- ⇒ Sports
- ⇒ Eye contact
- ⇒ **Working in groups!**
- ⇒ Choices...Visuals
- ⇒ Clear expectations/ knowing what to do
- ⇒ Music...Processing time
- ⇒ **Friends**...learning from peers
- ⇒ Information!
- ⇒ Knowing what to expect - **I like to know the "plan"**...go through it with me
- ⇒ Checking back for understanding
- ⇒ Transitional warnings



- ⇒ **Model / Practice with me / Then let me do it on my own!**
- ⇒ Movement...being outside
- ⇒ **Science and space!**
- ⇒ Telling me what you want me **to** do; not just what not to do.
- ⇒ **Positive Feedback!**
- ⇒ Sometimes if I'm testing boundaries it's works better to ignore me—then I'll stop
- ⇒ Being silly
- ⇒ Time alone- Sometimes I just need some time to decompress so I can come back refreshed
- ⇒ **Being patient**
- ⇒ Sharing feelings
- ⇒ Let me finish talking and encourage me, especially when I get stuck or stutter

What Doesn't Work

- ⇒ **Gluten / Dairy / Soy**
- ⇒ Being too hot or too cold
- ⇒ Being bored...Yelling
- ⇒ No sensory breaks
- ⇒ **Low expectations**
- ⇒ Rushing me to process
- ⇒ Physically moving me...tell me what you want me to do
- ⇒ **Forgetting how old I am...don't treat me like a little kid...I'm 14**



Call/email my parents' if you have any questions!

Tips from families...

- Take someone with you to take notes
- Keep positive
- Stay solution oriented
- Make sure that everything is in writing
- Identify the note taker for the district and request a copy of the notes
- Prepare your Parent Input Statement and one-page profile ahead of time
- Be kind and respectful
- Keep the child's best interest at the center of the conversation
- The IEP is never set in stone. It is a working document
- ...What would you add?

To Learn More...



FACTOregon
Empowering families experiencing disability.



Call
(503) 786-6082



Email
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Visit our website
www.factoregon.org