



# Family Connections

A Family Newsletter from OASIS  
Oklahoma Areawide Services Information System



## ON THE ROAD FAMILY PERSPECTIVE CONFERENCES

The next On The Road Family Perspective Conference will be held in Alva, OK sometime Fall 2008. Stayed tuned for more details.

For information if your community would like to host a one day conference—

Call Sally Selvidge at OASIS at 1-800-426-2747 or email her at [Sally-Selvidge@ouhsc.edu](mailto:Sally-Selvidge@ouhsc.edu)

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## TRANSITION FROM SCHOOL TO COMMUNITY

Transition is about planning for life. One of the goals of transition is to help youth have an understanding of their disability and choices to determine their future.

The transition IEP should be addressed at the age of 14 and no later then 16. Planning for transition may include recommendations of such individuals as school counselors, vocational or career assessment personnel, vocational educators, the district's transition specialist, probation officers, employment specialists or job coaches, rehabilitation providers, and representatives of other Federal education programs, community transition committees, independent living centers, agencies serving mental health or mental retardation, postsecondary programs, employment agencies, the Social Security Administration, local business and industry. Coordination of interagency services makes possible the participation of these and other community resources.

Transition has three major components:

1. Coach every student, along with his or her family, to think about goals for life after high school and to develop a long-range plan to get there.
2. Design a high school experience to ensure that the student gains the skills and competencies needed to achieve his or her desired post-school goals.
3. Identify and link students and families to any headed post school services, supports or programs before the student exits the school system.

The Individualized Education Plan (IEP), is a legal document reflecting the commitment made by the Local Education Agency ( local school district) to provide a free appropriate public education (FAPE) designed to meet the unique needs of the student with a disability. The IEP should reflect the services and supports needed to assist the student in gaining the skills, experience and connections to make the student's post-school goals a reality. National Clearing House of Rehabilitation Training Materials (2000).

In order to be more effective in the planning process for transition, it is essential that team members consider and familiarize themselves with the cultural context of the family. This ensures that the plan will address and meet the distinctive characteristics, concerns, and circumstances of the family. Each culture defines its family members roles differently and it is vital that these roles be respected by the transition team members.

The student is the most essential player at the table for the transition plan, but other family members should also play a key role in the transition IEP development. For students with moderate and severe disabilities, family members are often the foundation of transition planning. Parents share unique information about their child and their expertise should be honored and respected in relaying their child's strengths, needs, interests and tolerances.



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## On Going Events

**Arthritis Community Education and Self Help Courses:** Contact Marisa New, Oklahoma Arthritis Network for schedule - (405) 271-9444, ext. 56410 or by e-mail: [marisan@health.state.ok.us](mailto:marisan@health.state.ok.us)

**Statewide Training and Regional Supports (STARS)** The mission of STARS is to support the provision of individualized, comprehensive, multidisciplinary, family-centered, community-based programs and services for people with disabilities through a coordinated training system. Staff and contractors of the SoonerStart program, local public schools, and DDS, as well as families accessing services from these agencies may attend STARS trainings at no charge. Others are welcome to register and attend STARS trainings on a “space available” basis for a charge of \$50.00 per person per workshop. A list of workshops and more information can be found at: [http://www.ah.ouhsc.edu/tolbert/courses\\_workshops/](http://www.ah.ouhsc.edu/tolbert/courses_workshops/)

**The Olmstead Strategic Planning Meetings.** These meetings are held the first Thursday of each month at the Oklahoma State Capitol in Room 419C from 1:30 - 3:00 p.m. They are open to the public and anyone interested in having input on how to implement the Olmstead Strategic Plan for people who have a disability to live in the community is welcome to attend. Please call Rose Ann Percival at (405) 522-0600 for more information.



## Upcoming Events, Conferences and Workshops

**May 20 – 22: Annual Oklahoma Conference on Aging, “Aging Out Loud”.** Reed Center, 5800 Will Rogers Road, Midwest City, OK. For conference flyer, [click here](#). (in pdf format)

### **Make Promise Happen Summer Camp Schedule for Summer 2008**

**June 1-6** Epilepsy Weeklong

**June 29-July 3**-Prader Willi Camp

**July 11-15** Youth Weeklong-The event is open to all campers 6-16 with Special needs.

**July 16-20**- Young Adult Weeklong— The event is open to campers 17-25 with special needs.

**July 21-25**-Adult Weeklong with Volunteers. The Adult weeklong with Volunteers is an event for campers with special needs ages 26 and older that will require our volunteers as counselors.

**August 1-3**- Young Adult Weekend-This three day weekend is for those who are 17-25 with special needs and cannot attend the Young Adult Weeklong event.

**August 4-8**- This event is for campers ages 26 and older with special needs that have an HTS or caregiver accompanying them to camp. There will no volunteers as counselors available.

**For more information call the camp at 1-800-299-2811 and ask for James Wheeler.**

**June 5 – 8: 9<sup>th</sup> Annual Endeavor Games for Athletes with Physical Disabilities** hosted by the University of Central Oklahoma, in Edmond, Oklahoma. This is a nationally recognized competition that allows all athletes with physical disabilities to participate in a multi-sport event similar to the Paralympics. Entry fees are \$25 for one sport, \$30 for two sports and \$35 for three or more sports. Fee includes participant T-shirt, athlete goodie bag, participation in Opening Ceremony and two meals. Athletes will be awarded Olympic-style medals. Registration guides will be mailed in April. To be put on mailing list, contact Shelly Ramsey at 405-974-3151 or by email at [Sramsey2@ucok.edu](mailto:Sramsey2@ucok.edu). More information is also available at: <http://www.ucok.edu/endeavorgames>

**June 17 – 20: Youth Leadership Forum** Sponsored by the Oklahoma Development Disabilities Council, The Youth Leadership Forum is an exciting training opportunity specifically designed for high school students with disabilities to be held at University of Science and Arts in Chickasha. This intensive program is free and will address leadership development, career and higher education awareness, assistive technology, advocacy, and teamwork. Deadline for applications has been extended to April 30 For more information, click [here](#) More information and the application forms are available also on the Youth Leadership Forum page of the ODDC Web site at <http://www.okddc.ok.gov> Forms are also available by calling ODDC at (405) 521-4984 or (800) 836-4470.



## WHY FOCUS ON TRANSITION?

One of the primary purposes of Public Law 105-17, the Individuals with Disabilities Education Act (IDEA) is to “ensure that all children with disabilities have available to them a free and appropriate public education that emphasizes special education and related services designated to meet their unique needs and prepare them for employment and independent living.” (34CFR300.10(a))

Beginning at age 14 or younger, if deemed appropriate, the IEP must include a statement of the transition services needs of the young adult that focuses on the young adult’s course of study. This should be done with consideration for what the young adult wants to do after high school.

- **IDEA defines transition services** as a coordinated set of activities designed in an outcome-oriented process that promotes movement from school to post-school activities (such as vocational training, employment, college, adult services, independent living, and community participation). Based on each student's needs and interests, these activities include the development of objectives for employment and other aspects of adult living, to be achieved through instruction, related services, community experiences and, for some, the acquisition of daily living skills.
- **Beginning when students are 14**, the Individualized Education Program (IEP) must include a statement of school and post-school goals, so that attention becomes focused on planning for this transition. **No later than age 16**, students should begin to receive the actual transition services that would lead to the achievement of these goals. Responsibility for identifying needs and planning for transition rests with the student's IEP Team composed of parents, teachers, and other service providers.
- The heart of the transition IEP is planning for the future by:
  - Engaging the student and parents in thinking about the student’s goals for the future.
  - Identifies the student’s needs, interests and preferences.
  - Knows how the student preformed today.
  - Identifies what the student will learn and do both this year and in the remaining years in school to achieve his or her dreams and goals for the future.
  - Identifies the supports and services the student needs for success.
  - Ensures that the student learns to the maximum extent appropriate within the general curriculum and environment. 2

It is essential that schools, families, and communities must work together to offer effective educational experiences so students with disabilities can be prepared for post-secondary education, employment and independent living.<sup>2</sup>

1. Colorado Department of Education, Special Education Services Unit. 2. Storms and Williams. (2000) Transition Requirements: A Guide for States, District Schools, Universities and Families. Stillwater, OK: National Clearinghouse of Rehabilitation Training Materials, pp. 12-14.



**Meets Every 2nd Wednesday at the Oklahoma Dental Association**  
317 NE 13th St.  
Oklahoma City, OK  
(405) 848-8873

Everyone is Welcome who has an interest in Improving the Quality and Access to Oral Health Care for Children with & without a disability in Oklahoma.

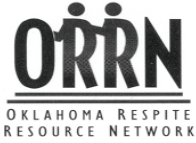
For more information or questions , call Sally Selvidge at (800) 426-2747 or email her at Sally-Selvidge@ouhsc.edu

## BOOK Suggestions

*Getting Started: Reculturing Schools to Become Professional Learning Communities.* By Robert Eaker, Richard Dufour, & Rebecca Burnette. (paperback)

*Transforming Schools into Community Learning-Centers.* By Steve R. Parson. (paperback)

*Vocational Curriculum for Individuals with Special Needs: Transition from School to Adulthood.* By Paul Wehman, Pamela Sherron Targett. (paperback)



## RESPITE VOUCHER PROGRAM

(888) 771-4550



The Respite Voucher Program provides financial assistance to caregivers in the form of vouchers that can be used to pay for respite care so the caregiver can take a break. A caregiver is the person that is providing ongoing care for a loved-one. It can be a parent, grandparent, spouse, or adult child/grandchild. The voucher program is NOT designed to pay for ongoing care such as day care, therapy, in home assistance, housekeeping or home health services.

### **Income Guidelines:**

For caregivers who are taking care of someone who is age 60 and over, there are no income requirements. For those caring for someone who is under the age of 60 and has a developmental disability, if the household income is under \$45,000 per year they may be eligible for a \$400.00 voucher for three months. If the household income is over \$45,000 but less than \$60,000 per year they may be eligible for a \$300.00 voucher for three months.

### **Who may qualify for the program:**

- Grandparents raising grandchildren or other relative as parent. *Grandparent must be 60 or over or the grandchild must have a developmental disability.*
- Caregivers including spouses, adult children or other relative caring for a person age 60 or older who need assistance with daily living due to chronic health problems including Alzheimer's, dementia or other condition.
- Families who have adopted a child with special health care needs who was once in the custody of the Dept. of Human Services (DHS).
- Families with a member of any age with a developmental disability and NOT receiving either the Home & Community Based Waiver, the In-Home Support Waiver; or the Family Support Subsidy (\$250 monthly payment).
- Families who have a child receiving SSI and services through the SSI-Disabled Children's Program (DCP) at DHS.

### **How It Works:**

Call toll-free at (888) 771-4550 or in OKC Metro 271-4550 and request a Respite Voucher application. The person you talk to will need to ask you some questions to determine if you qualify for the program. If so, the application will be mailed to you and will include instructions on filling out the form. After you have filled out the application, you will need to return it to OASIS. It will then be forwarded to the appropriate funding approver. The approval process may take several weeks, depending on availability of funds.

Once approved, vouchers for respite care will be issued by DHS and sent to the applicant. Vouchers can then be used to purchase respite service from a provider of your choice. Providers must be 18 years of age and can be anyone except immediate family living in the home. If you don't have a provider you can call OASIS at (800) 426-2747 for a list of possible agency providers.

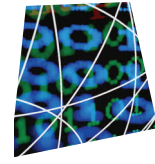
After respite service is given, the voucher needs to be filled out by the caregiver and the provider and returned to DHS. DHS will then send payment to the respite provider.

Vouchers are good for three months. Once they expire, the caregiver can request more vouchers by calling OASIS. Getting more vouchers may take several weeks and during that time respite care will not be covered by vouchers.

For more information about the Respite Voucher Program, call (888) 771-4550



## OKLAHOMA PARENTS CENTER Statewide Parent Training and Information



The **OKLAHOMA PARENTS CENTER** provides training to all families of children and youth in Oklahoma and the providers who service and support them. In order to effectively advocate for children, detailed information is needed on the laws, communication, team building skills, etc. Ongoing training opportunities for all parents and professionals can assist in this process. The following workshops are available to groups and organizations upon request. They are two hours long unless otherwise specified.

### **Basic Rights**

Describes the State and Federal laws that affect special education in Oklahoma and offers an overview of parents' rights and responsibilities. This workshop focuses on how to access special education and related services for children with disabilities.

### **Individualized Education Program (IEP)**

Designed to provide participants with basic information on the IEP process and product and to help promote the meaningful participation of all IEP team members. The workshop covers the process from referral to writing the IEP to the annual review.

### **Transition from School to Adult Life**

Provides participants with information to help plan for the transition of students with disabilities to adult life. The workshop explores the rationale for transition planning, regulatory issues who's involved in the planning process and developing the IEP/Transition Plan. Information is also provided on resources available and some of the major areas to consider in transition planning.

### **Section 504 of the Rehabilitation Act of 1973**

Section 504 has been called the "Civil Rights Act" for people with disabilities because it prohibits discrimination against them, thereby protecting their civil rights. Participants are provided with information on what the law means and how it affects children with disabilities. Parent/student rights in identification, evaluation, placement, and an accommodation plan are explored along with a comparison of how this law relates to other laws protection children with disabilities. This workshop holds special importance for those interested in helping students who do not qualify for special education services under the Individuals with Disabilities Education Act (IDEA).

### **Communication Skills**

Provides participants with tools for interacting more comfortably and effectively with each other. The workshop focuses on using positive language, active listening techniques, and strategies for communicating respectfully.

### **Transition from Early Intervention to School**

Provides participants with information on the scope of supports and services necessary to design and implement an efficient and effective transition to school. The workshop focuses on communication skills, problem solving, and team building strategies. An overview of the transition process is given and the differences between early intervention and the public school systems are explained.

### **Positive Behavior Planning**

Introduces families to a new way of thinking about their child's behaviors and about the need to advocate for behavioral instruction. This workshop introduces and provides an overview of the concepts of functional behavior assessment and positive interventions. It is not designed to teach how-to skills in these areas.

### **Bullying Prevention & Solutions**

Learn how to prevent the most common form of violence for school age children. Bullying 101 is a case for identifying and eliminating bullying in Schools. Bullying 102 is an action plan for schools, students and parents to end bullying. Learn how to recognize and prevent bullying violence in schools; learn intervention strategies to reduce bullying problems by 50% or more by year 2; learn what classroom teachers, staff, administrators, school boards, safe school committees, parents, students, and community decision-makers, can do to have a productive school where everyone is safe to learn.

<http://www.oklahomaparentscenter.org/training.html> or call 1-877-553-4332 for more information.

## WANTED

PLEASE SEND US YOUR ARTICLE ABOUT YOUR ORGANIZATION, SUPPORT GROUP, OR YOUR STORY ABOUT YOUR MISSION, YOUR CHILD/FAMILY MEMBER WITH A DISABILITY, OR YOUR GROUPS UPCOMING ACTIVITIES. WE WANT TO SHARE YOUR INFORMATION WITH OTHERS.



EMAIL TO: [Sally-Selvidge@ouhsc.edu](mailto:Sally-Selvidge@ouhsc.edu)



### **SCHOLARSHIPS FOR WORKING MOMS TO GO BACK TO COLLEGE** **<http://www.elearners.com/projectworkingmom/>**

eLearners.com in collaboration with online colleges will be granting at least 2 million dollars in full-ride scholarships to working mothers across the country. This is part of the “Project Working Mom-Putting Education to Work” education awareness program.

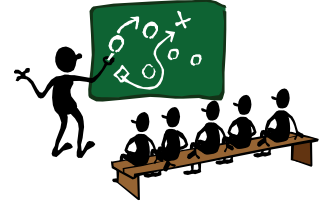
To apply for a Project Working Mom scholarship, join an online community or get advice and financial aid information on going back to school online, visit [www.projectworkingmom.com](http://www.projectworkingmom.com). Winners will be announced on Lifetime’s TV’s, “The Balancing Act”, the week of May 5th, 2008.

Unlike a traditional campus education, the convenience of online education allows for school to be scheduled around the life of a busy mother. Most online courses have flexible schedules so that the mother can study late at night or on the weekends. The need to arrange for childcare, find parking or courses that are delivered during a certain period are eliminated with online education. According to Eduventures, 2 million students are expected to enroll in fully online degree programs this year.

The goal of Project Working Mom is to raise awareness of the fact that federal aid has traditionally been based after the campus-based student going full time for 10 months. Federal aid needs to become aware that not they are not fulfilling its obligation to the adult working student especially the working mom.

Project Working Mom is the long awaited answer for many women struggling to make ends meet without a college degree. The services that eLearners.com has pulled together will give women the extra boost they need to finally take greater control of their lives.

# Life Coaching



Life Coaching is a one on one relationship with your own personal trainer for your life. It is all about you and what you want to accomplish in life. Coaching helps you get a clear vision of where you are going, how to get there, and how to make the right choices on your journey. Coaching works for anyone and everyone, it just takes the commitment to want to move your life forward towards anything and everything you ever thought possible

A coach holds you accountable to your own dreams, and supports you as you stretch into new and greater places. Life Coaching is a new and rapidly growing profession that is profoundly different from consulting, mentoring, advice, therapy, or counseling. The coaching process addresses specific personal projects, business successes, general conditions and transitions in the client's personal life, relationships or profession by examining what is going on right now, discovering what your obstacles or challenges might be, and choosing a course of action to make your life be what you want it to be

Life Coaching is a designed alliance between coach and client where the coaching relationship continually gives all the power back to you, the client. We believe that you know the answers to every question or challenge you may have in your life, even if those answers appear to be obscured, concealed or hidden inside.

You, the client, are the only expert in your entire life who truly knows who you are and what you need. You are the only expert who can recognize what is absolutely best for you. We are simply experts in the coaching process. As your coach, we help you discover what your own personal "best" might be.

Every day we make choices to do or not do many things. These choices may range from profound to trivial and each one has an effect that makes our lives more fulfilling or less fulfilling, more balanced or less balanced, that make our process of living more effective or less effective. Life coaching helps you learn how to make choices that create an effective, balanced and fulfilling life.

Life Coaches are highly trained as generalists and can coach on any aspect of life. However, but may choose to specialize in one or more of the following areas :

- Relationships and Intimacy
- Stress Management and Balance
- Spirituality and Personal Growth
- Entrepreneurial and Small Business Development
- Career Planning and Development
- Motivation and Time Management
- Creativity for Artists, Writers, Musicians and Performers
- Finances and Budgeting
- Health, Aging, Lifestyle and Self-Care
- Family and Parenting
- And much more

Www.lifecoaching.com for more information.





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Email Sally-Selvidge@ouhsc.edu or fax this form to 405-271-6305  
Or mail to OASIS/OUHSC, PO BOX 26901, OKC, OK 73190

NAME \_\_\_\_\_

STREET ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP CODE \_\_\_\_\_

PHONE \_\_\_\_\_

EMAIL \_\_\_\_\_

**I want to:** \_\_\_\_\_ **be an OASIS Parent Contact.**

\_\_\_\_\_ **receive the Newsletter**

**OASIS Staff**

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*Director*
- Janice Winters  
*Information Specialist*
- Kim Engledow  
*Information Specialist*
- Carolyn Simpson  
*Respite Coordinator*
- Melissa Ingraham  
*Respite Secretary*
- Sally Selvidge  
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- Patty Guyer  
*Administrative Secretary*