

TRANSITION

**From the Dorm to the Community:
Achieving Successful Inclusion After
College**

TASH Conference 2014

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What We Will Learn Today

- Key Elements of an inclusive, on campus PSE program for students with ID.
- How an inclusive PSE fosters independence and self determination with appropriate natural supports.
- Parent and family engagement to encourage successful transition back into the community.
- One family's story of using PSE elements to foster successful transition (*disclaimer)
- Impacts of successful inclusion on quality of life.



Demographics? Who is our audience today?



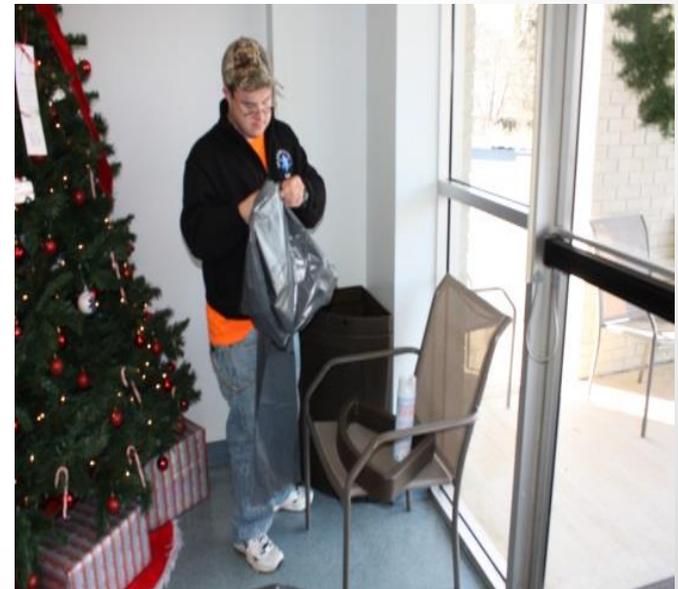
*Disclaimer

This is one family's journey. We realize and are sensitive to the fact that every family's story is different. We all, by different circumstances, locality and differences in systems, have arrived at this place today from a different path. No one path is the "right or only path". Our story is designed to show you the path we are still walking; toward a full, productive, and happy life for David Maennle. We are all walking the path toward Hope. We hope you take a little something from today to help you as you walk your own journey.



Who Is David?

- David is a 25 year old young man with Down Syndrome.
- David has determination to meet his goals and has a vision for his future.
- David is personable.
- David has a good work ethic.
- David has good common sense.
- David is organized.
- David is stubborn.
- David is manipulative.



David's Vision

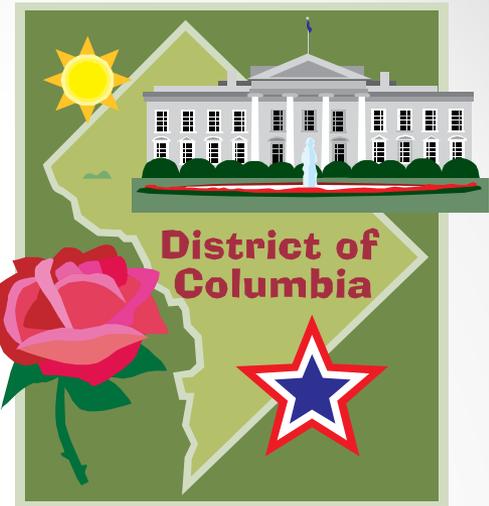
When David applied to the WCU – UP Program, he outlined a vision for himself. The vision was:

- Have his own log cabin.
- Get a job with an ambulance.
- Have red pickup truck with a dog box.
- Own a blue tick hound dog.



DAVID'S VISION





Where Are We Today?



David's Apartment

- David's Vision is to own a cabin of his own someday.
- David obtained a rent subsidized apartment in a USDA – Rural Development Section 515 complex. This will help him maintain independent living skills as well as help him build credit.
- Rent is based on his income.
- Because he works a part time job and draws SSI (which is adjusted downward for his earned income), David pays as much or more than his neighbors.

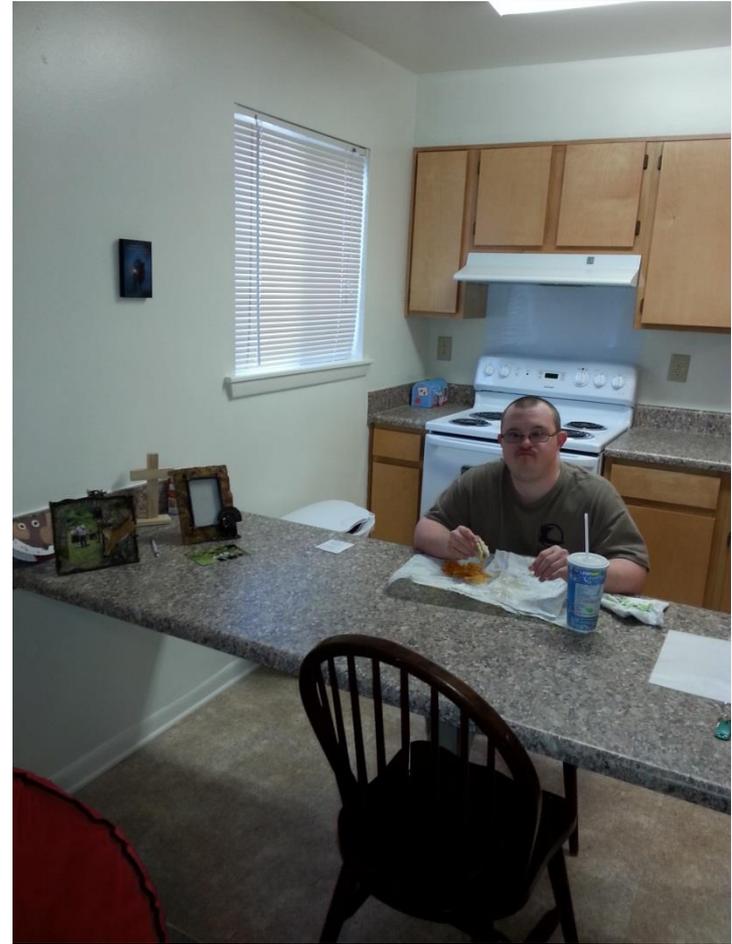
At last... a safe, affordable apartment!



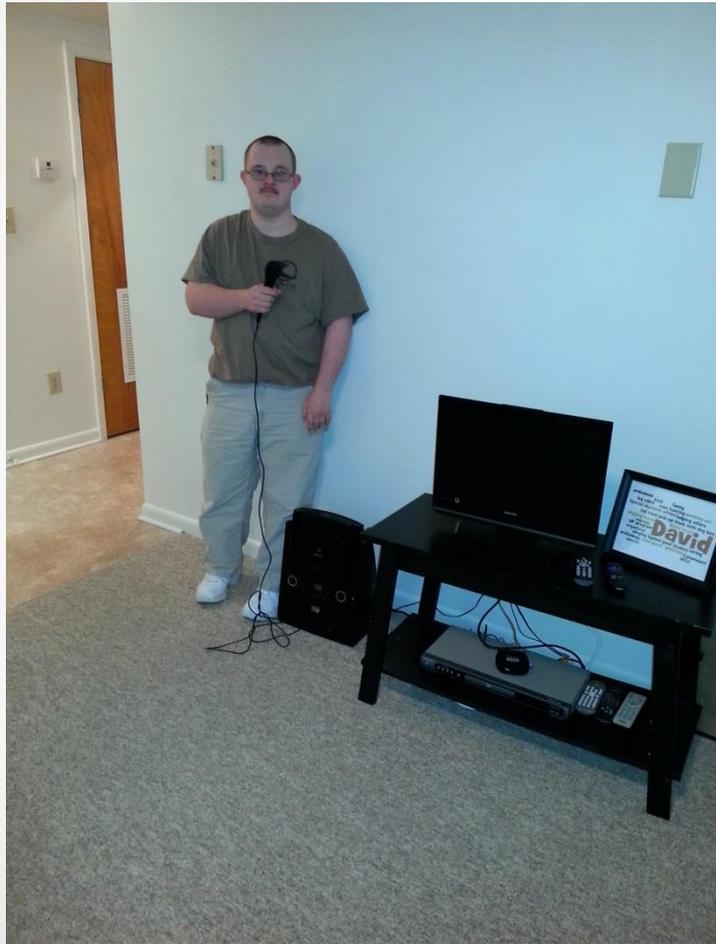
David's Apartment – D-1!



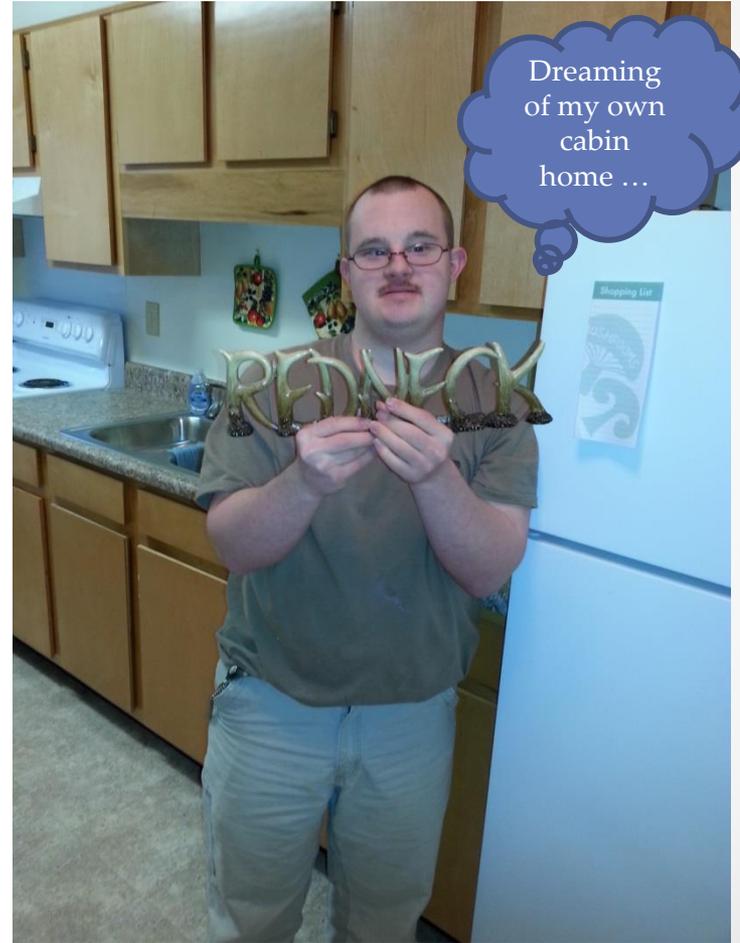
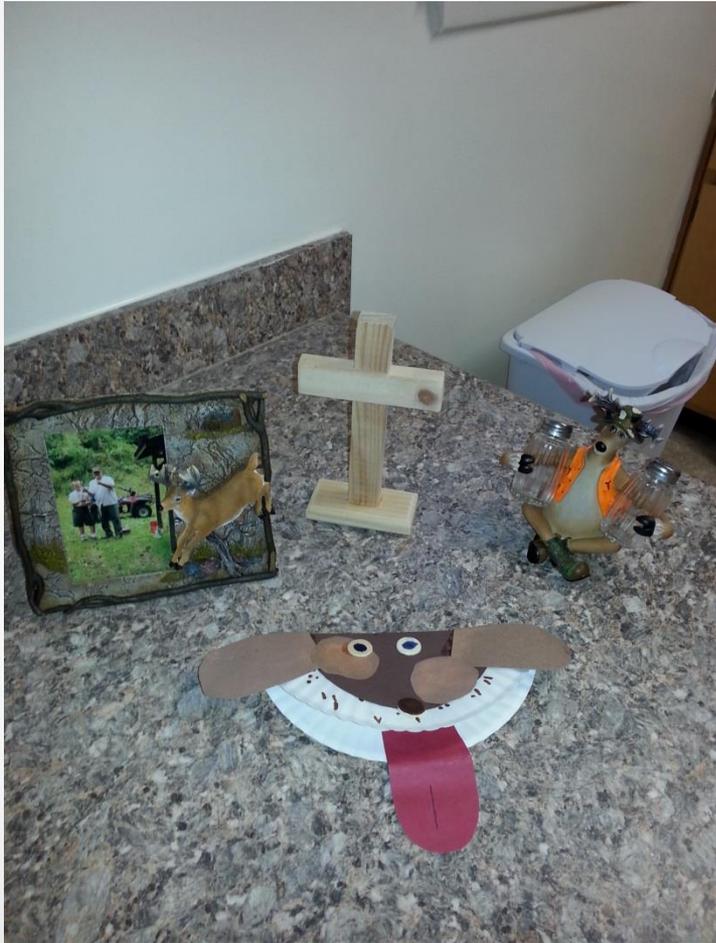
The Grand Tour – Kitchen and Dining



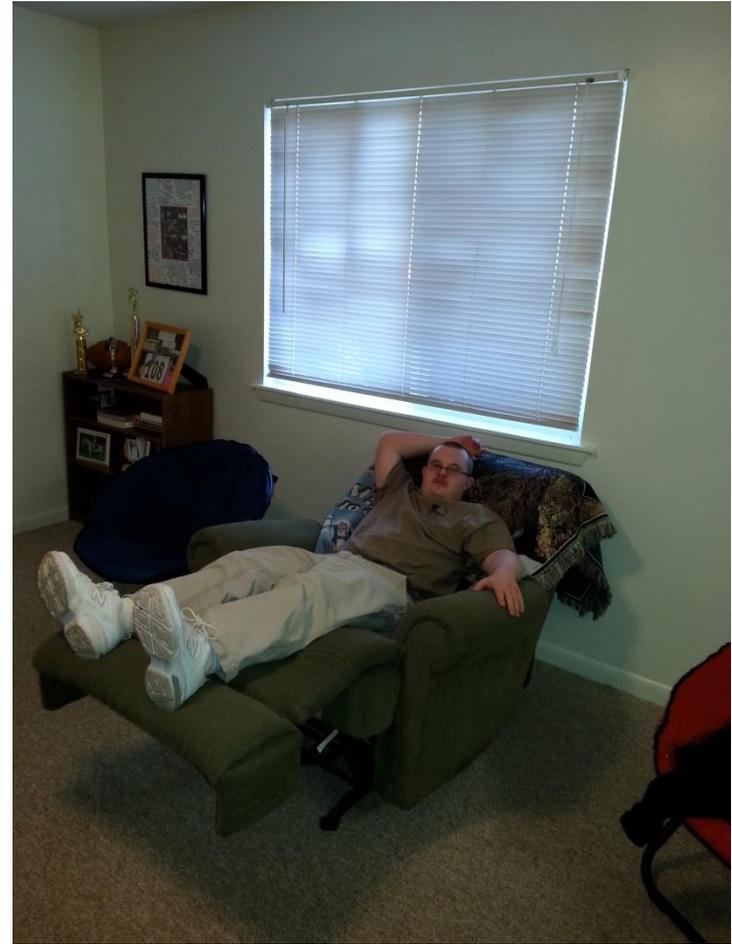
Entertainment & Interest Shelf



Touches of Cabin Life...



A Little R & R Never Hurt Anybody!



Bed and Bath

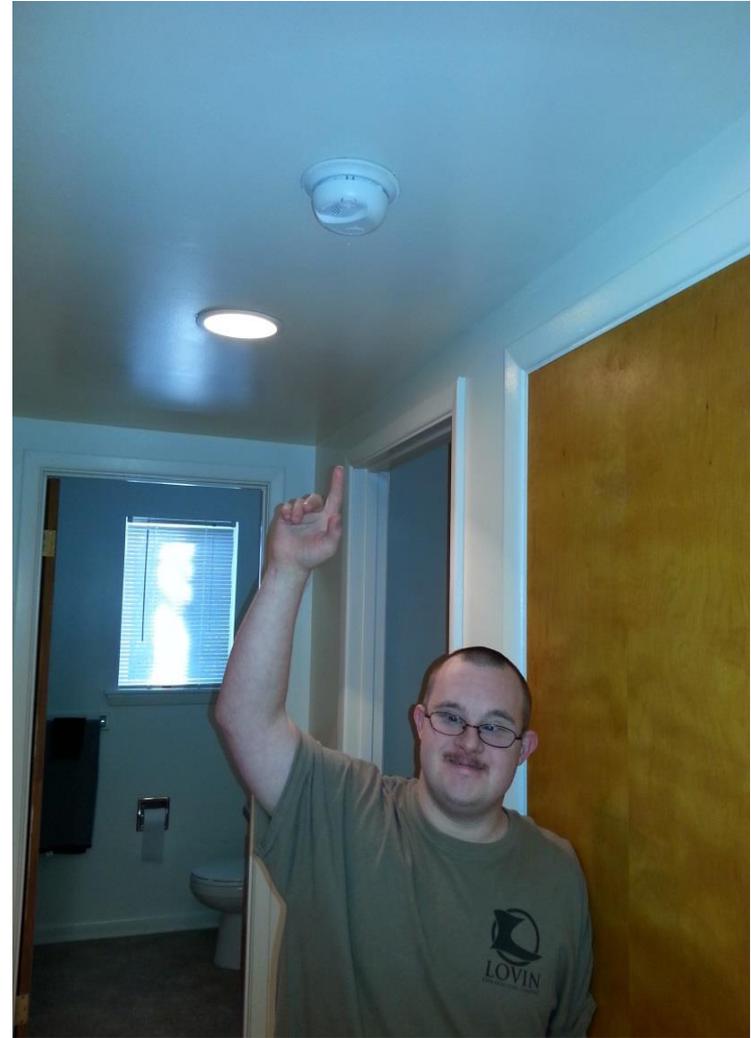
Bears Galore



The Cabin is Ever Present



Safety First!



Home Monitoring



NC Innovations (CAP) has approved a home monitoring system that will help David feel and stay safe. Features include:

- Camera System for visitors.
- Motion monitoring and verbal prompting
- Panic buttons
- Monitors on HVAC/kitchen equipment
- Alerts to supports

David's Employment Story

- David is custodian for Graham County EMS
 - Showed an early aptitude for cleaning and tidiness during his school years.
 - David has a love of emergency medicine and wants to help out in an area for which he is interested.
 - Works approximately 15-20 hours per week as a paid custodian as an above minimum wage employee.
 - David has built a network of friendships with his co-workers.
- Achieved current employment placement through his spirit of volunteerism on school breaks.
 - Impressed county leaders with his good attitude and work ethic.
 - Found his own job mentor and formed a relationship with her. She trained him.
 - Impressed co-workers with great attitude and has helped the overall culture.
 - Is upwardly mobile – he has set goals for himself that he is working toward!

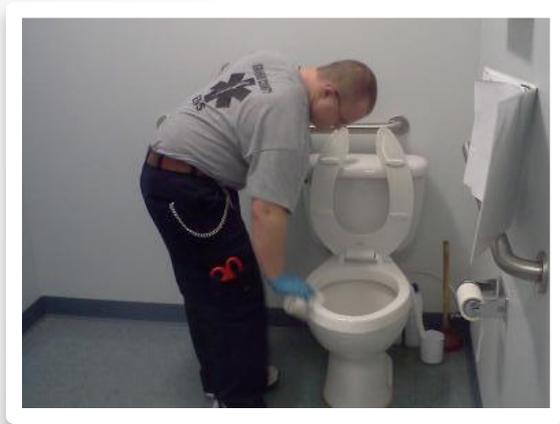
David's Workplace

David's goal –
work with
ambulances!



Graham County EMS

David At Work



“David helps keep our base clean and does a really good job.” – Rhonda Cape - paramedic



A lot of hard work! But he is ready and willing to do a good job! Has great attention to detail!

David and Job Mentors – Patsy Monroe & Nancy Blevins - “The Self Proclaimed ‘Three Stooges’”



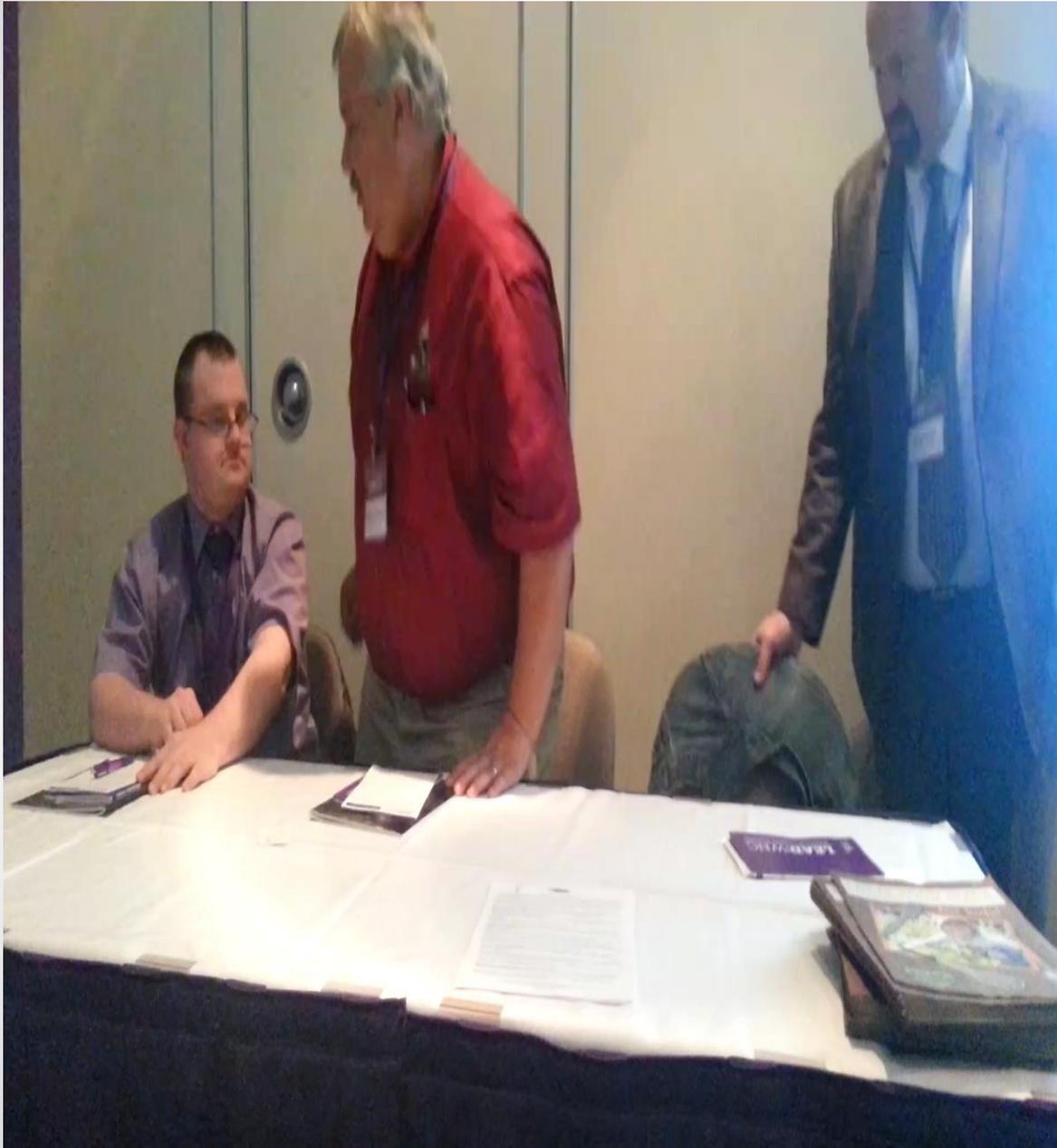
David began shadowing as a volunteer on school breaks with Patsy Monroe (right). Patsy taught him skills needed to succeed as a custodian for the County.

“An individual with ID should be given an opportunity to freely work and live their life. - Patsy
“Working at EMS has given David strength and courage in his own self. He even shows leadership.” - Nancy



Greg Cable- County Manager, Graham County, NC

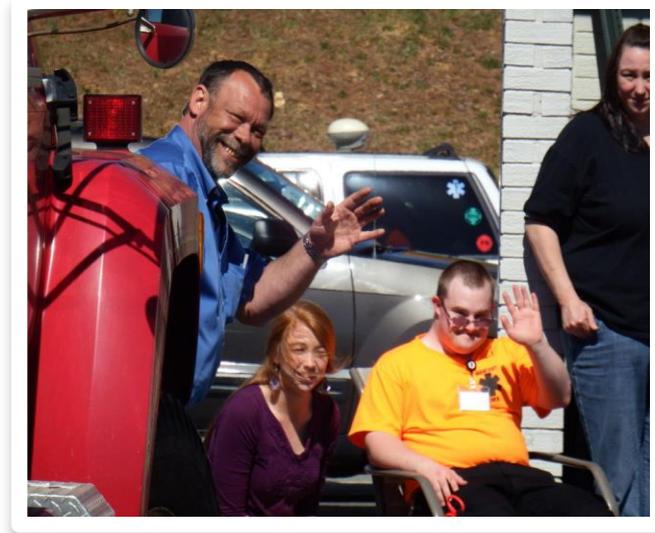
“David provides a wonderful example of someone doing the tasks they are assigned to and doing them well. He is a joy to be around and brings a very positive attitude to the workplace. If you want an employee that never complains, gets the job done, always works when assigned...hire someone like David Maennle!”



Larry Hembree – Graham County Emergency Services Director

“David has shown that
with determination a
person with a disability
can reach their
dreams.”

It's Not Just About the Job...



**It's About Building Community –
About Changing World Views!**





David and Brian “Taco” Johnson (EMT)

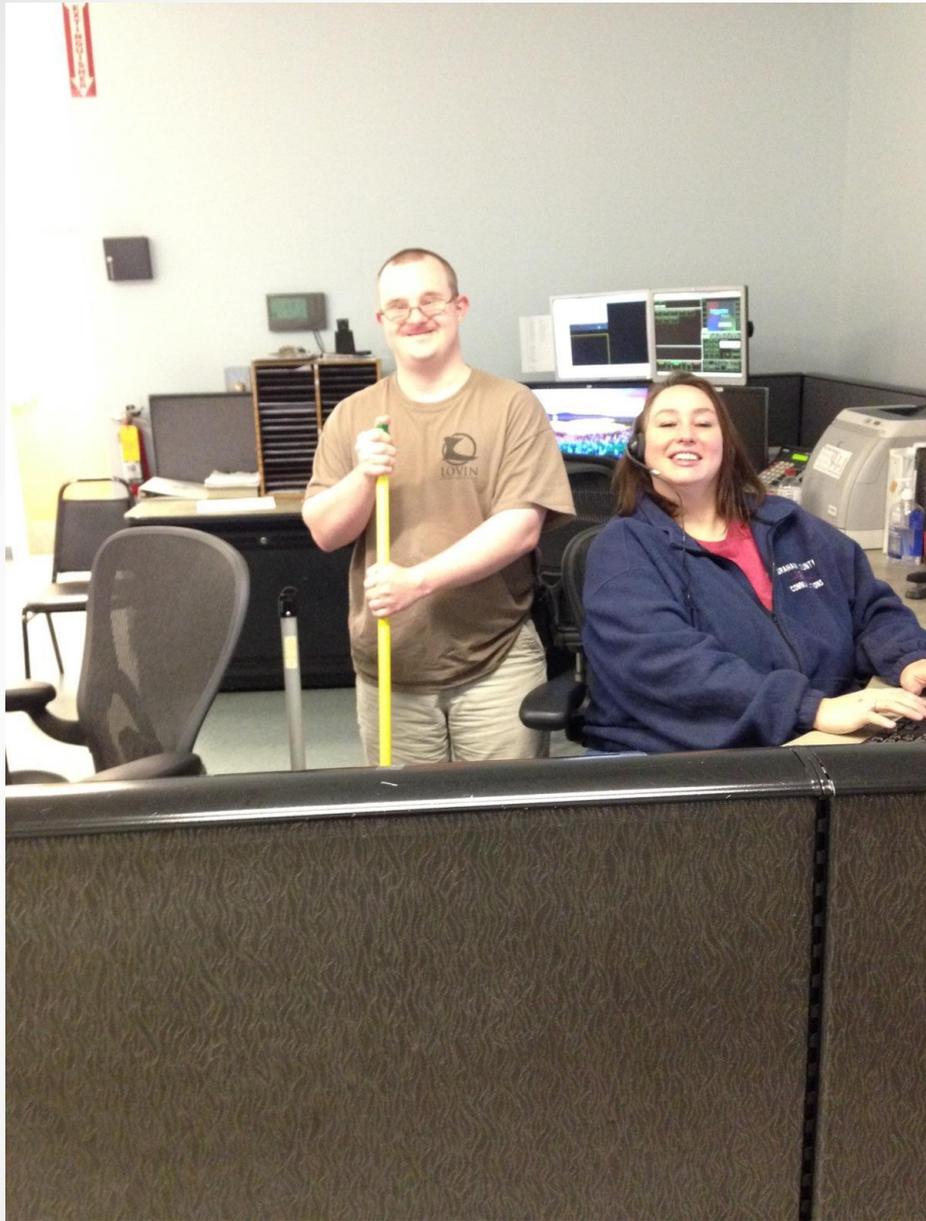
“David has benefited EMS by his personality. He greets us every morning smiling about everything. It is good to see when we back from a bad call or we are just having a bad day. We treat David as a person. We do not see a disability. We see David, our friend. David has overcome a lot. For me that opened my eyes, that people with disabilities can do a lot more.”

Rhonda Cape and Tim Creasman (paramedics)



“He has lifted the spirits of the employees.” – Tim

“He (David) is always laughing and enjoying being here. We makes us realize why we truly became paramedics – to help others!” - Rhonda



David and Misty, Director of 911 Center

“I think that anyone who is around David for any time at all can see that the possibilities are endless for him. He is a very compassionate, capable, intelligent young man with an outstanding work ethic. David has made many new friends here and we love being around him. We could all take a lesson on how to have a good attitude from David!”

David's Vision – Learn EMT Skills

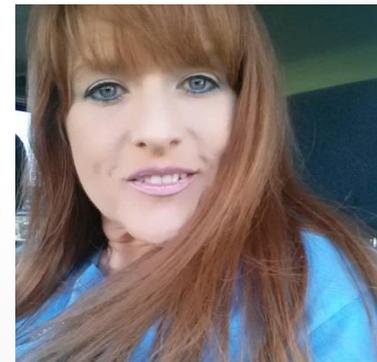
David takes EMT classes to learn EMT skills with the help of a paid support.

David's employment is incentive based. His ultimate goal is to become an EMT or paramedic helper. As he does his work tasks he earns points toward "truck time" with the paramedics. Only the landing of a helicopter diverts his attention from the task at hand. But we learned that helicopters get us all off task. They are amazing!



Has Working With David Changed How You View Persons With Intellectual Disabilities?

Yes. By being around David you soon learn that even though he has disabilities, he is a very bright and intelligent young man. He learns a different way than others do. As I have become friends with this young man and watched him strive to achieve each goal set before him I am in awe of his determination to succeed. I have stated many times if we had one or two people in our community that wanted to be paramedics as much as David wants to be involved in EMS, we would be the luckiest community in Western North Carolina. I do believe David will achieve what he sets out to do. I feel very fortunate to have met him.” – Rhonda Cape (paramedic)



David Has Built a Strong Workplace Community



“When David had to be out for nearly four months with extensive reconstructive foot surgery, he was missed by his co-workers. They were very concerned about him and never failed to ask about him and let his “relief crew” know they were very poor substitutes!” - Mom

EMS Supports David's Vision



Community Involvement



Advocacy Work



Social Interaction



Faith
Community



Volunteering

Legislative Advocacy

David has been involved in advocacy work since he was young. His mom and he marched at the NC State Capital when he was a little over a year old to demonstrate against budget cuts to early intervention. Now he is involved in national advocacy.



Spokesman for Inclusion

David met with and then welcomed Michael Yudin – Undersecretary of Education – U.S. Department of Education Office of Special Education and Rehabilitative Services to WCU. His story inspired Mr. Yudin to travel to Western Carolina University and observe the WCU University Participant (UP) Program.



Social Interactions

David has made several sustainable friendships in his community. These friends serve as natural supports in social interactions.

"I really enjoy my time with David on the frisbee golf course. It's an experience that I hope has been mutually beneficial for him, because I know it is for me. It gives us an opportunity to enrich our friendship as well as get some exercise, sunshine and fresh air. It's exciting when one of us makes a good shot and share the high fives and joy that moment brings. It has been a blessing for me to be a part of his social life. - Mark



Social Interaction



David has a regular dinner date with Janis and Martha. Janis was his dance instructor for years and her family have maintained a strong friendship with him.



Martha has known David since birth and stepped up when he transitioned back into his community. They are dinner/exercise buddies.

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Sustainable Friendships

David has sustained friendships from his college experience.



Faith Community

David has maintained an active membership in his church. He is a church deacon, a greeter, serves on the safety committee, and is on the prayer team.



Volunteerism

David volunteers at the local nursing home, the local food bank and has helped with 5K races and Relay For Life. He also fundraises for his nonprofit organization, David's Vision.



David's Vision, Inc.



Mission: Assist individuals with intellectual disabilities to attain safe, affordable, debt-free housing in their community of choice.

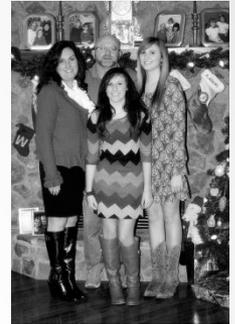


...How in the World Did We Get Here?

...

All with the help of a few good friends – family support, paid and unpaid supports, insistence on inclusion, and a great postsecondary education transition program!

A Few Good Friends!



Family Support



Family Support



Extended family support is vital to keeping spirits strong during the transition into an independent, community setting.

Strong family support from birth to adulthood is a must to a successful transition into community life. Families must think positively, embrace a goal – oriented way of life and create an atmosphere of structure, discipline, and accountability. Families must immerse the person with ID in their community and embrace inclusion as a way of life.



Family Support

Parents must stay grounded in the long term goal and support the formulation of self- directed goals. They must help direct goal attainment, while helping the person with ID be realistic about their future. They must create strong relationships with professionals who support the transition.

Siblings are vital to success. They act as early advocates and serve as catalysts for progress.

Parents and siblings must guard against overprotectiveness.



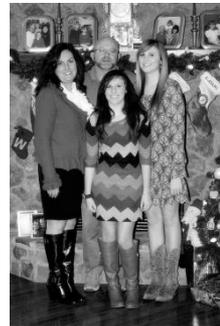
Paid Supports

- Paid supports have been a lifesaver for our family. We have had several paid supports over the years. They have been catalysts to us to think forward and not despair when obstacles seemed insurmountable.



Natural Supports

- Natural Supports are a vital link between the paid supports and family. They provide important social interactions and also lend encouragement to both the individual with ID and the family.



Insist on Inclusion

- Inclusion must be an active goal from birth forward.
- Parents must insist on an inclusive school, church, and community settings.
- Parents and caregivers need to know the laws and understand that under IDEA and ADA, inclusion is a civil right. That should change the perspective from intimidation with the system to empowerment.
- Be willing to stand your ground. You have the law on your side for a free, appropriate inclusive education in the least restrictive environment.
- Do not overprotect and do not allow the system to instill unwarranted fear in you— survey your environment. If a school is fairly safe for a typical child it is typically safe for the child with an intellectual disability.



Inclusion Worked – Natural Supports Emerged in the School Setting

Jay “Jaybird” Raxter

Jacob “Ketchup” Trammell



Inclusion Worked – David's Posse

- If you worry about safety – engage young kids as advocates and accountability partners from kindergarten through 12th grade.



David's best advocates were Allison (cousin) and Hailey. They ensured that mom knew everything that was going on good and bad at school. They were also known to back a few offenders against lockers to ensure safety.

Inclusion Worked – Engaged Teachers and Administrators

Middle School Team



High School



Both teams quickly learned that the words “over my dead body” meant they were dangerously close to violating David’s right to an inclusive setting. They became supportive of inclusion.



Next obvious step?

College! ... but how?
And where?

College!?

- David began in high school to talk about going to college.
- His cousin was accepted into UNC- Chapel Hill and his friends were busy taking SAT's and applying to different colleges.
- David determined that he was going to college just like his peers.
- The school system provided no transition planning aside from transition into a sheltered workshop.
- Mom started googling and found a program at UNC- Greensboro and made a phone call.
- They referred her to WCU since we lived in Western North Carolina.



Enter Kelly Kelley, PhD and David Westling, EdD!



What is the UP Program?

- The University Participant (UP) Program is a two year, inclusive transition program for college-aged individuals with intellectual disability
- Supports up to 8 selected participants per year; 4 in each graduating cohort during the spring semester
- Funded as a model demonstration site in 2010 by U.S. Department of Education. Serves as a model program for the state by providing support to satellite programs in NC and technical assistance to programs across the nation

Guiding Frameworks

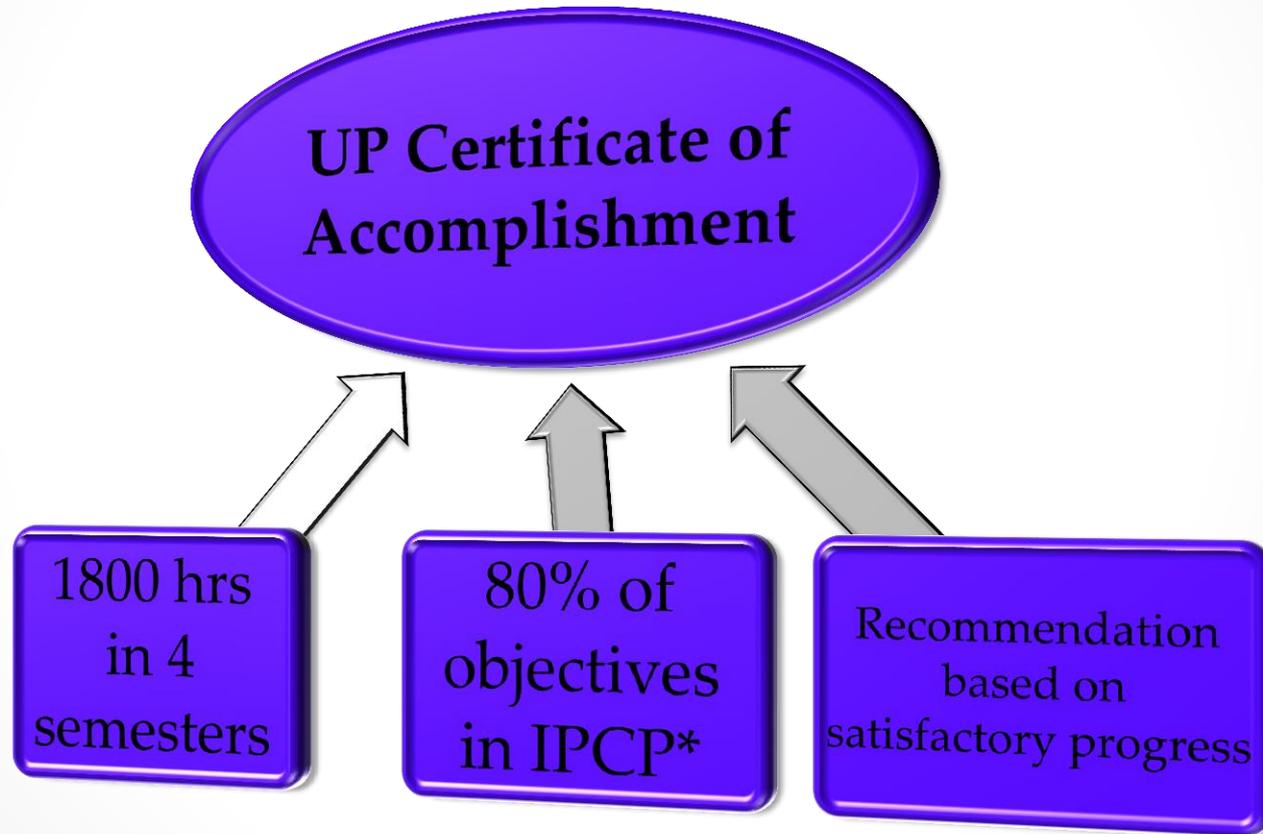


Think College

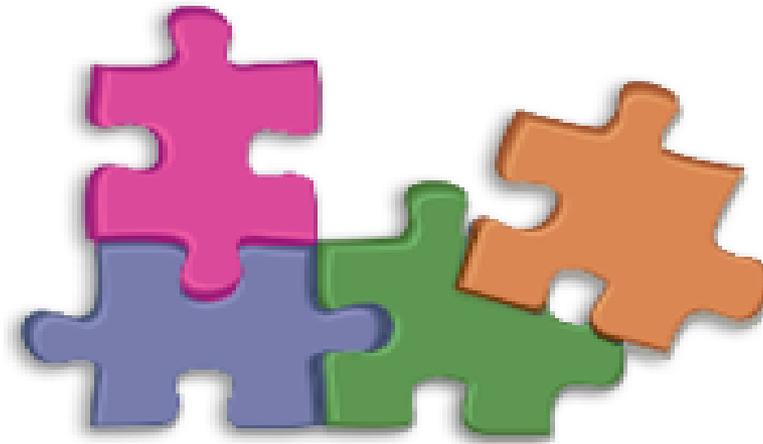


UP Program Framework

UP Certificate Requirements



*Individual Plan for College Participation (IPCP)



David in College

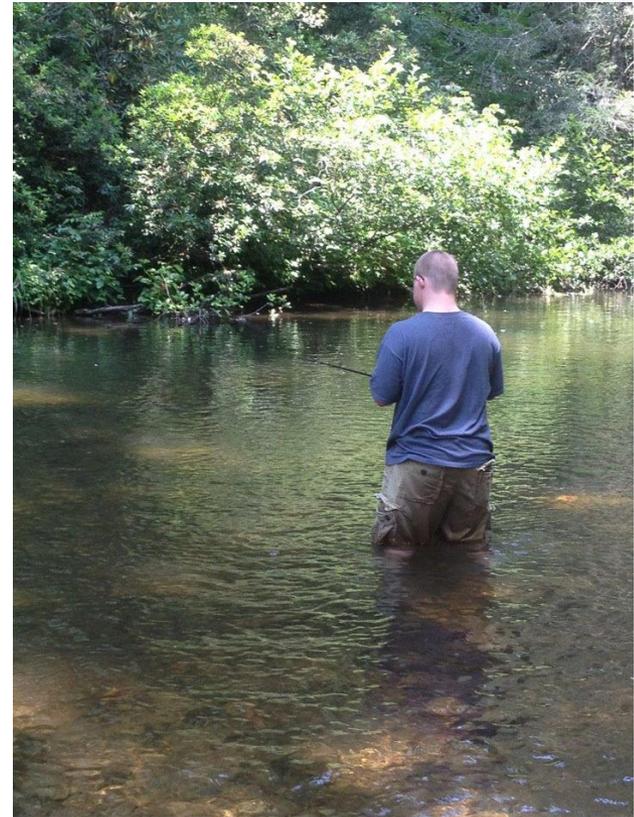
An Important Piece in the
Transition Puzzle

Personal Development

Public Speaking



Trying New Things



Community Participation

Independent Shopping



Money Management

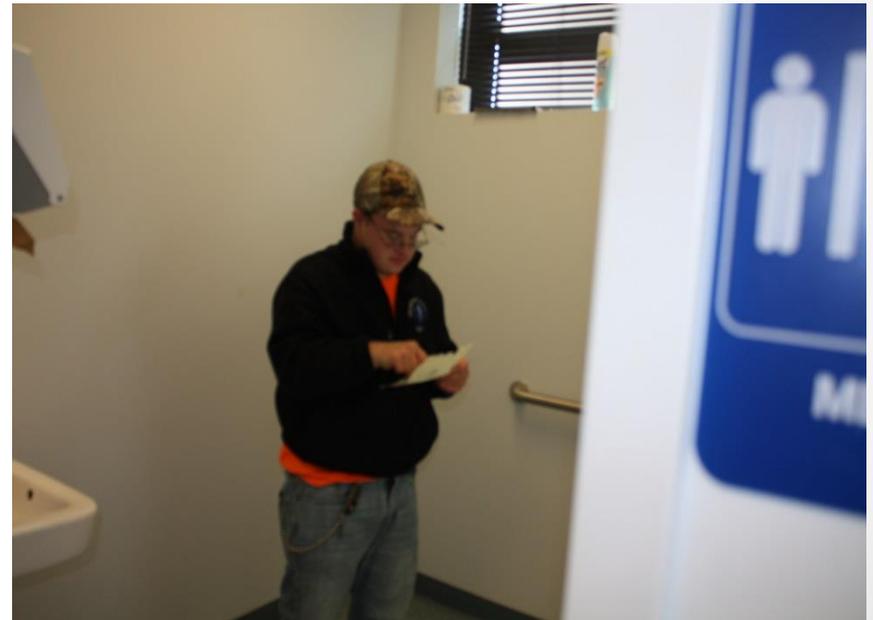


Vocational Prep

Mechanic Shop



Paid Internship



Social Interaction

Sporting Events



Parties

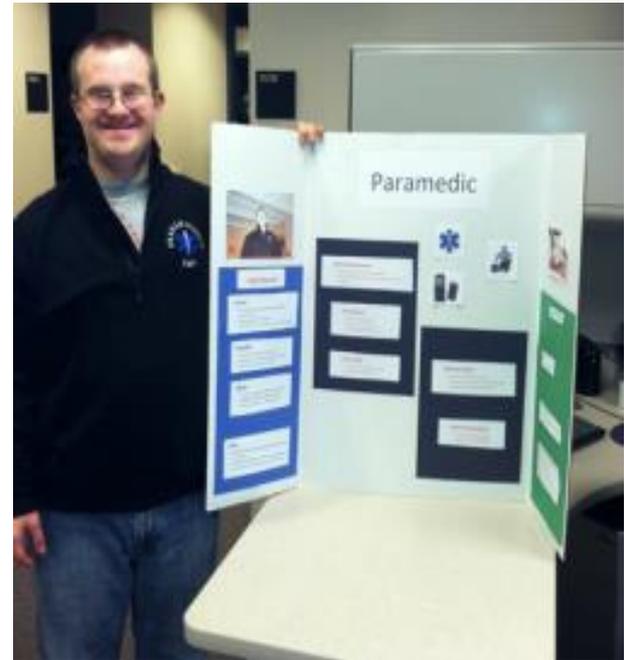


Academics

Homework with Support



Class Projects



Dorm Life Prepares for Independent Living



Supports Help Prepare for Community Living Through Relationship Building



Graduation and Transition!



Person Centered Approach

- We never let go of the goals David set for himself... committed to his goals as our goals and help him establish new goals and maintain current goals.
- Gained community support through a mapping process.
- Kept David's progress and goals in front of extended family and community members during UP and transition into community.
- Maintained accountability and contact with David and with UP staff.



Result:

- David has a meaningful life – he is happy, healthy and a well adjusted member of his community!

And he is a blast to be around and as silly as ever!



Questions? Comments?



up.wcu.edu