



POUDRE SCHOOL DISTRICT

Integrated Services

PSD Transition Services

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PSD Transitions Newsletter:

serving elementary school through post-high school students

DECEMBER 2018

Greetings! And Happy Holidays and Happy New Year

The topic for this month's Transition Newsletter is **Relationships and Social Interactions**. As you will note in the articles this month, everyone needs relationships in all aspects of their lives, where they work,



live and recreate. For some students making friends is a challenge for a variety of reasons. Some students seem to have many friends in elementary school and those taper off as a student progresses into secondary levels of middle and high school. Strategies such as **Circles of Support** can enhance the relationships in a child or young adult's life, and help families build support networks. In addition, as children increase the social contacts they make in school and venture more independently into the community, a consideration for families is how to prepare for the increased risks associated with living a more independent life as a young adult. Agencies such as **SAVA** address the need for educating young adults about building safe relationships and staying safe in the community. Cooper Home, Community Connections, Project Search, include SAVA training in their program curriculum!

Continued...



Project | SEARCH

Columbine Health Systems is the proud Business Site for Project Search for over 8 years!

Greetings! And Happy Holidays and Happy New Year, continued...

Breaking down stereotypes about individuals with disabilities is one of the outcomes of inclusive practices in educational settings and opens a gateway to building friendships. Our community of Fort Collins provides other avenues that contribute to breaking down barriers such as Unified Sports and Adaptive Recreational Opportunities (ARO) through the Fort Collins Parks and Recreation department (previously featured in this newsletter.) This month we are featuring an article about another opportunity to address and breakdown stereotypes through the **ARC's annual Film competition and film festival.**

And just a reminder! Should you want to look at other editions of this publication, all the newsletters are available on the PSD website under Integrated Services,

<https://www.psdschools.org/programs-services/integrated-services/transition-resources>

Happy Holidays and watch for our next Transition Newsletter coming in March 2019!

Romie Tobin-PSD Transition Coordinator



resourcing
inclusive
communities

Circles of Support

A circle of support involves a group of people coming together to help promote and support the goals, interests and needs of a person with a disability. It involves the intentional building of relationships around a person who may be vulnerable because of disability. A circle of support is made up of people who care about the person with a disability and his or her family. Circles of support generally range in size from the intimate (3-4 people) to the expansive (10-12 people) and can be made up of a range of people including family, friends, acquaintances, teachers, colleagues, team and community members, neighbors, support workers and employers. Importantly, members are not paid to be involved.

Some circles meet just to plan and strategize, and some circles are involved in both planning and in taking an active role in the social life of a person with disability.

Among the things a circle of support can do is assist the focus person to: create a positive vision for their future, identify and work towards their aspirations and dreams, overcome barriers (e.g. by advocating on their behalf), move into a home of their own, pursue interests in the community, generate ideas and share wisdom, build and strengthen their networks and safeguards and share in the celebration of achievements.

Every circle of support is different. The nature of the people who participate in the circle, how often they come together, the issues that are covered and the formality of meetings can vary vastly.

<https://www.ric.org.au/learn-about/building-support-networks/circles-of-support/>

Continued...

Circles of Support, continued...

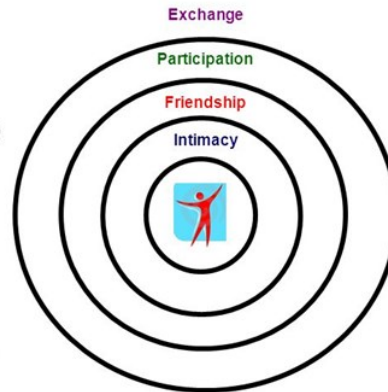
What's on a Circle of Support

The First Circle is the
Circle of Intimacy

The Second Circle is the
Circle of Friendship

The Third Circle is the
Circle of Participation

The Fourth Circle is the
Circle of Exchange



Circle One: The “CIRCLE OF INTIMACY” includes those closest to us. These are people that are so important to us that their absence would have a significant impact. They could be family members or very close friends.

Circle Two: The “CIRCLE OF FRIENDSHIP” consists of people who are friends or relatives with whom we could share a movie or go out for dinner but are not those who we consider our most dear friends or those we must see regularly.

Circle Three: The “CIRCLE OF PARTICIPATION” includes the people, organizations or associations we participate with in life. This could be at work, school, clubs, sporting teams, interest groups, anywhere we interact with people. Some of the people in Circle 3 may later be in Circle 1 or 2 if a relationship develops. Circle 3 is characterized as “the garden for sowing future relationships”.

Circle Four: The “CIRCLE OF EXCHANGE” is made up of paid people – those that are in our lives because they are paid to be. This could include people like doctors, teachers, dentists, social workers, therapists, hairdressers, car mechanics and tradespeople (Davis, K., 2005).

Some key reasons to start a circle include to:

- build a community of support around the person at the center of the circle
- involve others in the thinking and planning for the present and future
- engage people in imagining better for someone's life
- multiply ideas, resources and networks
- encourage opportunities for people to contribute
- have a group of people to look out for a person's best interests
- assist the person to grow in confidence and promote their own interests.

The people who participate in the circle, how often they come together, the topics that are discussed and the formality of the meetings can vary between circles of support but they are all made up of people who care about the person and want to actively grow his or her life opportunities.

Resourcing Families Circles of Support 2015 https://www.ric.org.au/assets/Uploads/70239/ufiles/Circles_of_Support_Manual_2015.pdf

Building Social Capital

What is Social Capital?

“Social Capital is a term that summarizes the value (tangible and intangible) of the relationships in our lives. It is closely associated with healthfulness, happiness, and even life expectancy. It is absolutely fundamental to life success and promotes pro-social behaviors in the greater community.” Al Condeluci

- * Social Capital is the idea that people can “bank” experiences, relationships, resources and knowledge through service and participation in community. Taken a bit farther... Social Capital as it pertains to individuals with disabilities is “the personal and collective power of people with disabilities and organizations to further their full inclusion within the community, to access social support networks, and to increase their quality of life.”

Why is Social Capital Important?

- It allows citizens to resolve collective/communal problems.
- It increases our awareness of how we are linked.
- It increases our tolerance of others.
- It allows citizens to be less aggressive.

Basically- Social Capital keeps us healthy, safe and happy.

It also affects the traditional markers in life that are associated with success.

- | | |
|-----------------------------------|---|
| –Jobs and meaningful things to do | –Family Life |
| –Housing and living choices | –Transportation and access to opportunities |

What we know...

People with disabilities are not rich in social capital.

People with disabilities are un-employed and under-employed.

If we can help people with disabilities increase their social capital, we can also help them to:

- Maintain employment in a job they like.
- Empower them to choose where and with whom they want to live.
- Gain access to the opportunities they want.

Students and their families can...

- Adopt Social Capital into their home and family lives.
- Families can foster positive relationship building.
- Facilitate as many social ties as possible.

Ideas for Building Social Capital:

- Volunteer
- Participate in school and community activities
- Shop locally and start conversations
- Keep in touch with friends and make new friends

Alli Smale, Project SEARCH Conference Presentation, July 2014

Using Film to Break Down Stereotypes

There's a trend starting to emerge that has disability rights advocates very excited: the inclusion of people with disabilities in TV shows and movies. *Speechless*, on ABC, made headlines for casting Micah Fowler, an actor living cerebral palsy, as "JJ" DiMeo. Similarly, *A Quiet Place* and *Stranger Things* also both gained notoriety for casting actors with disabilities (Millicent Simmonds and Gaten Matarazzo).

Media frequently shapes how we look at the world. Studies vary in their reports, but it's estimated the average person (depending on age) spends 2-6 hours per day watching TV. Disability rights advocates worry what kind of message it sends if an entire minority is excluded in the media we consume. For that reason, the recent changes are well-received.

Even with the recent progress, the problem is far from over and people with disabilities are still significantly under-represented in TV and Film, both in background actors, supporting roles, and leads. The Ruderman Family Foundation, in a White Paper titled, "On Employment of Actors with Disabilities in Television" published July 2016 noted that while 20% of people have a disability, less than 1% of regular characters on TV shows are portrayed as living with a disability. The Ruderman Family Foundation went on to note that, "only 5% of those characters with disabilities are played by actual actors with disabilities."

While waiting for Hollywood to catch-up, film festivals featuring people with disabilities have popped up across the country. We have one in Fort Collins on March 8th with The Arc of Larimer County's Film Festival, which will feature short films about people with intellectual and developmental disabilities. The Arc of Larimer County is an advocacy organization that works to promote and protect the civil rights and full inclusion of people living with intellectual and developmental disabilities. The goal of the film festival is to "ReFrame Disability." Some films are humorous, some are serious, but all work to spread awareness. The event will be held at the CSU Lory Student Center Theater and tickets will be on sale soon at www.arclc.org/film.

While the Film Festival is open for everyone, The Arc of Larimer County hosts a film festival submission contest for local residents. Professional and first-time film makers alike can submit their short film that "ReFrames Disability" and enter to win the \$500 prize. There's no cost to enter, but films are due by January 15th. The winner of the 2017 Film Festival Contest was a graduate of the Poudre School District Jake McCartney with his film titled, "Special Talents." Anyone interested in entering the contest or viewing Jake's Winning Film can visit www.arclc.org/film to learn more.



Basic Internet Safety



Online safety tools for educators, parents & kids



DID YOU KNOW? 95% of teens (ages 12-17) are online.

Lenhart A, et al. Teens, kindness and cruelty on social network sites.

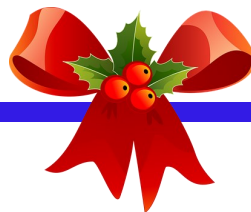
Pew Internet & American Life Project, 2010.

The Internet has drastically changed the way that children interact with the world. They have access to in-depth knowledge, tools to express their creativity, and people from all over the world. Yet along with offering a fascinating, new way to connect with the world, the Internet also offers new risks:

- Cyberbullying
- Exposure to inappropriate material
- Online predators
- Revealing too much personal information

Learning to recognize the warning signs of these risks will allow trusted adults to intervene and lessen potential negative impacts. By acting as a resource, parents and guardians can help make the Internet a safer place for their families. As a parent or guardian, you should stay well-informed about current issues to understand what your children are experiencing on and off the Internet. If they are social networking, instant messaging, using webcams, or blogging, help them use these tools safely by learning how to use them yourself. Children whose parents and guardians regularly talk to them about personal safety are more likely to exhibit responsible behavior on their own.

<https://www.netsmartz.org/internetsafety>



PreK - 12 Colorado Teachers!

Apply for a Teachers and Technology Grant for the 2018 - 19 school year for your school

PSD Transitions

Grants range from \$500 to \$5000 and are available to full-time classroom teachers in public or private school. The CenturyLink Clarke M. Williams Foundation's Teachers and Technology grants are designed to help fund projects that advance student success through the innovative use of technology in the classroom.

Click centurylink.com/teachersandtechnology

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Parental Tips for Child Safety on the Internet

On-line computer exploration opens a world of possibilities for children, yet at the same time it can leave them vulnerable to exploitation and harm from on-line predators. Fort Collins Police urge parents to take the following steps to help minimize the chances of your child becoming a victim to on-line predators.

- Communicate. Talk to your child about sexual victimization and the potential of on-line dangers.
- Spend time with your children on-line.
- Establish rules for on-line use including blogging, instant messaging and chat rooms.
- Keep Internet-connected computers in an open area.
- Consider using parental monitoring and/or blocking software.
- Use logging features and parental controls.
- Find out what computer safeguards are utilized by your child's school, the public library, and at the homes of your child's friends.



Instruct your children to never:

- give out personal information on-line;
- arrange a face-to-face meeting with someone they met on-line;
- post (or upload) pictures of themselves onto the internet or electronically send photographs to people they do not know; and
- respond to messages or bulletin board postings that are suggestive, obscene, belligerent, or harassing.

Remind your children that whatever they are told on-line may or may not be true. Educate yourself, evaluate blogging services and see if they offer private or password protected blogs or "friends only" functions. Review on-line "Personal Profiles" for instant messaging accounts, chat rooms and blogging web-sites. Review your blogs and screen what kids post. Seemingly innocent information such as town name, school mascot or school name can provide unwanted information as to a student's identity and location. Report suspicious activity to the appropriate authority, including, local law enforcement, cyberline and ISP (internet service provider)

Website Resources For Internet Safety:

www.wiredsafety.org

www.getnetwise.org

www.safekids.com

www.netsmartz.org

www.cybertipline.com

www.missingkids.com/cybertip

<https://www.fcgov.com/police/internet-safety.php>

SAVA Sexual Assault Victim Advocate Center

Direct Victim Services:

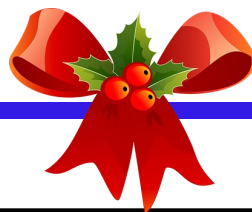
SAVA's direct victim services provide a safety net to individuals impacted by sexual violence. SAVA's services offer accessible, inclusive therapy and support services to victims regardless of income, gender, sexual orientation, immigration status or any other characteristic. SAVA provides help for individuals ages 14 and up who have experienced rape, incest, child sexual assault, ritual abuse, date and acquaintance rape, statutory rape, marital or partner rape, sexual exploitation, sexual harassment, exposure, or voyeurism. Direct victim services incorporate crisis intervention, victim advocacy (e.g., legal, medical), clinical therapy, and private support groups to ensure that each victim finds the help that is right for them. All of SAVA's direct services are offered free of charge or based on a sliding-scale fee for service.



Prevention Education:

SAVA's prevention education program reaches youth through gender-specific programming that is offered within public school systems. By incorporating social action groups, peer leadership and public speaking opportunities, athletic activities, and theater, SAVA offers multiple avenues for youth to apply their strengths and interests to a social cause that fosters improvements in environmental safety and the welfare of their generation. SAVA encourages youth-ownership of all efforts via a "by-kids/for-kids" approach so that youth are able to guide, plan, and execute activities that are relevant to them. All activities are supported and assisted by a SAVA staff member who ensures that activities embrace various perspectives and allow for all voices to be welcomed and valued. All activities identify and explore cultural values that may influence the experience and effectiveness for diverse groups.

<http://savacenter.org/>



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Inspiring Youth Building Community

Give Next's mission is to educate students about the vital role that nonprofits and philanthropy play in their community. Through the program, local businesses, foundations and individuals become classroom donors by providing each participating school with \$5,000 to award to nonprofits in Larimer County, Colorado. With the financial support of these generous donors, students design and manage their own grantmaking programs. Students experience first-hand the power of teamwork, the impact they can have on their community, and the rewards of giving time, talent, and treasure.



Continued...

Inspiring Youth Building Community, continued...

This year-long program begins with Give Next Kickoff Day, a day of information and inspiration. Back at their schools, students work together to identify community needs, choose a focus area, create a mission statement, research nonprofits, volunteer, conduct site visits, review grant applications and make funding decisions. At the end of the school year, students award grants to selected nonprofits.

The Give Next Program has been active at Rocky Mountain High School for several years but is now being implemented through the Integrated Services (IS) Department's Positive Youth Development (PYD) class. Students have the opportunity to learn about local issues, the community, and nonprofits that work to address community needs. They also connect with peers, nonprofits, classroom donors, and community members while experiencing the reward of what it feels like to give their time, talent, and treasure and provide leadership within the RMHS building.

Give Next is made possible through the support of many community partners. Primary program implementation partners are Bohemian Foundation and the Community Foundation of Northern Colorado.

<https://>

[www.bohemianfoundation.org/
community-programs/give-next](https://www.bohemianfoundation.org/community-programs/give-next)



Student Spotlight

Cory's Story

Cory is a graduate of Rocky Mountain High School (2017) and currently attending the Community Connections Transition Program. During his time at Rocky Mountain High School, Cory was involved in a wide array of extracurricular activities. He participated in the Unified Sports program playing flag football, soccer, and basketball. Basketball ended up being his favorite sport. He also competed annually in the Special Olympics Track & Field events that occur in the spring time. Cory was also involved in Key Club, PEER Connections, and was the RMHS Homecoming King one year. Cory also expressed interest in serving other people. So, with the support of school staff and family members, Cory organized a food drive event for the Larimer County Food Bank. This service-minded spirit also led him to volunteer for the annual CSU Cans Around the Oval event as well as KidsPak which is a volunteer event through the Thompson School District.

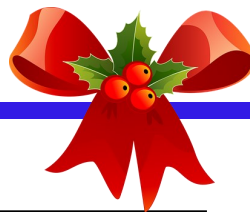
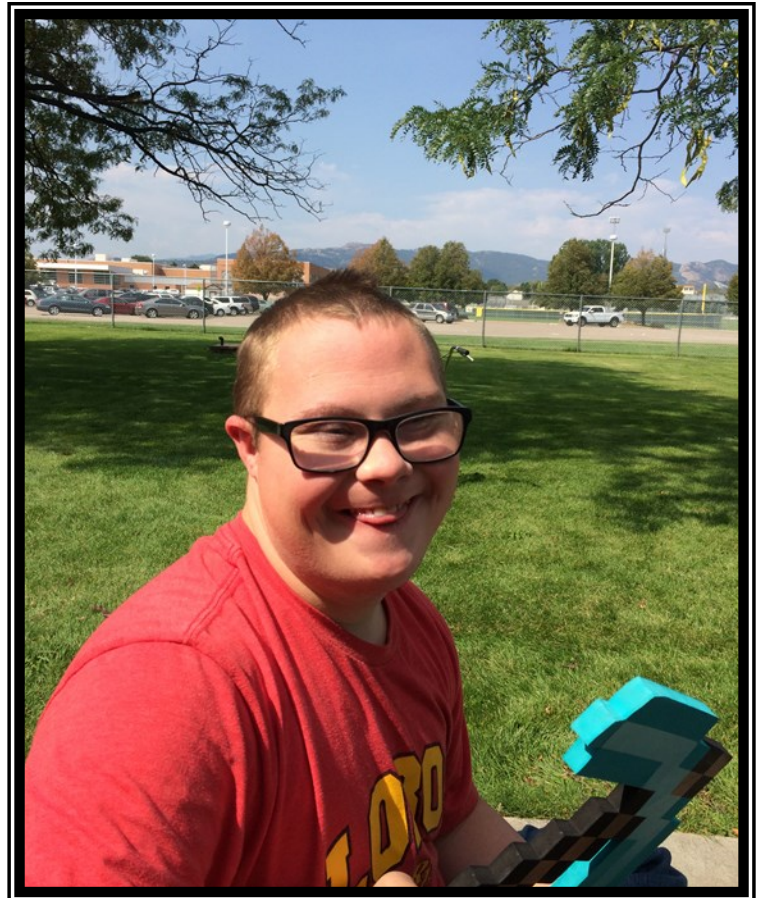
After graduating from Rocky Mountain High School, Cory has been attending Community Connections Transition Program through PSD. He has been learning to access the community, practice daily living skills to become a more independent young adult and experiencing various community work trials. Through the program Cory has also been introduced to the City of Fort Collins' Adaptive Recreation Opportunities (ARO) Program. Through ARO he has taken the Passport to Recreation class that has introduced him to city recreation sites and the variety of activities that he can get involved in through this program. This has led to Cory attending the monthly ARO dances where he gets to hang with familiar friends plus meet new people. He also attended an ARO weekend camp-out. Through Community Connections Cory has also attended an Artistic Abilities class on CSU campus which was led by CSU art students. Cory also joined some of his fellow students last spring in attending the Arc Reframing Disability film festival.



Continued...

Student Spotlight, continued...

Outside of school, Cory's family has been instrumental in fostering a busy social lifestyle. When not attending Community Connections, Cory is involved in Supported Living Services activities. He is also involved in CSU Best Buddies, goes to Easter Seals Camp both in Colorado and in Virginia when he is with family there, YMCA Camp, Step UP for Down Syndrome event in Denver from 2008-2016, enjoyed a Special Olympics Bronco's Fit 60 Work Out Day, NoCo Down Syndrome Association Walk, Lions Club Respite and Summer Camp, and so on. Cory, with the support of his family, is highly engaged in activities outside of his school day. They have taken advantage of so many of the great resources available to them in our community. We cannot wait to see what he will be doing next.



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Sponsorship space in this newsletter is extremely affordable! Reach parents in your local community & a significant portion of your investment goes back to the school! Businesses that want to sponsor this school, please contact TSCA at info@tscaschools.com or 970-239-1641.

Recognitions and Thank You's

Poudre School District would like to thank the following businesses for their time, energy and donations to support our transition programs...

Everyday Joe's Coffee House for hosting the Cooper Home Learning 4 Living Fundraiser



Jax Mercantile for donating 5 water bottles for the Project SEARCH Health and Wellness Fitness Challenge



Sierra Trading Post for donating a gift card for the Project SEARCH Health and Wellness Fitness Challenge



Recognition: Columbine Health Systems awarded the Shining Star Award!



The awards, established by the Department of Labor and Employment and its Division of Vocational Rehabilitation, honors people and organizations that are making progress in reshaping the employment landscape for people with disabilities. Congratulations Columbine Health Systems!



Continued...

Recognitions and Thank You's, continued...

Recognition: Michelle Wright of PSD SWAP nominated for the Marcile N Wood Award!

The Marcile N. Wood Award is given to acknowledge the contributions of people in our community who have worked to improve the lives of women, sponsored by the City of Fort Collins Women's Commission.



Established in 1992, this annual award honors the memory of Marcile Norby Wood, who, during her forty years of volunteer service in Fort Collins, established or helped establish:

- The Women's Resource Center
- United Day Care Center



Volunteers Clearing House Marcile N. Wood also served as the president of the League of Women Voter and contributed to many other community organizations.

Parent Education Series Sponsored by SEAC

Join PSD Integrated Services specialists and others to
learn more about how students with special needs are supported in PSD
All sessions include time for Q&A



Parent Education Series events are held at Riffenburgh Elementary from 6-7:30 pm.

Events are open to everyone. Dinner and childcare available with RSVP.

School Level Transitions February 6

Learn how to prepare for Kinder, Middle or High School transitions with grade level teachers, administrators and specialists from across the district.

Understanding Basic Reading Disability and Dyslexia March 6

Presented by Integrated Services Literacy Coaches

Questions & RSVP:

Heidi Graber, Parent Liaison

970.490.3225 | hgraber@psdschools.org



Upcoming Free Workshops from The Arc of Larimer County

Guardianship & Less Restrictive Options

January 16, 2019 at 6:00 pm - 8:00 pm

ABLE Accounts Workshop

February 6, 2019 at 6:00 pm - 8:00 pm

Larimer County Workforce Center



CareerRise Workshops: Essential Skills for the Workplace

You're ready for success and need a little help to navigate the workplace! Gain insights on the employer's outlook that not only can help you keep the job but also potentially get you promoted. This two hour workshop goes over workplace expectations, generational differences in the workplace, and dealing with conflict in the workshop.

Upcoming Dates (click to register)

[Jan 9 - Wednesday @ 3:30 PM](#)

Bear Lake Computer Lab

Interviewing Skills

You have a great job search plan, a dynamite resume, and now an interview! This two hour workshop gives you not only practice for common interview questions but also tips and techniques on how to best present yourself to the employer and the business to get that job offer. Learn how to tell stories and follow up after an interview.

Upcoming Dates (click to register)

[Dec 12 - Wednesday @ 3:30 PM](#)

Lily Lake Meeting Room

[Jan 17 - Thursday @ 3:30 PM](#)

Lily Lake Meeting Room

Resume Building

You can create a resume that will attract employers even if you have never worked before! Learn how to market your past experiences, skills, and qualities in a targeted job search while discovering how essential a resume is in your job search plan. This two hour workshop is conducted in the computer lab so you can leave with a finished resume.

Upcoming Dates (click to register)

[Dec 19 - Wednesday @ 3:30 PM](#)

Bear Lake Skills Lab

[Jan 23 - Wednesday @ 3:30 PM](#)

Bear Lake Skills Lab