Pre-Service Education and Internships at NDCPD

By Brent A. Askvig, Ph.D., NDCPD Executive Director

Every university center on disabilities must have a pre-service education program, and NDCPD is no different. Our pre-service program is led by Jolynn Webster, who has developed a two-phase program. The first phase consists of a fall semester 3 credit undergraduate course called Disability and Society. The course description states that students will study “perspectives on viewing disability as a part of a diverse society. Learning experiences are designed to eliminate myths and preconceptions and prepare students to successfully encounter diversity as expressed by people with disabilities who may be colleagues, employees, neighbors, or members of the community.” The course meets the General Education requirements for MSU students as well as the campus-wide diversity requirements. Students participate in lectures, directed readings, and discussions with guest speakers. The course is taught in tandem by Jolynn Webster and Paula Burckhard, who is a parent of children with disabilities. It is well-received by students who learn about disabilities directly from people who experience disabilities and from family members.

The second phase of the pre-service program is NDCPD’s spring semester internship experience. A select number of students who take the fall MSU course, apply for an internship and scholarship from NDCPD. This scholarship allows three to four students to gain hands-on experience in the disabilities services arena. These scholars are paired with NDPCD project staff and engage in the activities of the project. It is a mutually beneficial arrangement for both the students and the project staff.

Recently, I had the chance to sit down with our most recent interns and NDCPD staff.
Continued...

Cortnee Adacsi, Jessica Schloesser, Kayla Scholes, and Cassandra Stauffer described their experiences and were greatly appreciative of the opportunities they had.

Cortnee talked about seeing the benefits of collaboration between parents, teachers and speech language pathologists (her chosen field). Kayla talked about how her internship experiences will help her as an elementary education teacher. Jessica spoke about how her internship experiences have made her realize the need to be more proactive and be a greater advocate for people with disabilities. And Cassandra talked about how the ability to actually apply classroom learning into real situations will make her a better teacher. It seems that we have met the goal we set out to achieve with our internship program, that being to shape the experiences and future of MSU students.

The NDCPD staff who worked with these interns were also present. They spoke of the abilities of the students, about their energy and enthusiasm, and about the project’s ability to meet and even exceed goals because of the intern’s work. Work progressed further and faster than anticipated in some cases. Clearly NDCPD benefited from the program as well.

Internships in the disability field have been around a long time, and we are into our fifth year of having spring interns in NDCPD. This feedback from our students, and the feedback from the staff who worked with our students is reassuring. Not all learning at a university occurs in the classroom. Hands on experiences probably beats hands on a book! The arrangements are mutually beneficial. And we now have future partners who will make differences in the lives of people with disabilities. What a great result!

Jury Duty Scam Leads to Identity Theft

By Brenda Munson, ND SMP Coordinator of Volunteers

Here's another twist scammers are using to commit identity theft: the jury duty scam.

The scammer calls claiming to work for the local court. The callers states that you failed to report for jury duty. The caller tells you that a warrant has been issued for your arrest. The victim will often rightly claim they never received the jury duty notification. The scammer then asks the victim for confidential information for "verification" purposes, such as the victim's Social Security number, birth date, and sometimes even credit card numbers and other private information -- exactly what the scammer needs to commit identity theft.

This jury duty scam has been reported in Cass and Grand Forks counties in North Dakota, along with several other states including Minnesota, Michigan, Ohio, Texas, Arizona, Illinois, Pennsylvania, Minnesota, Oregon and Washington.
Continued...

Scammers may use **Caller ID spoofing** to make it appear as though the call is coming from your local county courthouse. In reality, court workers will never call you to ask for social security numbers and other private information. In fact, most courts follow up by U.S. postal mail and rarely, if ever, call prospective jurors.

**Action:** Never give out your Social Security number, credit card numbers or other personal confidential information when you receive a telephone call.

This jury duty scam is the latest in a series of identity theft scams where scammers use the phone to try to get people to reveal their Social Security number, credit card numbers or other personal confidential information.

It doesn't matter *why* they are calling -- all the reasons are the same, to get your personal information, they are just different variants of the same scam.

**Protecting yourself is simple:**

Never give out personal information when you receive a phone call.

---

**Fundamentals of Medical Home for Children and Youth with Special Health Care Needs**

*By Rhonda Weathers, Project Director*

Fundamentals of Medical Home for Children and Youth with Special Health Care Needs is a self-study, online course offered at Minot State University.

**Benefits for service providers, social workers, nurses, educators, parents:**

- Learn how to implement the medical home model in your setting
- Acquire knowledge about Care Coordination, Health Benefits Counseling, Healthy Transitions, and State and Local Resources for Children and Youth with Special Health Care Needs & Developmental Disabilities and their Families
- Network with others from around the state who are implementing medical home
- Work at your own pace during the 12-week cohort

The third 12-week cohort is available September 2014-November 2014. (extension available up to December 2014)

Registration is $20. A stipend is available for participants in supplemental activities.

To register or for additional information, contact Ms. Rhonda Weathers at 1-800-233-1737 ext. 3821 or rhonda.l.weathers@minotstateu.edu.
Caroline’s Carts have arrived at ALL the Marketplace Foods stores in Minot, ND

By Dianne Bossert, Project Director MIDP

Caroline’s Cart was created by parents who realized their daughter would eventually outgrow a typical shopping cart. Their mission was to make Caroline’s Cart available to retailers everywhere to help enable individuals with special needs participation in mainstream society through the common activity of grocery shopping with their family.

Caroline’s Cart has ample basket space for groceries and is equipped with brakes to secure it while an individual is being placed in/out of the cart. The handles swing up to provide easy access into the seat which also has a three point harness to help secure a person up to 250 pounds.

Dianne Bossert, project director for The Minot Infant Development Program at NDCPD approached Craig Heupel, manager at the south broadway Marketplace Foods, about purchasing a cart for his store. Heupel was extremely supportive, recognized this need in the community, and was instrumental in securing a cart for each of the five Marketplace Foods store in Minot! In addition, Heupel stated that Marketplace Foods personnel will meet the family at their vehicle with Caroline’s Cart so that families won’t have to transfer an individual from their vehicle, into a wheelchair, and then into the cart. Just call the Marketplace Food store you’re pulling up to, and the store will meet you at your vehicle! Business cards with the telephone number of all five Marketplace Foods locations will be printed and available at Marketplace Food stores.

Carol Rovig and her granddaughter Mystika (Tika), were the first to try out the cart at Marketplace. For them, it meant a more pleasurable shopping experience. Carol will no longer have to lift the wheelchair out of her vehicle and then transfer Tika into it. Once in the store, she no longer has to push Tika’s wheelchair a few feet, then pull the grocery store cart a few feet, and continue this process throughout the entire grocery store. Now, Tika can sit in Caroline’s cart, facing her grandma, and the two can enjoy their time shopping together!
NDCPD Works with a Captionist in Oklahoma to Provide Bilingual Services in New York City

By Esin Lewey, ETcaptions and Steve Peterson, Project Director

Esin Lewey began her captioning career with a company that used NDCPD’s Remote Realtime Online Captioning (RROC) system to provide services to hard-of-hearing students. RROC uses its specialty software and the Internet to translate audio in a classroom to text on a computer screen. Lewey became proficient with the RROC software and was a stickler for the provision of good service. She was passionate about these services being available to students; so much that, when the opportunity arose, she started her own captioning business—ETcaptions.

Lewey’s business is growing and evolving and, in collaboration with NDCPD, now includes bilingual captioning for hard-of-hearing students in the New York City public school system. Lewey continues to work closely with Steve Peterson, Online Service Coordinator for NDCPD, and Kevin Mitchell, lead author and programmer of RROC software.

The Oklahoma based company, ETcaptions, started out with one bilingual student. A bilingual captionist would connect to the student's classes and take notes for them in both Spanish and English. Soon, ETcaptions expanded its horizon and diversified their portfolio. They now serve nine students in New York and have captionists across the United States, as well as in Argentina and Italy. One of the students recently immigrated to the United States from Italy. In addition to being hard-of-hearing, she needed translation from English to Italian. Lewey promptly hired a qualified Italian translator, who lives in Italy, to both take notes and simultaneously translate into Italian for this student.

ETcaptions recognized the need for adaptation of an existing technology platform. Upward trends of English as a second language/English language learners (ESL/ELL) populations necessitate implementation of equivalent and relevant educational accommodations. Reputable RROC software, developed at Minot State University in North Dakota, was their solution. Demands for updated services called for minor adjustments; for instance, enabling the software to run on Windows platforms issued in countries different than the U.S. NDCPD’s RROC software is proving to be a significant educational connection between the classroom teacher and the hard-of-hearing ESL students.

ETcaptions’ remote note taking service has developed in scope from the more common captioning in English to captioning of dual language instruction in English and Spanish and simultaneous translation captioning from English into Italian. It is imperative that students with hearing difficulties get the accommodation and support in the language most effective to their educational needs.

Having outstanding technical support from NDCPD and a sound business portfolio, the company welcomes any inquiries for RROC service and can customize it to meet any student’s special needs and conditions. If you would like more information, you may reach ETcaptions via email esinlewey@etcaptions.com), office phone (405) 285-7227 or cell phone (405) 628-8608. For more information, please visit their website at www.etcaptions.com.
Project Success Story

By Steve Peterson, Project Director

Almost three years ago, the Perceptions project began its initial year of a three year project. Project staff is thankful to have had funding from the ND State DD Council during this period and pleased to report on its success. While the story below is one of many, it stands out as a prime example of the potential for success with the Perception Project’s approach; reaching people in environments that are most accepting and also creating a sustainable system.

This story begins in the relatively small rural North Dakota (ND) community of Grafton. During the initial year of the project, Dianna Denault of the ND Developmental Center read about the Perceptions project (in one of our many publications) and wanted to become involved. She became a stakeholder and then volunteered to beta test both the Youth Education and Workplace Education curriculums. While presenting the Youth Education curriculum to the Grafton Public Schools, Dianna and the Perceptions theme made an impact on both the school system and also on a young lady with a disability. Yes, the Perceptions project is a success! It made a huge impact on the life of 19 year-old Amber Bragg; and because of her, on the lives of many others.

The Perceptions project played a role in helping Amber work toward her personal goal of being accepted. Amber resides at the ND Developmental Center (NDDC), where she has assisted Dianna Denault with Perceptions Curriculum presentations and become a Stakeholder in the project. Not only did Amber assist with presentations and beta testing of the Perceptions Project campaigns, she used the project as a tool when she developed her own task force on a subject she is very passionate about, decreasing stereotypes. Amber’s task force was built around her own research on “acceptance”, where she toured area schools and spoke with teachers and school officials about their policies and about inclusion of children with disabilities. She, with the help of her support team, the NDDC and the Perceptions Project, developed age-appropriate programs to present in schools. For example, she was instrumental in the creation of a puppet show on inclusion, acceptance and stereotyping. This show was performed during the “Spring Thing for Kids” at the Century Elementary School. Amber also plans to bring a similar message to area businesses and civic organizations.

Amber was featured in an article published by the Walsh County Record (April 24, 2013), titled “Seeking a little Respect”. In this article she reflects on her life and how she wants to take the message of perception into schools and businesses. Amber Bragg is someone you should know and someone the Perceptions project is proud of.
Train-the-Trainer in Therapeutic Responses through Positive Behavior Supports

Abstract: This two-day workshop is designed as a Train-the-Trainer course to certify instructors for Therapeutic Responses through Positive Behavior Support. The first day of the presentation will be taught in the same format that instructors will teach staff in their agency. The second day will include supplemental information for instructors, time to practice teaching, and assessment of content and physical intervention techniques.

Who Should Attend? Participants may include staff who previously taught Therapeutic Intervention or who are new to this role. Participants should be skilled in implementing positive behavior supports, have experience working with individuals with challenging behavior, possess a good understanding of behavior support plans, and know their agency’s policies and procedures on restrictive measures, crisis response, and abuse and neglect.

Prerequisites: Participants in the class must have completed Positive Behavior Supports and Legal Issues module exams and practica in the North Dakota Community Staff Training curriculum prior to attending the class.

Registration: Contact Vickie (701) 858-3047 or vickie.brabandt@minotstateu.edu before September 3. Participation is limited to 40 at each site.

It's Not About You; Create a Great Team, Eliminate Weak Links, Get Buy-In on Support Plans

Instructors: Lee Lemke and Linda Durell

9:00 – 12:00 Noon

Abstract: Developing an effective Behavior Support Plan is only half the challenge. This class defines how to get the whole team on board to support and consistently implement the plan.

Minimizing Behavior Challenges in Public Places

1:30 – 3:30 pm

Abstract: While supporting inclusive activities for person’s with challenging behavior, DSPs & paraeducators may be challenged with behavior crises in very public places. This presentation provides creative ideas for promoting success for the person and for staff while preventing high profile incidents and minimizing the use of restrictive procedures.

Registration: Contact Vickie (701) 858-3047 or vickie.brabandt@minotstateu.edu before October 20.
NDCPD WELCOMES

New Employees

Ms. Apryl Davenport  Regional Volunteer Coordinator  04/07/14
Ms. Mandi McPhail  Resource Specialist  04/09/14
Ms. Lauren Aiken  Early Interventionist  05/12/14
Ms. Sarah Lee  Project Specialist  06/01/14
Dr. Evan Borisnkoff  Research Associate  07/01/14
Ms. Rebecca Daignault  Research Associate  07/01/14
Ms. Meghan Kjelshus  Physical Therapist  07/01/14

NDCPD’s “Ram Good Job” Award

NDCPD’s “Ram Good Job Award is given to staff members to recognize them for going above and beyond. This award is given by the preceding month’s award recipient and honors the staff member’s work to enhance the lives of people with disabilities and further NDCPD’s mission. Recipients for over the past few months include:

Hilory Liccini  May Recipient

Connie Irey  June Recipient
The Collaborator

The Collaborator is the quarterly newsletter for the North Dakota Center for Persons with Disabilities (NDCPD). NDCPD is a University of Excellence on Developmental Disabilities in Education, Research, and Services at Minot State University. It is part of a network of similar programs at universities throughout the United States.

Our mission:
The mission of NDCPD is to provide service, education, and research which empowers communities to welcome, value and support the well-being and quality of life for people of all ages and abilities.

Vision Statement:
- People with disabilities have the right to expect that services they receive will appropriately promote their independence, productivity, integration, and inclusion.
- People with disabilities have the same rights as all citizens.
- People with all abilities will be included in all aspects of life and receive services they need.

Goal Areas:
- Inclusive Communities
- Workforce Development
- Self Determination
- Healthy Citizens

Preparation of this newsletter was supported by a grant (#90DD0604-02) to the North Dakota Center for Persons with Disabilities by the Administration on Developmental Disabilities. The opinions expressed here are those of the author(s) and do not necessarily reflect the official policy or opinions of the Administration on Developmental Disabilities.