



Introduction

Welcome to HireGround (HG)!

Opportunities for Ohioans with Disabilities produces this newsletter expressly for our Vocational Rehabilitation (VR) professional audience. We hope that these stories, best practices and practical tips will be of value to you as we continue our relationship and work with participants. Our goal is to achieve quality employment, independence and disability determination outcomes through our integrated services, partnerships and innovation.

For questions, content suggestions, or comments on this newsletter, please contact:
elizabeth.sammons@ood.ohio.gov.

Thanks in advance for sharing this information. Do you ever recall something from an earlier HG that you would like to access again? OOD has posted past issues (starting Jan., 2014) online.

All are available both in PDF and in Text versions at: <http://ood.ohio.gov/About-Us/Media-Center/HireGround-Newsletter>

Disability Community Opportunities, Announcements

Understanding the Affordable Care Act: A Toolkit for VR Counselors

The Rehabilitation Services Administration at the Department of Education have released "Understanding the Affordable Care Act: A Toolkit for Vocational Rehabilitation (VR) Counselors."

The toolkit is a resource on how recent changes in the health care system can provide additional opportunities to

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eliminate barriers to employment for both people and businesses. It includes sections on (1) essential health benefits for persons with disabilities, (2) which VR consumers may be a good fit for marketplace coverage, and (3) expanded Medicaid for VR consumers. The booklet also provides typical scenarios working with VR consumers and how the ACA may impact their situations. Link to this free resource here:

<http://click.icptrack.com/icp/relay.php?r=93195286&msgid=824170&act=10QJ&c=654309&destination=http%3A%2F%2Fwww.iriforum.org%2Fbooks.aspx%2337g>
[w>](#)

Achieving a Better Life Experience (ABLE) Act information and updates

Under the Achieving a Better Life Experience (ABLE) Act, those with disabilities can save up to \$100,000 in special accounts without losing Social Security, Medicaid or other government benefits. A new [site](#) from the ABLE National Resource Center offers information to those involved personally or professionally, providing information about laws, regulations and product offerings in each state. Ohio is among the first states starting ABLE accounts. For additional details see <https://www.disabilityscoop.com/2016/03/03/new-able-account-clearinghouse/21993/>

This website offers national and Ohio-specific information and updates related to ABLE accounts.

<http://www.stableaccount.com/>

Finally, see this frequently-updated site for ongoing ABLE updates, how money may be spent, easy-language videos and other relevant items.

<http://www.ndss.org/Advocacy/Legislative-Agenda/Creating-an-Economic-Future-for-Individuals-with-Down-Syndrome/Achieving-a-Better-of-Life-Experience-ABLE-Act/>

JAWS® and MAGic® Student Editions now Available

Freedom Scientific and the American Printing House for the Blind have partnered to make a JAWS® and MAGic® Student Edition available to K-12 students in the U.S. using Federal Quota funds, (\$300 per student, per year.) These software subscriptions come exclusively via APH and will allow students to install full versions of JAWS and/or MAGic, including ongoing access to latest versions and updates on three computers, allowing 24/7 access both at school and at home. The program includes free access to Freedom Scientific phone support, training materials, and webinars. Visit the [JAWS and MAGic Student Edition page](#) for more information.

Disability and Awareness in the Media

A documentary featuring issues of autism "Life, Animated" won the Directing Award in the U.S. documentary category in January when it premiered at the Sundance Film Festival. The film details the life of a young man on the Autism Spectrum, Owen Suskind, and his connection to the world through Disney animation. The film sequences original animation from Disney classics based on Owen's drawings to tell his story.

<https://www.disabilityscoop.com/2016/02/08/following-autism-theaters/21879/>

The University of Washington Traumatic Brain Injury (TBI) Model System has published new InfoComics on Understanding TBI. The three-part series

introduces readers to TBI, following Mike and his family as he goes through rehabilitation, returns home, and adjusts to new routines and situations. The InfoComics present research findings in an engaging format, using text and images to share vital and up-to-date information about physical, cognitive, and emotional issues.

<http://click.icptrack.com/icp/relay.php?r=93195286&msgid=821594&act=10QJ&c=654309&destination=http%3A%2F%2Fcomics.tbi.washington.edu%2F>

Now debuting -- the SCI Empowerment Project Wheelchair Skills series. These videos feature manual wheelchair users and therapists demonstrating a variety of essential skills such as managing potholes, wheeling across grass, and performing wheelies and wheelie pop-ups.

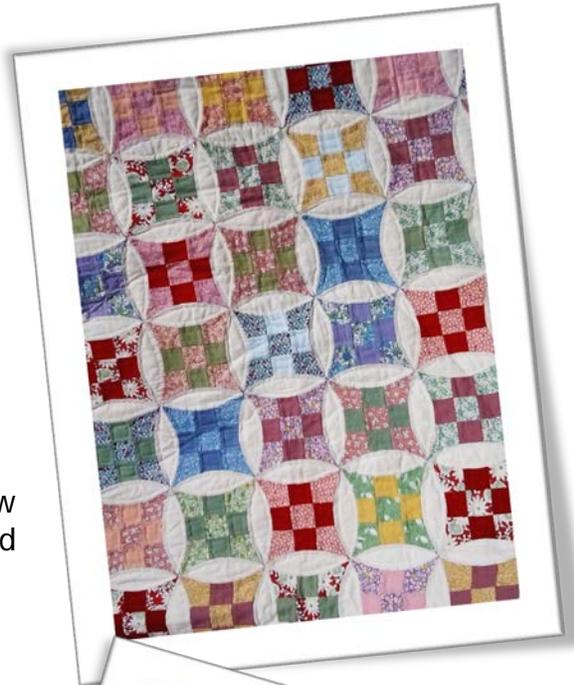
<http://click.icptrack.com/icp/relay.php?r=93195286&msgid=822302&act=10QJ&c=654309&destination=http%3A%2F%2Fsci.washington.edu%2Fempowerment%2Fvideos.asp>

Several community agencies have collaborated to create a You Tube video about effective communications between emergency responders and people who are Deaf or Hard of Hearing
http://feedproxy.google.com/~r/wpa_health_information/~3/JnTjU6ficQc/?utm_source=feedburner&utm_medium=email>

Artist Spotlight: Janice Schmader

Janice Schmader received a BFA in Art History from the Ohio State University. She was honored to exhibit her quilts at the Fresh A.I.R. Gallery. (Downtown Columbus.) Here's what she says about getting started.

I began making quilts as a way to occupy my time and enrich my life. I work mainly with traditional quilts. I knew that I needed something challenging, and quilts proved to be intellectually stimulating. They require a tenacity which doesn't come easily, plus they require that I leave my house periodically (a truly frightening prospect for



Four examples of Janice Schmader's quilts.

me) to buy supplies and learn research techniques. Because of my illness, I can become overwhelmed easily, filled with doubt, and can lose all motivation.



Despite periodic inability to work on a project, I've been able to stick with it. It has been a real boost to my self-esteem to discover that I have an intuitive ability for quilt making. Sometimes I lose hope and feel that I'm fighting a losing battle. But I hope that making quilts has kept me from getting worse than I might have become without them.

Social Security Spotlight: Department of Education Acts to Protect Social Security Benefits for Borrowers with Disabilities

(Edited from US Department of Education – Press Release/Statement April 13, 2016.) Borrowers may visit <https://disabilitydischarge.com> for more information.

The U.S. Department of Education has announced a new process to proactively identify and assist federal student loan borrowers with disabilities eligible for Total and Permanent Disability (TPD) loan discharge. This effort was called for by President Obama in his Student Aid Bill of Rights, which allows for loan forgiveness for borrowers who are totally and permanently disabled. It was noted that too many eligible borrowers were falling through the cracks, unaware that they are eligible for relief.

Through the Treasury Offset Program (TOP), borrowers' defaulted debts owed to federal and state governments, including student loan debt, are paid down by offsetting other federal benefits, including Social Security Disability payments. However, the Department of Education has been working closely with the Social Security Administration (SSA) to identify federal student loan borrowers who also receive disability payments and have the specific designation of "Medical Improvement Not Expected" (MINE.) This designation qualifies them for loan forgiveness under the TPD discharge program. Approximately 387,000 borrowers were identified in matches from December 2015 to March 2016. In

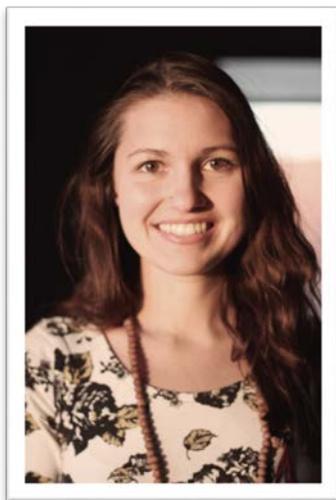
total, roughly 179,000 people are currently in default.

From April through August, borrowers identified in the match will receive a customized letter explaining their eligibility for loan forgiveness and the simple steps needed to receive a discharge. Unlike other borrowers, those identified through the data match will not be required to submit documentation of their eligibility. Instead, they are eligible for a streamlined process, where they simply sign and return the completed application. Going forward, this match will be conducted quarterly to ensure that newly eligible borrowers are aware of their options, and follow-up letters will go out to non-responders.

Consumer Spotlight: **Distinctions, Drive and Downfalls of Being a Non-Traditional Student**

By Beatrice Bachleda

Editor's note: Beatrice is a junior at The Ohio State University with a major in Creative Writing and a Minor in Environmental Science.



Beatrice Bachleda

I am a Deaf non-traditional student. Even though I'm a young 27-year-old, sometimes I feel miles away from the 18-year-olds in my courses. When we write our creative non-fiction essays,

prompted to delve into our past for

material to explore, my stories and those of my classmates rarely cover the same topics. Can I relate? Sometimes, but I am not a teenage high school graduate anymore. I come with a different set of needs.

Today's non-traditional students make up 38% of people seeking higher education. They are those over the age of 25. They have jobs, full-time or part-time, and may continue to work. They may have children or dependents who rely on them. However, universities rarely make a distinction between younger and non-traditional students beyond the age gap.

Older students deal with baggage and juggle responsibilities unknown to most of their classmates. They have experienced life struggles which may have prompted the difficult decision to go back to school. Whatever degree or certification they're seeking, the choice they made did not come lightly. Fear and uncertainty arise, because they will wonder how they fit in. In a hoard of young millennials, will they as "elders" stick out? Can they relate? Regret may stem from time taken away from their families, especially children, or priorities diverted from the pre-college life they once knew. However, upon completing the degree that regret often washes away in the face of accomplishment.

Let's add disability to this equation, thus including students who require special access or additional help. Those non-traditional students face even more uncertainty. They already feel set apart from the "average college student," but adding a disability in the mix seems like a recipe for isolation.

Non-traditional students have a strong idea of what they want to do with their education. We tend to be driven, having

to fight to re-enter an environment usually reserved for younger people. We face upheaval in our lives to accommodate new habits of going to campus, homework, and hours of studying.

Most of you, as VR professionals, are used to dealing with young adults who may change majors once, twice, or even three times in their college careers because 18 is so young to make such a major decision. You set firm deadlines for them. You delegate responsibilities to them to keep you updated on grades, vouchers and other information. Of course, most of you end up chasing your clients around as they struggle to handle this new responsibility, alongside the new ins and outs of an unfamiliar and demanding collegiate life.

We non-traditional students tend to be more responsible. However, we do have greater duties outside of class, realities of life just like those you deal with when you leave your office. In this sense, we appreciate it when you treat us like your colleagues and peers. We can sense when you forget you're talking to a mother, or to someone the same age as you sitting across the desk, and it can be disheartening. After spending every day being treated the same as people a decade or younger than us, we need to know we are equals in your eyes, sharing a degree of understanding and support when we sit down for our meetings.

I am lucky to have a counselor who is both supportive and direct. She creates a space that is safe for me to air my concerns. She removes all communication barriers by using my preferred language, American Sign Language. She has proven to me that she listens to my words, giving me 100% confidence that she has my best interests in mind. Most of all, I never

doubt her honesty. It breaks my heart to know that a counselor may not see eye-to-eye with any consumer, because when a non-traditional student approaches you with a decision that is difficult and life changing, that student needs all the support you can give.

Non-traditional students are non-traditional for a reason and therefore require their own set of expectations, interaction, and trust. While there are many deadlines for both counselor and client to meet and many things that they both must check off their list, the first thing that should take place between them is an honest conversation about expectations and needs. Please find out our communication needs, our availability, and our concerns. Once you take time to get to know who we are, including our past and current experiences, those moments of finding common ground will go a long way towards a constructive partnership.

Best-Practice Spotlight: **Did You Know you can be Star in an Action Movie?**

HireGround Interviews VRC Graciela Keiser-Morris

Graciela Keiser-Morris is a bilingual certified rehabilitation counselor with the Toledo BVR office. Here are a few thoughts she has on relating to consumers and challenging situations.

HireGround: What advice would you have for new counselors?

Graciela: Having worked as a counselor for almost 18 years, I believe that vocational rehabilitation is a team effort.

Everyone has something to contribute—family members, therapists, doctors, friends, mental health professionals, and



Graciela Keiser-Morris

employers. I am part of that support network, which also includes my co-workers and the community rehabilitation providers. If participants wrote books about their lives, I would be just a name in the acknowledgement page. My role is to empower them—that is, to change their focus from “I can’t” (“... do heavy lifting, ... deal with people, ... read big words) to “I can.”

HG: What best-practice advice can you share with fellow readers?

GKM: Keep participants engaged. Avoid gaps in services and long waits whenever possible. Promote ownership of the VR process. Look at this process as an action movie. If there is little action in the movie, the viewers lose interest. In a similar way, participants will lose motivation if they do not see progress and results, then they lose whatever little motivation they had. They have to be involved in a hands-on approach.

HG: What are some ground rules for dealing with difficult consumers?

GKM: I do not believe there are difficult consumers. Occasionally, there are disagreements, conflicts, and problematic situations. My first ground rule is to establish from the beginning a good working relationship. This relationship has several key components: Respect, caring attitude, professionalism, transparency, responsibility, accountability, and honesty. My second rule is effective communication. This involves listening to what is said and probing for what is not said. It also involves explaining the reasons why we have specific procedures, policies, and best practices. Most importantly, it involves explaining how what we suggest and recommend is going to help them. My third rule is compromise.

HG: Still, there are some cases that are tougher than others.

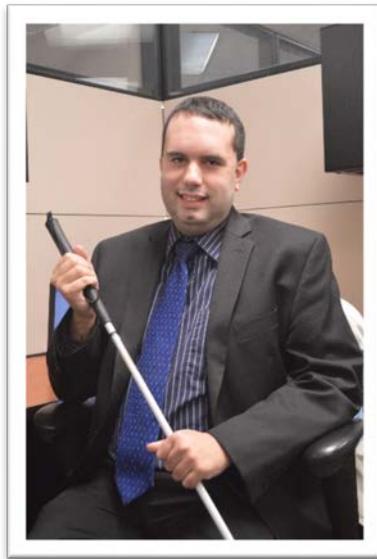
GKM: There was a lady who was very highly educated, and she was very depressed, because she couldn’t find a job. She was not taking care of her personal hygiene. Meeting with her job developer, her hair was dirty, she smelled bad. Her case was transferred to me and I had to change that. So, how do you do that without offending her? My approach was talking about when I was growing up in Argentina. We were very poor and I only had one outfit. That was the outfit that I wore to go out and wore to church. My mother always made sure that that outfit looked nice and clean and pressed. And I said, I always learned that even if you are down and you are very poor, you have to protect your dignity and your appearance and the way you present to others. I told her ‘I understand that you are depressed, and I understand that you’re going to find a job and you have an education, and it is discouraging, but you do not have to give up your sense of

dignity and self-respect. Well, that did it. It was very simple -- just talking about my own experience and what I had learned. I think people relate to that more than going to a counselor who handles things only with authority.

Career profile – and forgetting a password, too

By Nate Fernandes, OOD Public Information Officer

In our last issue, we looked at the budgeting tool and how it can assist in giving a target salary. But what if the consumer hasn't sat down to nail down career interests tied to that needed dollar figure? Well, OhioMeansJobs has just the easy-to-use tool to help solve this piece of the career exploration puzzle.



Nate Fernandes

As always, once we're at <http://www.ohiomeansjobs.com>, we head to the backpack section on our profile. Oops -- what happens when we forget our password like this OMJ user when writing this article? Let's take a minute and answer this question first.

On the log-in screen is a link titled, "Forgot Password?" Select it, and enter the e-mail address on file for the user

account. About 60 seconds later, an e-mail arrives containing a special link to change the password. Remember, the new password must contain at least one uppercase letter, one number, and one special character. "!@#\$%^&*" Act quickly, as this link expires after 24 hours. After creating a new password, one is redirected to the log in page. Ok, whew! Now that we've conquered the log in, let's select Career Profile. Here, we encounter a series of questions. The directions are: "Select the answer that best describes how you feel about each activity or job." Click NEXT to proceed. If NEXT does not appear then you have missed a question. Note: answers are not stored or saved until NEXT is clicked on the bottom of each page or SAVE on the scores page. Remember, this is not a test! There are no wrong answers, and your answers shouldn't depend on your education or the salary you want. Just be honest and think about what you really like to do." Five options range from "strongly dislike" to "strongly like." Samples of activities could include: "build kitchen cabinets, develop a new medicine, write books or plays, arrange music, help people with personal or emotional problems, buy and sell stocks and bonds" and many more. After completing the 60-question profile, we select "get score." A number is given next to each category below:

- People with Social interests: like working with others to help them learn and grow. They like working with people more than working with objects, machines, or information. They like teaching, giving advice, and helping and being of service to people;
- People with Artistic interests: like work that deals with the artistic

side of things, such as acting, music, art, and design. They like creativity in their work and work that can be done without following a set of rules;

- People with Enterprising interests: like work that has to do with starting up and carrying out business projects. These people like taking action rather than thinking about things. They like persuading and leading people, making decisions, and taking risks for profits;
- People with Conventional interests: like work that follows set procedures and routines. They prefer working with information and paying attention to details rather than working with ideas. They like working with clear rules and following a strong leader;
- People with Realistic interests: like work that includes practical, hands-on problems and answers. Often people with Realistic interests do not like careers that involve paperwork or working closely with others. They like working with plants and animals; real-world materials like wood, tools, and machinery; and outside work;
- People with Investigative interests: like work that has to do with ideas and thinking rather than physical activity or leading people. They like searching for facts and figuring out problems.

After the scores are shown, they are saved in the backpack. A user is invited to click on a link identifying high-scoring

occupations for subsequent job searches. In case the budget calculator was not used prior to this exercise, a link is also provided here.

Even including the oops/password situation, it took this writer less than 15 minutes to go through this OMJ exercise. So, next time you have consumers waiting on a car insurance quote, have them sit down and give this tool a try. It just may be the resource that ensures future success!

The ADA in Context: Including effects of the ADA in Ohio

Compiled by Elizabeth L. Sammons, OOD Program Administrator

Effects of the ADA

In contrast to the Rehabilitations Act a generation earlier, the ADA's ink of 1990 had hardly dried before visible ramifications began to take shape. The number of college students disclosing disabilities swelled from about 6% to 11%, since now some form of accommodations was guaranteed. New construction projects had to include wheelchair access, and there were cases where entire projects had to be redesigned for lack of planning. Service animals drew greater acceptance than



Elizabeth Sammons

ever before, while curb cuts became the rule rather than the exception.

Thanks to accessible construction, the presence of people with mobility impairments has become increasingly visible, from sports arenas, to restaurants, to the YMCA. Closed-captioning markings on standard television sets, increases in accessible web design and Braille on signage are making history by bringing not just awareness, but public acceptance of the unique ways that people with communications challenges can best approach their world. Public transit systems are more useable now, especially to wheelchair users. The percentage of Americans with disabilities voting rose from just 31% in 1996 to an estimated 52% in 2004, following the Help America Vote Act of 2002, which provided states with federal funds for updating their voting process.

Court rulings and reactions along the way

Reflective of these winds of change, 1999 brought the Olmstead court case, interpreting the ADA Title II prohibition against discrimination to include a ban on undue segregation in institutions. "Unjustified isolation ... is properly regarded as discrimination." The case highlights federal regulations requiring government to provide services and supports in the most integrated setting appropriate to the person's needs. Ohio has become a national leader in implementing Olmstead decisions, with thousands of people leaving nursing homes and other institutions to live in the community over the last decade.

Nonetheless, the 90's and early 21st century have witnessed several court cases in which unanticipated rulings were

made adverse to the disability community. In a nutshell, courts tended to focus more closely on whether a person was legally covered under the ADA than whether actual discrimination had occurred, and the great majority of cases came down in favor of employers. As one example, in a Texas case, a federal judge said a worker with epilepsy was not disabled, and thus not covered under ADA provisions, since he was taking medications that reduced his seizures.

Resulting, in 2008, major ADA amendments with bipartisan support were signed into law, shifting definitions to broader coverage and therefore, to wider protection under the ADA. Today the concept of disability has been expanded regardless of whether there is a way to mitigate the disability. A non-exhaustive list of impairments and major life activities is now available to clarify regulations that were previously vague.

Looking to the ADA future

No legislation is perfect, even as no society is perfect, and challenges will continue as regards the ADA. But thanks to the ADA, America now has a strong backdrop against which to make solid decisions on these and many other issues that may not even yet exist.

Specifically, today's budget cuts and the variety of settings where people with disabilities prefer to live keep public transportation out of reach to many who would like to use it. Additionally, adaptive technology is always a step... or two... or three... behind current technology, making information access an ongoing conundrum. But even enhanced with current technology, the unemployment rate for people with disabilities has changed little over the past generation, leaving ample room for shifts in attitude

in this critical sphere. In fact, many disability advocates list economic self-sufficiency as the goal having the least success. Perhaps this is partly based on the Social Security definition of disability as an inability to perform substantial work, and perhaps it is time to challenge this concept?

Coming back to Ohio and the ADA

Perhaps we have held the most exciting news of Ohioans' contributions to the ADA and to our society's focus on people with disabilities to last. The Ohio State School for the Blind band, the Marching Panthers, captured America's hearts in a performance at the Rose Bowl Parade on New Year's Day, 2010. No one said they couldn't do it, they just figured out how they could.



Scholarships Corner: Tips and Upcoming due dates

We're listing these (mostly) disability-related financial opportunities by due date on a quarterly basis. We urge you to shower these opportunities on families and students potentially eligible.

See this new factsheet, Postsecondary Institutions and Students with Disabilities. It explains the legal obligations that postsecondary institutions have toward students with disabilities under the ADA,

and the Fair Housing Act. Topics covered include architectural requirements, service and support animals, equal access and full participation, and determining reasonable and proper accommodations. <http://click.icptrack.com/icp/relay.php?r=93195286&msgid=817434&act=10QJ&c=654309&destination=https%3A%2F%2Fadata.org%2Ffactsheet%2Fpostsecondary>

Download The New Free Ebook: The Scholarship Coach, Volume 5. It includes advice on getting prepared, using summer downtime productively, and finding scholarships that match your passions.

http://info.scholarshipamerica.org/free-scholarship-coach-ebook-volume-5-0?hsCtaTracking=220b260e-5f44-4c6c-b7bc-3cfff3f73f6f%7Ccd931103-7809-49b7-8284-278b51033430&utm_campaign=The%20Scholarship%20Coach&hsenc=p2ANqtz-prDa5B_xZZUF4zcsbZehlzkYXbbZnbNfDzTYmqv-pCjoaWLuRdrPdhnlIhbKVN-T5Q078ugC-nR1_012QoYy26yBp8RGsOExj7nYqhNX4JwhnOA&utm_content=12844685&utm_source=hs_email&utm_medium=email&utm_mi=12844685

This new website allows students to find and review internships rated by other students. For students who aren't even sure where to begin their search, InternWire also offers an online quiz that aims to match them up with open internship opportunities. See how it works here: www.internwire.com.

And for an interesting history of how a student made this website come about, see:

https://www.ohiohighered.org/connect-ed/new_website_allows_students_find_review_internships

Learn more on a surprising variety of grants and scholarships for children whose parents have disabilities
http://www.ehow.com/list_6299396_grants-scholarships-students-disabled-parents.html

Awarded year-round: Autism Scholarship Program, worth up to \$27,000 toward tuition and services at participating providers. Children ages 3-21 with IEP are eligible to apply. Note on the same page, Jon Peterson Special Needs Scholarships Program (deadlines April and November.).
<http://education.ohio.gov/Topics/Other-Resources/Scholarships/Autism-Scholarship-Program>

Deadline June 30 and December 31: Association of Blind Citizens; Assistive Technology Fund for up to 50% of A.T. purchase cost.
http://www.blindcitizens.org/assistive_tech.htm

Deadline June 30 and end of each quarter: Scholarship Trust for Deaf/Hearing- Impaired recipients; for devices, treatments, or specialized education, speech classes, note takers, interpreters, and more.
<http://www.tpahq.org/scholarshiptrust.html>

Deadline July 31: Avonte Oquendo Memorial Scholarship. Applicants or close family member has autism, including Asperger syndrome, and applicant is currently enrolled or accepted into an accredited university or college, undergraduate or post-graduate level.
<http://www.perecman.com/avonte-oquendo/autism-scholarship/>

Due Aug. 1, 6 American Council of the Blind Ohio scholarships, \$1,000-\$2,500.

Find descriptions and requirements, links to applications and reference forms here:
<http://www.acbohio.org/convention/scholarships/index.html>



At your fingertips:

Some additional resources highlighting Travel and Access

People with disabilities can enjoy federal recreation sites free by requesting the free Access Pass. You'll just need a physician's statement, or a document issued by a State or Federal agency like the VA or SSA. The pass gives the recipient and three adults free admission to federal recreation sites nationwide for life. For details or to find a recreation site, visit
http://www.nps.gov/fees_passes.htm

Learn all you want to know about the ADA, air travel and disabilities at this accessible website:
<http://www.ecfr.gov/cgi-bin/text-idx?SID=f4b2791f0bd182b2d33a9e0abba92445&node=14:4.0.1.4.64&rgn=div5#14:4.0.1.4.64.4.24.4>

See these tips on how to take a service animal through airport security, from About.com's Senior Travel guide.
<http://glclk.about.com/?zi=17/JLOC>>

Specifically designed for people with autism spectrum disorders, their families, and aviation professionals, Wings for Autism provides a rehearsal for families and airport, airlines and TSA staff.

<http://www.thearc.org/wingsforautism?srctid=1&erid=4904698&trid=b066970b-07eb-4867-b4d1-e2dc72c5e7b1>

Making summer get-away plans? Check this thorough overview on accessible state park facilities around Ohio, including camping, hotels, trails, and much more.

<http://parks.ohiodnr.gov/accessiblefacilities>

Review this travel resource list broken down by disability, including some trained agent resources.

<http://stlucianow.com/info/traveling-resources-for-the-disabled>

This site is dedicated to aiding travelers with disabilities and the mature traveler. Provides practical information needed to go cross-town or around the world. http://accessible.com/graphical_index.html

Know anyone of disability traveling to or from the USA? Definitely check this impressive array of disability-based tip sheets from Mobility International USA, including invisible disabilities

<http://www.miusa.org/ncde/tipsheets>



Calendar of Disability Community Events

June 21-23,
Cincinnati:

Association of Persons Supporting Employment first (APSE) National Conference: <http://apse.org/conferences-training/national-conference/>

July 3 all day, Hyatt-Regency (downtown Columbus) Wrightslaw Special Education Law and Advocacy Conference for Parents and Professionals. •Special education law, rights and responsibilities •Tests & measurements to measure progress and regression •Smart IEPs and •Introduction to tactics and strategies for effective advocacy <https://williams-syndrome.org/wlaw#main-content>

July 11-16: 2016 AHEAD (Assoc. of Higher Education and Disability) Conference and pepnet2 Training Institute, JW Marriott, Indianapolis, Indiana. <https://www.ahead.org/conferences/future#main-content>

July 25-27: Connections to Education Conference, Hilton Easton; the largest gathering of Career-Technical Educators throughout the state of Ohio. Join peers for networking, updates and learning best practices in the world of career-technical education.

<http://www.ohioacte.org/event-2133594>

Aug. 1-2: The first-ever U.S. Caption Studies conference, Western Oregon University. Featured are speakers presenting on numerous caption-related

topics—from closed-captioning, to research, to CART, to a caption user focus group. Keynote: Dr. Sean Zdenek, long-time closed-caption researcher, whose book, *Reading Sounds*, has received much support and acclaim. www.captionstudies.wou.edu

August 8- 10, Birmingham, AL: professional development training conference for the Association of Vision Rehabilitation therapist (AVRT); specifically designed for Vision Rehabilitation Therapists. CEUs and CRC available. Early-bird rates and registration available through July 1. Details at www.avrt.org.

First week of August: Two age-related Ohio Association of the Deaf Camps, age 7 through high school; Nuhop Center, Perrysville. Find more information on registration here: www.OYOCAMP.org

August 16-19: World Congress on Special Needs Education at Temple University, Philadelphia, PA. <http://www.wcsne.org/>

Oct. 6-9: Disability and Popular Culture of the Midwest Popular Culture Association Conference, Hilton Rosemont/Chicago. Student sponsorship available. <http://mpcaaca.org/#content>

Oct. 19-21: pre-conference workshops
Oct. 17-18: Closing the Gap Conference, Minneapolis, MN, will cover a broad spectrum of technology as applied to all disabilities and age groups in education, rehabilitation, vocation, and independent living. <http://www.closingthegap.com/conference/>



Thanks and so long

I want to thank each person who wrote or was interviewed for these articles, all of whom voluntarily gave of their time and wisdom. If you have suggestions, a success story or best practice from your work, please email me: Elizabeth L. Sammons, HireGround coordinator at: elizabeth.sammons@ood.ohio.gov.

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