

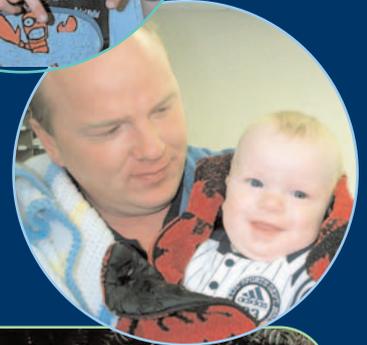
**50 Years
of
Achievement
for
People
with
Disabilities**

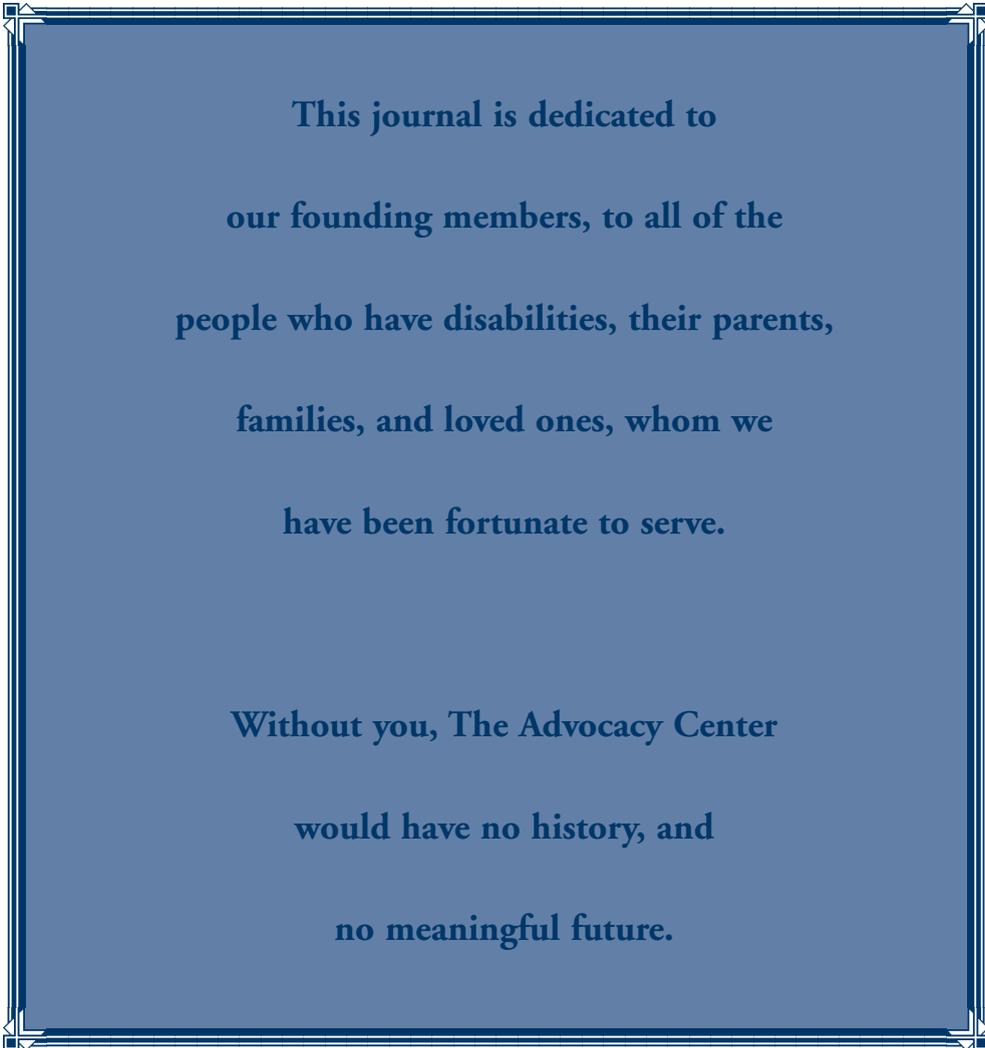


Inspiration ★ Celebration ★ Education



THE ADVOCACY CENTER is a nonprofit organization located in New York State that *educates*, **supports & advocates** with people who have disabilities, their families, and their circles of support.





This journal is dedicated to
our founding members, to all of the
people who have disabilities, their parents,
families, and loved ones, whom we
have been fortunate to serve.

Without you, The Advocacy Center
would have no history, and
no meaningful future.



Dear Friends & Supporters,

We are proud to present to you the Commemorative Journal of The Advocacy Center's 50th Anniversary Celebration!

As you read the journal, please join us in celebrating the progress made by individuals who have disabilities in creating a more meaningful life of their choosing with the support of their parents, their families, and the community.

We also celebrate the history of The Advocacy Center, an organization that in 1954 was born out of the love of parents who had children with mental retardation and their professional partners, in their effort to create choices beyond the obligatory state institution. These pioneers are responsible for creating the change and the momentum for the development of an ever-increasing range of support for families and people with disabilities so they may "live, learn, and earn" in the communities of their choice.

We are humbled by the faith that has been placed in us by those we serve and all that support us as we continue the work of our founders. While many obstacles on the path remain, we celebrate what is yet to be.

We welcome and look forward to continuing this work with all of our collaborators, so that together we may create the next 50 years of history and a world that works for everyone!

Sincerely,

Paul J. Shew
Executive Director

Stephen Voellinger
President of the Board

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History of the Disability Movement

“There are fifty-six million Americans with disabilities at any given time. Millions more, their families and friends, are personally impacted by disability rights. Seven out of ten Americans will, at some time in their lives, experience a serious disability. We have proven that almost all of them have the potential to live lives of quality during and after the onset of disability. Every American family will eventually include one or more members with severe disabilities.”

Justin Dart 2004

A study in the history of people with disabilities reveals the ongoing struggles of children, families and individuals. Documents indicate that as early as ancient Greece and Rome, children with disabilities were publicly persecuted, drowned by their parents, mutilated to increase their value as beggars, left in the woods to die, or used as court jesters to entertain nobility.

Reviewing this history allows us to see where progress has been made. It also reminds us of the work that still needs to be done so that the contributions of all members of our society are appreciated and valued.

19th Century

The 19th Century began with a view of people with disabilities as idiots, feeble minded and expendable. As time went on, progressive thoughts on the potential of children with disabilities began to surface across Europe and the United States. **By mid century, social activists and reformers like Dorothea Dix and Dr. Samuel Gridley Howe began to speak out against the ill treatment of people viewed as “intellectually deficient.” They took steps to better the lives of those less fortunate.**



In 1848, Dr. Edouard Seguin, a pioneering French physician well known and respected throughout Europe, came to the United States. Dr. Seguin's practices were based



“A beacon of light, the call to never cease the fight...”

Written by a deaf drummer, Shawn Dale Barnett



I come to present the strong claims of suffering humanity. I come to place before the Legislature of Massachusetts the condition of the outcast. I come as the advocate of helpless, forgotten, insane men and women; of beings sunk to a condition from which the unconcerned world would start with real horror. [Memorial to the Legislature of Massachusetts, 1843]

on a five point teaching philosophy for children with disabilities:

- Base a child's education on observations of the child.
- Deal with the whole child; the things taught must likewise be kept whole.
- Build learning on activity, include sensory learning.
- Children learn best with real things.
- Even children with the most severe disabilities have “some spark of understanding upon which learning could be built.”

Schools opened in New England based on the progressive teachings of Dr. Seguin. The first schools were based on the belief that family and community were essential in

the lives of all children, particularly children labeled “feeble minded.” The schools set out to prepare children with disabilities to function in society.



Ironically, the schools that were initially set up to return children to their families and communities evolved into large institutional settings that separated the community from “imbeciles,” those thought “less than desirable.”

In 1878, “The Asylum for Adult Imbecile Women” at Newark was established. **It was an experimental branch of the asylum in Syracuse, opened for the care, protection and safe keeping of “idiotic and feeble-minded women of child-bearing age.”**

20th Century

Around the turn of the century, the Eugenics movement attempted to control the population of “defectives” in America. **It was believed that by controlling the gene pool, “defectives” could be eliminated from society.** In 1905, Dr. Alfred Binet and Dr. Theodore Simon developed an intelligence scale of 30 items to distinguish between school aged children who were of subnormal and normal intelligence. By 1913, the United States Public Health Service began to administer the Binet IQ test to immigrants arriving at Ellis Island. Researchers documented that more than 79% of immigrants were feeble minded.





In 1918, “The Asylum for Adult Imbecile Women” was renamed the “The Newark State School for Mental Defectives.” Institutional care continued to expand across the country. The United States’ entry into World War II led to the draft of many of the employees in the public institutions, resulting in a shortage of workers. As the number of staff decreased and admissions to the institutions increased, conditions deteriorated. **In 1948, Albert Deutsch wrote and published *Shame of the States*, a**

photographic exposé of the deplorable conditions at New York's Letchworth Village, considered one of America's better institutions. Deutsch's exposé had little lasting impact on the lives of people living in institutions. While institutionalization was increasing in the United States, 100,000 children and adults were gassed in Nazi Germany, killing people with disabilities who were considered “unworthy of life.”



In the late 1940's and early 1950's, parents of children with disabilities believed there had to be a better way. **Across the country, parents who had the time and financial means began to come together, frequently advertising in local newspapers for others with similar interests and needs.**

This saw the origin of such organizations as The Association for Retarded Children, United Cerebral Palsy and The Epilepsy Foundation. The families united and began to demand of their local, state, and federal government support for better care and treatment for their children. Those who could keep their children home; those who were advised their children should be “sent away” often trusted the



knowledgeable physician. By 1950, every state had at least one institution, and the population of those living in such facilities rose to over 50,000 individuals.



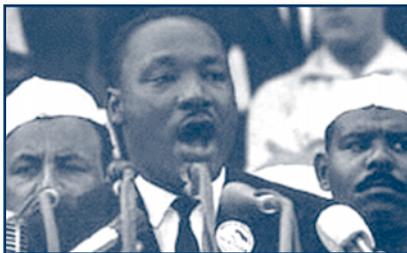
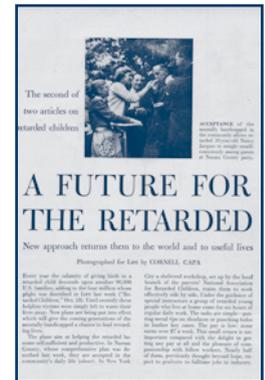
The 1954 ruling in *Brown v. Board of Education* had a profound impact in the United States. Considered the genesis of the civil rights movement and social reform, the decision ruled that intentional segregation was unconstitutional. **“We concluded that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal,”** wrote Chief Justice Earl Warren in May, 1954.

On a local level, prior to the growth of community-based services designed specifically for people with developmental disabilities, organizations like the former Genesee Settlement House served people with disabilities in the City of Rochester. Their role was to support everyone in the neighborhood regardless of their ability. Mary Cariola, founder of the Mary Cariola Children's Center and the Sunshine League, collaborated with the Genesee Settlement House in the 1950's and early 1960's to provide preschool services, summer camps, and a day care training center.



Mary Hannick, Director of the Genesee Settlement House from 1947 to 1971, explains her philosophy of serving children with disabilities: "Children are just children." If an extra person was needed to help support a child in a program, then they just did that. **Hannick believed that with a little awareness and attention to any particular challenges the person with a disability faced, they "should be able to participate in regular activities," like everyone else.**

As small urban community organizations provided supports to people regardless of disability, institutions continued to prosper across the country. The conditions in institutions were deplorable. At the same time, medical advances offered great promise for families. **In the early 1960's, Dr. Robert Guthrie developed a screening test to detect PKU (phenylketonuria). This screening allowed doctors to identify the condition and prevent irreversible damage that would have otherwise resulted in mental retardation.**



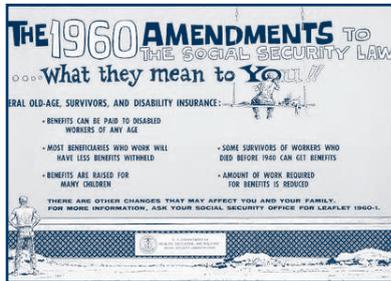
"Injustice anywhere is a threat to justice everywhere."

Dr. Martin Luther King, Jr.

The 1960's also marked the beginning of the Civil Rights Movement, led by Dr. Martin Luther King and regarded by many as the fore bearer to the Disabilities Rights Movement. **The Civil Rights Act of 1964 prohibited discrimination based on "race, color, religion, or national origin."**

Services for people with disabilities expanded when the Social Security Act of 1965 established the Medicaid Program. This program was an effort to improve access to quality medical care for all low income people, including adults and children who were disabled. As the 1960's progressed,

many strides were made for people with disabilities on the heels of larger civil rights issues. **While the 60's and 70's were decades filled with landmark legislation that eventually resulted in positive changes in the lives of Americans, disability would not be linked to the mainstream of civil rights law until Section 504 of the Rehabilitation Act of 1973.**



On both a national and local level, community based programs and institutions for people with developmental disabilities were growing rapidly in the suburbs. Support for many, particularly African American and Latino families in urban areas like Rochester, looked different. Out of necessity and sometimes choice, many relied on a system of informal and family supports through traditional community service organizations, churches and the extended family. Many families did not want their loved one to have to live in a suburban residential setting far away from the family and neighborhood.

In 1972, with the encouragement of Bernard Carabello, a resident at Willowbrook State School, news reporter Geraldo Rivera exposed the deplorable conditions that faced children and adults with disabilities in institutions. That same year, The Association for Retarded Children filed suit on behalf of 5,000 people living at Willowbrook. **In 1975, the “Willowbrook Consent Decree” was signed and New York State committed to improving the lives of the people living there.**



With increasing opportunities for people across the United States, people with disabilities came together as their parents had two decades prior, to begin to explore and advocate for what they needed and



wanted in their lives. Self advocacy organizations were springing up around the country. **In 1974, People First held its first conference for 600 self advocates from across the country.** That same year, President Nixon issued Executive Order 11776 reaffirming the national goal of returning about one third of the 200,000 people living in institutions to community residential placements.



Locally, Monroe Developmental Center opened its doors on November 18, 1974. Initially, the building was temporary living quarters for people who originated from the Rochester area, but were forced to live in other places.



While individuals with disabilities were organizing, parents still felt the need to advocate for the rights of their children. **In 1975, The Education for All Handicapped Children Act provided “a free appropriate public education” for all eligible children with disabilities.**

As the expense of supporting people in federally funded institutions continued to rise, the Reagan administration offered states the opportunity to participate in the Home and Community Based Medicaid Waiver in 1982. This program allowed states to utilize federal Medicaid money to support individuals in the community.

By 1983, over 11,000 people were living in developmental centers throughout the state of New York. That year plans were announced to close Willowbrook by September 17, 1987.



By the mid 1980's, the New York Self Advocacy Association formed to assist individuals and their families as well as to educate legislators and public officials on the issues that affect the lives of citizens with disabilities.



In the late 1980's, Congress passed the Civil Rights Restoration Act, and the Fair Housing Amendments Act, bringing people with disabilities under the protection of the Fair Housing Act of 1968 and adding specific obligations addressing disability discrimination.



In 1988, through the voice of strong advocates like Justin Dart, the first version of The Americans with Disabilities Act (ADA) was introduced in Congress. It wasn't until 1990 that it was passed, forbidding discrimination against persons with physical or mental disabilities, with a primary emphasis on enabling individuals to enter the job market and remain employed. **ADA also outlawed most physical barriers in public accommodations, transportation, telecommunications and government.**



That same year, The Education for All Handicapped Children Act was reauthorized as the Individuals with Disabilities Education Act (IDEA).

In the early 1990's, New York State entered into its first Home and Community Based Medicaid Waiver agreement with the federal government. This step opened the doors to more innovative and creative ways to provide individual services to people with disabilities in their community.

On a national level, self advocates began exploring the philosophy of self determination, which emphasizes individual control and decision making authority for people with disabilities. As the decade progressed, opportunities to practice self determination increased across the country. A grant from the Robert Wood Johnson Foundation enabled a handful of states to offer individuals the option of controlling the funds that pay for their supports and services.



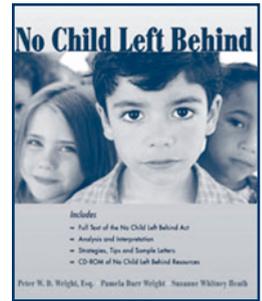
At the end the century, the 1999 Supreme Court ruling *L.C. & E.W. v. Olmstead* interpreted the Americans with Disabilities Act to mean that states must provide services in the most integrated setting.

21st Century

Since the beginning of this century, families, individuals and advocates across the country have embraced the concepts of self determination and full inclusion in the community for children and individuals with disabilities.

With self determination as the agenda, self advocates met in Seattle, Washington in July of 2000 to plan their work towards a life of full inclusion and self determination. It was at that meeting that the 2000 Declaration on Self Determination was written. In late 2003, individuals with disabilities in New York State were given the opportunity to control the funds that support their services.

This review of the history of the Disability Movement is only a snapshot of all that occurred to bring us to today. In this review, we have highlighted some of the more significant periods in time and advances that resulted in families and individuals with disabilities creating and supporting organizations such as The Advocacy Center. **It is important to learn from this history as we move forward, and, in the words of Justin Dart, “create a golden age of science and democracy dedicated to maximizing the quality of life of every person.”**



Founders Reunite and Reminisce

Decades later, the pain is still there. The memories of doctors and other professionals who told them that the only hope for their children was institutionalization, make eyes well up with tears and voices quiver. “It was an amputation, like cutting off your arm,” says Hildegard Herz, as she recalls the day she reluctantly decided the best place for her daughter, Eva, was Newark State School.

Hildegard Herz was one of the parent advocates who reunited at The Advocacy Center this past May for a Founders' Luncheon. She and other parents spoke candidly about days when they had no hope and no help. There were few resources in the 1950's and 1960's, when their children were small. Having a son or daughter with a developmental disability meant isolation for the child and the family members. “I just wanted a play group for my child. I didn't care if it was in my basement. But you couldn't find other kids with disabilities,” said Lillian Courtheoux, whose son, Tom, was born in 1951. She recognized the importance of community support and inclusion, and she encouraged children in the neighborhood to come and play with her son. She provided activities and treats for the children, and she did not concern herself with flowers that would get damaged by stray balls or careless young footsteps. She saw the bigger picture of giving her child a sense of belonging.

Maythorne Winterkorn, another one of the founders honored at the luncheon, smiled as she looked back at the day her daughter, Wendy, was born. “I had a different experience,” she said. “They told me to bring her home and give her love. And that's what I did.” However, there were few supports when Wendy was a child. Through grassroots efforts, Maythorne, Hildegarde, and Lillian found each other. They began holding meetings at kitchen tables. They formed groups and developed strategies to improve the quality of life for their children. They lobbied for more, because they knew their sons and daughters deserved more.



Decades later, they speak humbly of their relentless journey, their pioneering vision, and the victories they achieved. They speak proudly of their children, now grown adults. They are still active as board members and volunteers in agencies that provide support for other parents who have children with disabilities. Their hope is that other parents will continue the journey they began some fifty years ago.

PUTTING PEOPLE FIRST

The History of The Advocacy Center

From the Monroe County Coordinating Group for Mental Retardation in 1954 to The Advocacy Center in 2004, groups of dedicated individuals have continued to support our mission to serve people with disabilities by helping them help themselves.



In the 1950's, parents of children with disabilities were discouraged by the lack of services and options for their children. Parents and professionals banded together to form a "coordinating group" to streamline, create, and make recommendations about services in the community.

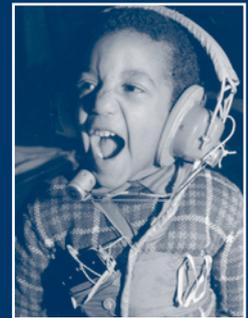
The purpose was to improve and coordinate services for their children, and to create a voice in the community and in Albany. The Monroe County Coordinating Group for Mental Retardation (Coordinating Group) originated in 1954 when informed parents and professionals came together with this common goal.

Initially, the Coordinating Group's efforts were supported by a combination of the Subcommittee to Study Emotional Problems of the Exceptional Person of the Mental Health Committee of the Health Association of Rochester and Monroe County, and the Committee on Services to Mentally Retarded Children of the Council for Social Agencies. The group expanded during the next few years to include parents and professionals from over 30 agencies serving individuals with disabilities.

According to founding members, Monroe County Coordinating Group played a key role in developing the sophistication of our community in its approach to providing services. The group helped the Rochester community to move ahead and remain

ahead of other communities in the state. The Coordinating Group had several other roles, including coordination of community agency efforts, joint planning, facilitating lines of communication, and participating in the ever present "battle" with Albany regarding funding and priorities. An Educational Advisory Group, a "Group Work" Advisory Group, and a Community Needs Advisory Group worked on needs assessment and legislative issues. With large amounts of government money flowing in the 1960's, much of the Coordinating Group's work focused on alternatives to institutionalization. Previously, sending one's child to Newark or Craig State School was for many the only choice.

A state grant under the Mental Hygiene Law of 1963 provided the financial impetus to many of the Coordinating Group's initiatives. The Coordinating Group used its ability to apply group pressure on the system to influence the flow of dollars into the community. This included the development of improved diagnostic services and a plan for the creation of counseling, vocational training and, community residential settings.



In the early 1970's, the Coordinating Group reached a crucial crossroads. While the development of community-based services continued to blossom in the 1970's, the members felt that coordination of efforts was not as vital as it once was, given the creation of governmental entities that took on that role. A community-wide planning effort and needs assessment indicated that the most important

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services needed for those individuals considered “mentally retarded” were advocacy and coordination.



As one early parent member of the Coordinating Group put it, “What we needed was an organization that would listen to the parents and get what children needed.” This priority lives on in The Advocacy Center today.

With its new focus in mind, the Coordinating Group became formally incorporated as a non-profit membership corporation in 1973. In 1975, the Coordinating Group undertook the development of a Comprehensive Community Plan. The Board presented a proposal to the Monroe County Board of Mental Health, which resulted in a grant to provide citizen advocacy, community education, and information and referral services in the Monroe County area. The Monroe Developmental Center, long a supporter of the Coordinating Group, furnished a room and a telephone.

In 1977, the membership dissolved and a Board of Directors was created. In 1978, the Coordinating Group received a grant from Monroe County to provide information and referral services and hired its first professional staff.

In July of 1979, the first Advocacy Coordinator was hired. The 1980's were a decade of transition for the Coordinating Group to a greater focus on playing a supportive role for families' and individuals' advocacy efforts. This support was made available to individuals with a broader range of disabilities. These changes were reflected in a name change to Advocacy for the Developmentally Disabled.

Advocacy for the Developmentally Disabled targeted specific issues such as individual rights under the

Education for All Handicapped Children Act of 1975 (now known as the Individuals with Disabilities Education Act), rights upon “aging-out” of school, and rights related to Social Security benefits.

The organization's geographic reach expanded through funding obtained from the NYS Commission on Quality of Care to serve as the Western New York Protection and Advocacy Outreach Office, covering 17 counties. By the end of the decade, at the request of its funders, this program became separately incorporated as WNYADD and continues to share resources, space and expertise with The Advocacy Center as an integral collaborative partner.

Other sources of funding to provide these new services came from the B. Thomas Golisano Foundation, the Daisy Marquis Jones Foundation, the Wilson Foundation, the N.Y.S. Division for Youth, and United Way. Additional funding came through the Family Support Services Program of the New York State Office of Mental Retardation and Developmental Disabilities, which later cited the organization for excellence in service.

In 1990, eight staff and two volunteers served over 5,500 individuals with a budget of \$256,000.

After weathering a State budget crisis in the early 1990's, the agency experienced a period of substantial growth. Continuing its long-standing tradition of collaboration, innovation, self-advocacy, and the promotion of inclusion for people with disabilities, the organization developed a number of new and innovative services and expanded its service



PUTTING PEOPLE FIRST

reach. New services included a parent-focused newsletter, *The Bridge*, and its Spanish counterpart, *Tu Boletín*; bilingual parent advocacy and legal services; one of the few independent and individualized service coordination programs in the state; the Independent Parent Advocacy Network featuring the formal training, support and networking of lay advocates to support families in their communities across the Finger Lakes; a public awareness speakers bureau and media campaign



to promote understanding of developmental disabilities and inclusion; a resource line operated by parents who would provide comprehensive information and referral services; the expansion of family advocacy services to Genesee County; Tourette Advocacy and Support in Monroe, Livingston and Ontario Counties; publication of a database on inclusive recreational opportunities for individuals with disabilities entitled the GRIP Guide; and the expansion of services across Upstate New York as a federally funded Parent Training and Information Center, to support parents of children with disabilities with education-related issues.



In 1996, Advocacy for the Developmentally Disabled changed its name to The Advocacy Center to better reflect the scope of its services. In addition to expanding its services and reach, The Advocacy Center continued its leadership in promoting

inclusion of people with disabilities in all aspects of community life by taking on a primary role in promoting the concept of self-determination, and the agency collaborated with Monroe BOCES in a project to assist students and families to transition to the adult world with non-traditional and integrated community supports.

Collaborations with new funding partners during the 1990's facilitated The Advocacy Center's growth and included the NYS Developmental Disabilities Planning Council, the Interest on Lawyer Account Fund, the Fred & Floy Willmott Foundation,

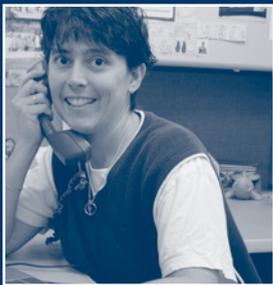


NYS Department of Health, the Western New York Developmental Disabilities Service Office, Ontario County Office of Mental Health, and the Livingston County Office of Mental Health. Other support came from a host of individual donors and supporters of our Valentine's Day Fundraiser now known as the Bruegger's Bagel & Blossom Brunch fundraiser.



Other collaborations involved organizations such as Parent to Parent of New York State, North Country Center for Independence in Plattsburgh, the Northern Regional Independent Living Center in Watertown, and local organizations such as the Regional Center for Independent Living and the Rochester City School District. In addition, the agency merged with Brain Injury Association of Greater Rochester to provide services for individuals with traumatic brain injuries.

PUTTING PEOPLE FIRST



To support this growth, The Advocacy Center needed to create program departments and the position of Finance Director and expand computer technology. The Advocacy Center also increased the diversity of its Board and Staff through the addition of more parents and individuals with disabilities, as well as

individuals from broader racial and ethnic backgrounds. To reach more of our constituents, The Advocacy Center added a toll free hotline, and developed a website: www.advocacycenter.com.

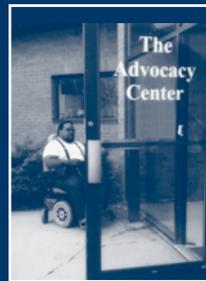
By the end of the 1990's, a staff of 24, with support of volunteers and affiliate WNYADD, was serving over 13,000 individuals with an annual budget of \$1,037,000.

The start of the new millennium marked continued growth and new collaborations for The Advocacy Center. Starting in 2000, the Parent Training and Information Center network of community partners expanded to include new relationships with the Westchester Center for Independent Living, Learning Disabilities Association of Western New York in Buffalo, Family Resource Center in Oneonta, Parent to Parent of New York State, Exceptional Family Resources, and the ARC of Onondaga in Syracuse.



The Advocacy Center began the Partners in Policymaking Program, a collaborative with the NYS Developmental Disabilities Planning Council, in 2000.

This intensive training series, held in Albany, is designed to teach advocacy and policy-making skills to parents and individuals with disabilities, and is offered to participants from across the entire state.



New collaborations with the Parent Action Center of the Rochester City School District, Community Place of Rochester, and the Family Resource Center resulted in increased access to training for parents and grandparents who have children with disabilities and live in the city. Advocacy services were expanded to serve children with

emotional and behavioral needs with a focus on the Rochester City School District and children of color.

In 2003, with the support of a grant from the Golisano Foundation, The Advocacy Center secured new space with improved accessibility at 590 South Avenue in Rochester. Soon after, a social club for adult self-advocates began holding gatherings at The Advocacy Center, and the number of educational workshops on-site doubled.

In the year 2003, The Advocacy Center and its affiliate WNYADD served just under 20,000 individuals with 34 staff and a budget of \$1.7 Million.



Through major name changes, and several different office locations, the evolution of the agency from its earliest stages has been interesting and inspiring. The Advocacy Center today remains committed to its mission and vision for individuals with disabilities and their family members.

1925-1950 Invisibility and Abandonment:
"All hope abandon, ye who enter here"

- Dante



During this period, at least one state-supported institution to exist in every state with the number of residents increasing dramatically from 25,000 to 50,000.

1954 Brown v. Board of Education; United States Supreme Court finds that "separate facilities are inherently unequal."



1960-1970 The parents' movement works on improving conditions in institutions and challenging the conventional wisdom that persons with disabilities can not be helped. After years of treating people with mental retardation and other disabilities with guilt and shame, people begin to speak about their family members with disabilities.

1960 A club for people with and without mental retardation is formed. It has no leaders, simple rules; members meet to plan and go on outings. It is radical at a time when persons with developmental disabilities are thought incapable of making their own decisions.

1962 President John F. Kennedy launches the President's Panel on Mental Retardation and develops a "plan to combat mental retardation."



1964 The per diem rate for a person living in an institution is \$5.57, about one-half the amount devoted to tending animals in a zoo.

1965 Children considered "educationally deprived" are helped by the Elementary and Secondary Education Act.

The 1950s and 60s view people with disabilities as "eternal children."

1954



1954 Monroe County Coordinating Group for Mental Retardation is born.



1954 Parents of children with disabilities are discouraged by the lack of services and options for their children. They band together with caring professionals to form a "coordinating group" to streamline, create, and make recommendations about services in the community.

1957



1960 Senator Robert Kennedy addresses a joint session of the New York State legislature on the "dehumanizing conditions" of the Rome and Willowbrook institutions. Kennedy says that resident of these institutions are being denied equal access to education and deprived of their civil liberties.

It takes another decade for conditions to change and de-institutionalization to begin.

1963



1964 The Civil Rights movement, the fore bearer to the Disabilities Rights Movement, led by Dr. Martin Luther King, Jr. and the War on Poverty led by President Lyndon B. Johnson are underway.



A state grant under the Mental Hygiene Law of **1963** provides the financial impetus to many of the Coordinating Group's programs. The Coordinating Group uses its ability to apply group pressure on the system to influence the flow of dollars into the community. This includes the development of improved diagnostic services and a plan for the creation of counseling, vocational training and community residential settings.

1967



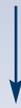
With large amounts of government money flowing in the **1960s**, much of the Coordinating Group's work focuses on alternatives to institutionalization. Previously, sending one's child to Newark or Craig State School was for many the only choice.



1970 The Developmental Disabilities Services and Facilities Construction Amendments are introduced.



1973 The Rehabilitation Act (the foundation of the current ADA) is signed into law, prohibiting any entity receiving federal funds from discriminating on the basis of disability.



1975 The Developmental Disabilities Assistance and Bill of Rights Act of 1963 is reauthorized and creates the Protection and Advocacy Systems in each state to ensure the “safety and well-being” of individuals with developmental disabilities.



1975-1979 People with developmental disabilities are moving out of public institutions. But barriers to social integration still exist. The attitude of many people is that people with developmental disabilities are not capable of living in their community.

1975 The Education for All Handicapped Children Act provides “a free appropriate public education” for all eligible children with disabilities.

1975 The United Nations General Assembly adopts the “United Nations Declaration on the Rights of Disabled Persons.”

The 1970s are a time of better understanding and awareness of people with disabilities.

1970



1973

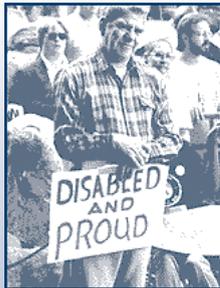


1976

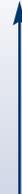


1979

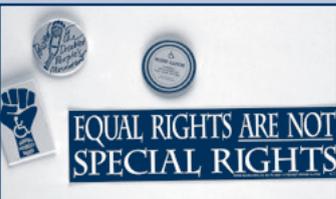
1970-1973 The Coordinating Group stages a community-wide planning effort. A needs assessment identifies advocacy and coordination of services as the greatest needs for people considered “mentally retarded.”



1975 The Coordinating Group develops a Comprehensive Community Plan and presents the proposal to the Monroe County Board of Mental Health, resulting in a furnished room, a telephone, a grant to provide citizen advocacy community education, and information and referral in the Monroe County area.



1979
The first Advocacy Coordinator is hired.



1974 People First, a self-advocacy organization, holds its first conference. Nearly 600 self-advocates come from all across the United States. Many people who have never before spoken publicly are taking the microphone and being heard. For the first time, many people discover that their voices count.



1974 President Richard Nixon issues Executive Order 11776 reaffirming the national goal of returning one-third of the 200,000 people with mental retardation in institutions to community-based residential placements.





1980 Through a grant from the NYS Commission on Quality of Care for the Mentally Disabled, The Advocacy Center hires 2 staff to create the Western New York Protection and Advocacy Outreach program and expands its services to 17 counties.

1980s Amendments to IDEA add entitlements for infants and toddlers.

1980s NYS Self Advocacy Association forms to assist individuals and their families as well as to educate public officials on the issues that affect the lives of citizens with disabilities.



1990 The Education for All Handicapped Children Act is retitled the Individuals with Disabilities Education Act (**IDEA**).



1991 The Home and Community Based services Medicaid Waiver is approved in New York State.

By the 1980s, the self-advocacy movement is underway.

1982

1985

1988

1991

1980s Community-based day and residential services experience rapid growth with de-institutionalization and "repatriation" to home communities.



1980s The Advocacy Center begins to place a priority on hiring parents of children with disabilities as professional staff.



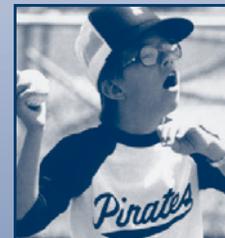
1986 The Advocacy Center receives its first Family Support Services grant to provide support to students "aging-out" from school to the adult world.



1985 NYS Office of Mental Retardation and Developmental Disabilities creates Family Support Services designed to support families and individuals with disabilities to avoid unnecessary or unwanted out-of-home placement.

1990 The Americans with Disabilities Act (**ADA**) is passed.

1990s People with disabilities can now live productive lives in the community with appropriate support.



1993 Amendments to the DD Act recognize that “disability is a natural part of the human experience that does not diminish the right of individuals with developmental disabilities to enjoy the opportunity to live independently, enjoy self-determination, make choices, contribute to society, and experience full integration and inclusion in the economic, political, social, cultural, and educational mainstream of American society.”



1993 The Advocacy Center creates one of the first independent service coordination programs in New York State.



1998 The agency begins to take a leadership role in the advancement of Self-Determination for individuals with disabilities.

1998 The Advocacy Center becomes a Parent Training & Information Center funded by the U.S. Department of Education and expands services to Watertown and Plattsburgh.



2000 U.S. Supreme Court ruling, L.C. & E.W. vs. Olmstead interprets the ADA to mean that states must provide services in the most integrated setting.



1995 Over 600 self-advocacy organizations exist in the United States, including the national organization Self-Advocates Becoming Empowered.



Individualized funding options begin to enable greater self-determination by people with disabilities through increased choice and control of the supports they need for a meaningful life in the community.

1994



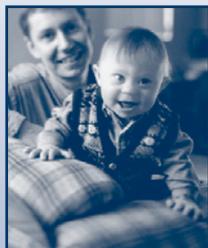
1997



2000



2004



2000 Services expand Statewide with the support of the Developmental Disabilities Planning Council as the agency takes on the Partners in Policymaking Program.

2004 The Advocacy Center is named Agency of the Year by the New York State Self-Advocacy Association-Western Region.



1997 The Reauthorization of IDEA includes a stronger focus on the importance of parents as equal partners in educational decision-making, access to the Least Restrictive Environment and the general curriculum for students with disabilities, an emphasis on proactive behavioral support, and it defines special education as an appropriate continuum of service to meet a child's needs, versus a place such as a segregated classroom.



2000 An increase in the PTIC Award enables expansion to 55 counties of upstate New York with the collaborative support of 7 partner organizations.



The Advocacy Center Today

Your Issues

Some of the primary concerns of families fifty years ago, such as obtaining an appropriate education, are still important to families today. In the 1950's, many children with disabilities were not allowed to go to public schools. Instead, some went to live in institutions, and some received education from their parents. Today, federal law requires that a public education be available to all children. However, families still struggle with getting services that are appropriate for their children.

Your Choices

Decades ago, there were no choices for people with disabilities, and families' advocacy efforts focused on trying to broaden the range of options for education and other support services. Today, the range of choices has increased, and our efforts often focus on building advocacy skills to take advantage of new opportunities.

In the past, professionals decided what was best for people with disabilities. Today, people with disabilities have much greater authority and opportunity to have control over their lives through the power of the self determination movement.

Your Rights

Laws such as the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA) offer equal protections for people with disabilities. The ADA prohibits discrimination based on a disability, and the IDEA mandates a free and appropriate education for children with disabilities. However, discrimination has not gone away, and children still do not automatically get the services they need. Advocacy is still needed, and families, as they did fifty years ago, are still supporting each other in their efforts.



The Advocacy Center presents workshops and programs like Partners in Policymaking to prepare individuals to speak out on the issues that are important to them.



People with disabilities are choosing work that is meaningful to them. The Advocacy Center supports people's choices.



With the support of programs like The Advocacy Center's lay advocacy series, parents are helping other parents navigate the special education system to get the services their children need.



The Future for People with Disabilities

A World That Works For Everyone

A vision for the future from the “Father of the A.D.A.,”
Justin Dart...

“A society based on the value that every human life is equally sacred and equally worthy of optimal, personalized empowerment to achieve his or her best possible quality of life. An America for all. A world for all.”



"Justin never thought of yesterday which he could not change, he thought only of tomorrow which he had designs to change."

Ralph G. Neas
People for the American Way



A Board Member of The Advocacy Center,
Deborah Anderson has a dream for the future...

“A society that could see beyond my disability. Listen to us! Get to know us! Understand our disabilities and what has made us who we are today. This is who we are..., we are not broken. We just yearn to be accepted!”

A future leader, Sarah R. Nettleton tells us...

“My hope for the future is uncomplicated. I wish people with disabilities would be welcomed and embraced as full citizens of our society. What will the future bring? Valued citizens who just happen to have disabilities who are seen as friends, coworkers, neighbors, and students or will these same citizens with disabilities be viewed as an expensive burden on society? The future will be what we create. What will your future role be?”





2003

Annual Report

Since 1954, The Advocacy Center has worked together with people with disabilities, their families and their circles of support, listening to their issues, supporting their choices, and protecting their rights to participate fully in society.





Dear Friends & Supporters:

We are pleased to present The Advocacy Center's Annual Report for 2003, during our 50th year of service to people with disabilities, their families, and the community.

2003 represents another year of continued growth for The Advocacy Center. It was a year in which we expanded our services, strengthened our organizational capacity, and increased our visibility to potential consumers as we carve out a path for the next 50 years.

In 1954, The Advocacy Center was born out of the love of parents who had children with mental retardation and their professional partners who knew the full value of people, beyond their perceived disability. Their spirit of collaboration and their determination to create opportunities and choices in the community for people with disabilities and their families lives on today.

The Advocacy Center is thriving, thanks to the many dedicated self-advocates, parents, staff, volunteers, donors, and multiple funding partners that have enabled us to carry forward the work of our founders. We welcome and look forward to continuing this work with all of our collaborators, so that together we can continue to put people first!

Sincerely,

Paul J. Shew
Executive Director

Stephen Voellinger
President of the Board



**THE
ADVOCACY CENTER**
PUTTING PEOPLE FIRST



Our Mission

The Advocacy Center is a nonprofit organization located in New York State that educates, supports and advocates with people who have disabilities, their families, and their circles of support.



Our Vision

People with disabilities, with their families and circles of support, live a life of freedom, responsibility, and belonging.



Cultural Competency Statement

The Advocacy Center recognizes, values, and respects the unique differences and contributions of all people in our organization, all of our customers and all who interact with the organization, regardless of their levels of education, experience, physical or cognitive abilities. As a culturally competent organization, we provide equal access and opportunity to employees and our customers. We do not define others by their race, language, gender, sexual orientation, birth origin, or religious affiliations. Functioning as a culturally competent organization means that we provide appropriate, high quality, customer-centered services to meet the needs of our customers and potential customers. This happens through continuous learning about ourselves, our customers and the broader community. It means using that knowledge and committing the resources to adapt our policies, practices, behavior and attitudes, so that we can function effectively in a multicultural environment.

Our Services

Information & Resources

Talk with an advocate, receive written information and quarterly newsletters, and visit our complete resource library.

Advocacy

Work with an advocate to identify your goals and develop a plan to achieve them. An advocate can help you review documents, prepare for meetings, and attend them with you.

Service Coordination

Work with a service coordinator to identify and access a wide range of supports and services.

Workshops

Develop your skills and gain knowledge on a wide range of topics such as special education, public benefits, advocacy, and planning for life after high school.

Volunteer Lay Advocacy Training

Learn about special education advocacy and develop advocacy skills to assist other families.

Family Reimbursement

Receive financial assistance for your family member who has a developmental disability.

Partners in Policymaking

Join a statewide network and learn how to influence public policy at all levels.

Parent Training & Information Center

Access information about the Individuals with Disabilities Education Act at any of our partner agencies across 55 counties in upstate New York.

Disability Awareness

Learn how to increase community awareness and support for inclusion of all people with disabilities.



88% increased their access to services

85% feel better able to advocate

87% learned skills and strategies

**Supporting
People
Makes A
Difference**

94% increased their knowledge

86% feel less isolated

89% increased their confidence level

2003 Highlights

The New York State Developmental Disabilities Planning Council renewed funding for The Advocacy Center's Partners in Policymaking program with a budget increase of over 30%.

The Advocacy Center's United Way status changed to a Donor Designation agency.

Deficits and financial troubles of Monroe County led to temporary elimination of funding for our Information and Referral and Public Education Programs. As with many other programs in Monroe County, The Advocacy Center's funding was eliminated entirely in the initial County budget proposal in the fall of 2002, then restored to 50%, and then fully restored in March of 2003. The initial cuts resulted in layoffs of management and program staff. After March, funding and services were fully restored. The agency re-evaluated its organizational structure and reduced the number of program departments from four to three in order to increase our efficiency and internal coordination services.



The Junior League of Rochester awarded The Advocacy Center a one-time grant of \$1,000 to support a reunion of Partners in Policymaking graduates to foster on-going networking and involvement.

Thanks to the initiative of a parent consumer, The Advocacy Center received a donation of \$1,000 from Charter One Bank as a part of its grand opening of a new branch in Perinton.

In January 2003, The Advocacy Center moved from 277 Alexander Street to 590 South Avenue. The new location offers greater visibility to the public and significantly improved accessibility for people with disabilities and those who use the bus. Our training space improved notably with an immediate result of increased workshop presentations on site. Additionally, the new space was configured in such a way to promote increased collaboration between individual staff and departments.

We increased our Human Resources and Administrative Support through an expanded relationship with Paychex Administrative Services. On a per-employee fee basis we receive Human Resources technical assistance, EAP, and management training on personnel issues.

The Board of Directors continued to increase its diversity in membership to better reflect the populations served by The Advocacy Center.

The newly created position of Intake Coordinator stream-lined our service to new callers and now better ensures callers are referred to the proper services in a timely manner. It has also resulted in improved demographic data collection regarding our consumers.

The Advocacy Center's Public Education Program produced two 30 second video spots which aired on WOKR Channel 13 during the 5 pm news and Good Morning America.

The Advocacy Center joined with a new community partner, Westchester Independent Living Center, to provide information and training to parents in the Hudson Valley region.

We continued our expansion of partnerships with parents and self-advocates through individual contracts and stipends to support a variety of programs and services and encourage greater direct involvement of our consumers in the delivery of services. For example, parents who live in outlying counties have been



instrumental in publicizing educational workshops and the lay advocacy program. In addition, many lay advocacy graduates have represented The Advocacy Center at Open Houses at the Rochester City School District.

Many Voices Many Visions, a local multicultural public affairs television program, featured The Advocacy Center on Sunday, September 7, 2003.



Thank you

*Treat people as though they are what they ought to be and
you help them become what they are capable of being.*

--- Goethe

Because of your support...

1,410 Educational
Newsletter
Readers

131 Service Coordination
Individuals

36 Family Cash
Reimbursement
Families

6,228 PTIC Community
Partners Advocacy
and Workshops
Participants

451 Individual Case
Advocacy
Individuals

66 TIES Recreation
Participants

4,408 Information
and
Technical Assistance
Callers

2,048 WNYADD
Individuals

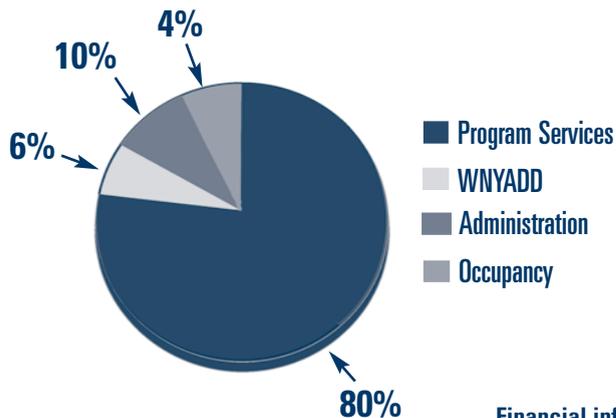
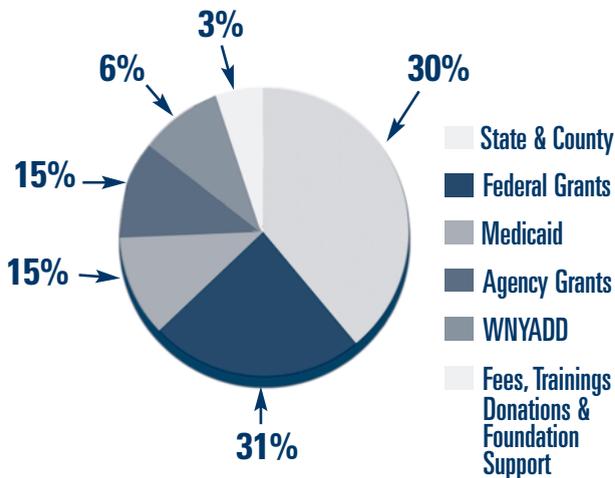
31 Partners in
Policymaking
Graduates

4,390 Workshops
Participants

19,199 *people were served in 2003*

The Advocacy Center

Revenue and Expenses 2003



Financial Highlights

The Advocacy Center, Inc. & WNYADD, Inc.
For the Twelve Months Ending December 31, 2003

2003 Revenues

State & County Program Contracts	\$ 544,930
Federal Program Income	\$ 553,391
Medicaid	\$ 263,544
Government & Agency Grants	\$ 262,754
WNYADD	\$ 114,992
Consultant Fees, Subscriptions, Training Income	\$ 58,097
United Way of Greater Rochester	
Donations and Foundation Support	<hr/>
Total 2003 Revenues	\$1,797,708

2003 Expenses

Program Services	\$1,439,215
WNYADD	\$ 115,161
Administration	\$ 173,590
Occupancy	\$ 76,812
Total 2003 Expenses	<hr/> \$1,804,778
Excess of Expense over Revenue	\$ (7,070)

2003 Partnerships

Funders

New York State Office of Mental Retardation & Developmental Disabilities

- Finger Lakes Developmental Disabilities Service Office
- Western New York Developmental Disabilities Service Office

New York State Developmental Disabilities Planning Council

New York State Medicaid

Monroe County Office of Mental Health

Livingston County Office of Mental Health

Ontario County Office of Mental Health

United States Department of Education - Office of Special Education Programs

Interest on Lawyer Account Fund of the State of New York

Strong Center for Developmental Disabilities - LEND Program Subagreement

Neighborhood Legal Services - Social Security Administration Subcontract

Disability Advocates - IOLA Fund of the State of New York Subcontract

Hundreds of Generous Individual, Family, and Corporate Donors

Collaborations

Self-Advocacy Association of New York State

Parent to Parent of New York State—Susie Nettleton

PTIC (Parent Training & Information Center) Community Partners

ARC of Onondaga - Syracuse

Family Resource Network - Oneonta

Learning Disabilities Association of Western NY - Kenmore

Northern Regional Center for Independent Living - Watertown

Parent to Parent of NYS - Tupper Lake

Parent to Parent of NYS - Schenectady

Westchester Independent Living Center - White Plains

Lay Advocacy Graduates

Melissa Baxter

Kristen Bryan

Michele Burch

Ana Casserly

PamCreighton

Joe DiBenedetto

Donna DuBois

Shelley Dunning

Theresa Eckert

Wendy Hill

Traci Hollebrandt

Kathy Holmes

Kari Hutchison

Susan Jansch

Tammy Johnson

Joseph R. Kelley

Cathleen Kiesinger

Jay LaBar

Kathleen Liebentritt

Sarah Merlau

Amanda Meyers

Jack Morrell

Laura Page

Anne Reeves

Russ Reeves

Veronica Richardson-Hall

Susan Rose

Rhonda Sanger

Maria Schaertel

Peg Schoenfelder

Johanna Shaff

Maria Sherwood

Beth Simpson

Jean Smith

Barbara Staples

Melanie Stuck

Garnet Turner

Debby Vaughn

Lynn Walsh

Tuesday Williams

Juanita Wright



TIES

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Caroline Ganz

Jeanne Panek

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Deborah Anderson

Ruth Bailey

Jason Belicove

Sheila Bibbins

Carroll Bosley

Colleen Brown

Briana Collier

Lisa Cook

Terri Dash

Alan Edgcomb

Dmitry Feld

Bob Gaffney

Rachel Gorczyca

Emma Graham

Evan Green

Linda James

Emily Johncox

Marvin Johncox

Megan Johncox

Deb Johnston

Neal Kerr

Sharon Knorr

Sonja Lamicela

Kyle Larson

Rene Madara

Sharon Marrella

David Merkle

Bruce Merkle

Rhonda Miga

Doug Miller

Sharon Miller

Julia Muhlnickel

Sharon Neary

Wendy Quait

Michael Reynolds

Jeff Roberts

Michael Root

Katie Root

Michelle Rothstein

Karen Schiess

Nathan Taylor

Wesley Thomas

Harm Velvis

Merry Wade

Robert Walls

Ray Yingling

Mancesha Young

united generous diligent passionate respectful vital



Deb Anderson



Jeanne Krautwurst



Linda James



Ana Casserly



Robert Morse

extraordinary good hearted priceless strong brave

logical trustworthy insightful creative committed kind

Our Board of Directors



Steve Voellinger



Maythorne Winterkorn



John Beisheim, Esq.



Dave Anisansel



Orlean Thompson, Ph.D.



Rhonda Miga



Ben Briggs



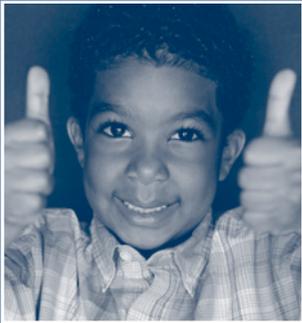
Dr. Mattie Alleyne

Not pictured-
Christopher Woloson and
Reverend J. Claud Stewart

EXECUTIVE COMMITTEE—Steve Voellinger, President, Robert Morse, Vice President, John Beisheim, Past President, Orlean Thompson, Secretary, Dave Anisansel, Treasurer, Ben Briggs, Member at Large

indispensible role models leaders volunteers achievers

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to *The Bridge*
newsletter.

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The Advocacy Center Staff



Kerri



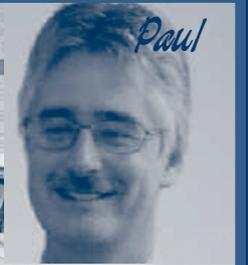
Allyn



Roger



Liz



Paul



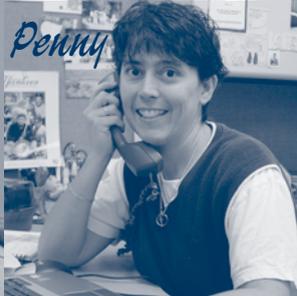
Jean



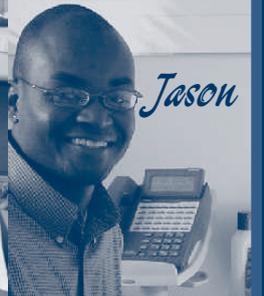
Carol



Yessie



Penny



Jason



Gretchen



Kathy



Joyce



Andrew



Dawn



Norann



Debbie



Angela



Janet



The Advocacy Center Staff



We believe in putting people first.

2003 staff not pictured—Chinatea Bland, Anne Bowen, Marvin Collier, Patty Corvaia, Evan Green, Kim Michel

The Advocacy Center Annual Awards

Barbara Bryson Award presented to Rhonda Miga

A parent of an individual with a disability who has exhibited pioneering efforts on behalf of individuals with disabilities and their families

Rhonda Miga is the parent of two children, one of whom has developmental disabilities. She actively promotes acceptance, understanding, and active participation of individuals with disabilities in the community.

As Library Consultant for the Monroe County Library System, Rhonda has pioneered efforts to increase involvement of youth with disabilities in their local libraries. Rhonda is a graduate of Partners in Policymaking and the lay advocacy program of The Advocacy Center.

As a lay advocate, she has assisted many



families with navigating the special education system in order to secure needed services for their children. She re-organized the Greater Rochester Chapter of Schools Are For Everyone (SAFE), which provides support and information to parents and teachers in order to promote inclusion of children with disabilities in school.

Rhonda recently joined the Board of Directors of The Advocacy Center and she is an active supporter of the agency's mission. In the words of colleague Deb Anderson, "Rhonda has a heart that's big as all outdoors. She's always dependable and there when she's needed the most."

The Community Service Award presented to Dr. Neal McNabb

An individual or group that has exhibited pioneering efforts on behalf of individuals with disabilities and their families

Dr. Neal McNabb has demonstrated his long-standing commitment to people with disabilities as a physician and community leader. As a pediatrician, he has provided medical care to children for almost fifty years, and his focus has always been on children with special needs. He was involved in the founding of the Monroe County Coordinating Group on Mental Retardation, which evolved into The Advocacy Center.

Dr. McNabb served as a Pediatric Development Consultant for various BOCES sites from 1959 until 1996. He was founder and Co-Director of Genesee Pediatric Developmental Unit and Pediatrician in



Chief from 1978 until 1995. From 1970 until 1978, he also served as Clinical Deputy Director and Acting Director of Monroe Developmental Center.

On a personal note from Kathy Kerr, whose son Neal is a patient, "Dr. McNabb has served our family as a developmental specialist for over twenty years. Because of his insight and interventions, the school district took our son's needs very seriously. We feel fortunate that our son has had and continues to benefit from Dr. McNabb's dedication and expertise."

Self-Advocacy Award presented to Joshua Phelan

A person with a developmental disability who exhibits the principles of self-determination

Josh Phelan is a young man who is determining his own future. Education is important to him, as evidenced by his commitment to earning a local diploma in lieu of an IEP diploma. Attending school in his own community is also important to Josh. After attending a BOCES program for several years, Josh requested that he attend school in his home district. He was successful in accomplishing this.

With his parents, Josh participated in The Advocacy Center's Pre-Self Determination series. He enthusiastically embraced the importance of making choices for himself.



For example, he registered to vote in the 2003 election. Through Josh's request, The Advocacy Center was able to arrange for an on-site voting booth so that new voters could practice before the election.

An excellent advocate, Josh makes choices for himself, communicates his plan, and works with others to achieve his goals. Communicating isn't always easy. Josh has autism and uses facilitated communication, which may be unfamiliar to some people. However, Josh remains persistent, and he is successful in communicating and realizing his goals.

The Education Award presented to Marsha Dumka

An individual teacher or administrator who continually strives to provide for the educational needs of needs of students with disabilities

Marsha Dumka is a tireless advocate for all young children, including those with disabilities. Marsha sees each child as a unique individual and works to provide an environment in which all children can grow and learn from one another. Marsha has been employed at Rochester Children's Nursery (RCN) for ten years, most recently as the Executive Director. She has played a central role in expanding services and promoting inclusion for children with disabilities.

In addition to efforts on behalf of children with disabilities as a teacher and an administrator, Marsha has been active in



lobbying for early childhood funding, including special education supports, at local and state levels. She has been an active member of the Early Childhood Intervention Council of Monroe County, serving in many leadership positions over the years.

Through her gentle guidance in the classroom, her commitment to inclusion at RCN and throughout the Rochester area, and her ability to effect systemic change, Marsha has championed improvement of education for all children.

Corporate Support Award presented to Iron Mountain

A local corporation that has demonstrated outstanding support for The Advocacy Center

Iron Mountain has demonstrated exceptional support for The Advocacy Center over the last two years. In 2003, the local branch of the worldwide document storage company placed a large order of brunches from The Advocacy Center's annual Valentine's Day Bagel and Blossom Fundraiser. In 2004, in addition to placing orders, they expanded their involvement in the fundraiser by donating space for storage and assembly of the brunches. Several employees from Iron Mountain also



volunteered to help out. One of the volunteers was Ben Briggs, Regional Vice President at Iron Mountain, who recently joined The Advocacy Center's Board of Directors. "Iron Mountain is committed to serving the community and I am happy to be a part of that," says Briggs.

Iron Mountain provides solutions for vital, active, and inactive records through a suite of services in 445 record centers worldwide.

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**You are a most passionate, talented,
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Website: www.ddpc@state.ny.us

The New York State Developmental Disabilities Planning Council (DDPC) is a federally funded state agency working under the direction of Governor George E. Pataki.

The DDPC is responsible for developing new ways to improve the delivery of supports and services to New Yorkers with developmental disabilities and their families. The DDPC focuses on increasing the opportunities for consumers to become more involved in the community, secure education, employment and housing.

The DDPC affects positive change through grant programs that fund such activities as:

- *Demonstration Projects*
- *Training for families and staff*
- *Outreach to underserved populations*
- *Support to communities*
- *Interagency collaboration and coordination*
- *Systems design and redesign*

To a large extent, DDPC projects are developed in direct response to the concerns and ideas voiced by consumers, families, services providers, policymakers and other professionals.

Recent DDPC accomplishments that directly relate to persons with developmental disabilities and their families...

- *4,705 individuals or families were served under DDPC funded programs*
- *143 programs / policies were created*
- *29,056 people involved in DDPC funded training*
- *59,367 members of the general public were reached*

If you would like more information on the DDPC or are interested in becoming a Council Member, please contact:

New York State Developmental Disabilities Planning Council

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*For more information visit us at
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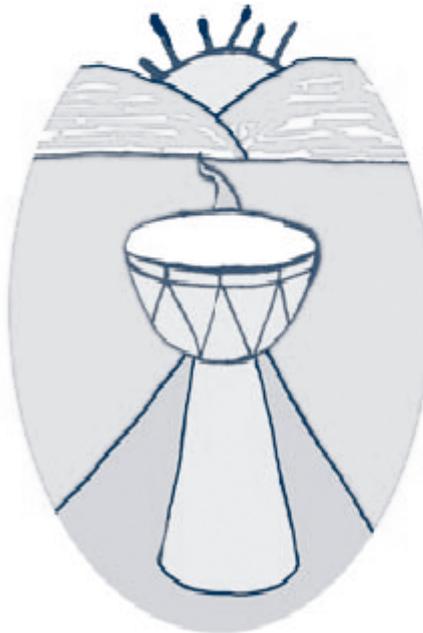
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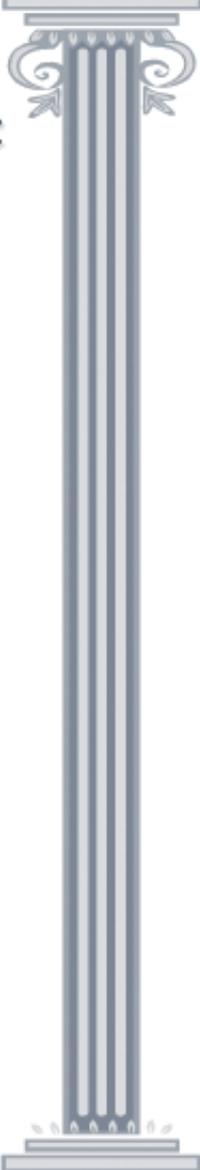
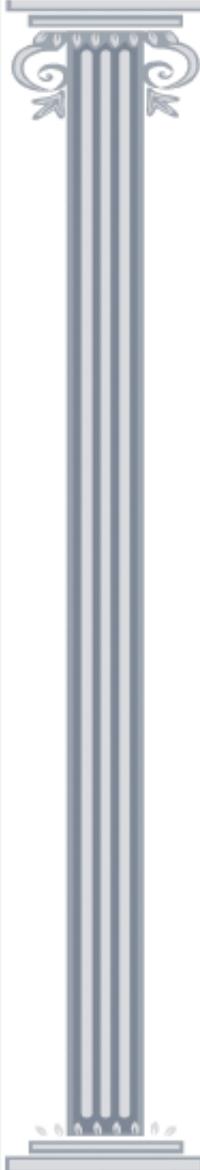
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Thomas M. Caffrey, M.Ed. of the Verbal Behavior Network will illustrate through extensive use of video how the principles of ABA that emphasize the teaching of verbal behavior are being applied effectively in classroom settings to teach children language and other important skills.

Specifically, workshop participants will learn strategies to help them build rapport with the learner, select the most appropriate form of communication for a child, capture and contrive motivation, teach functional communication skills through manding, utilize behavioral principles to reduce and manage problem behavior, provide individual and group instruction in the natural environment (NET) and develop basic teaching templates for early, intermediate, and advanced learners.

A detailed brochure regarding this workshop will be available in the near future.

**Please contact Yessie Alvarez at (585) 546-1700
or
email Rhonda Miga at rmiga@rochester.rr.com**

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Sponsored by The Advocacy Center and in collaboration with area school districts and area agencies that serve youth with disabilities. SAFE strives to provide quality parent, teacher and support staff training throughout the school year. If we expect school districts to “leave no child behind,” it is imperative we “leave no teacher behind.”



Greater Rochester Spina Bifida Association

is a non-profit organization made up of individuals with spina bifida, their families and other community members who work together to promote the physical, emotional and social well being of all people with spina bifida, through programs, events and services in the Greater Rochester region that provide outreach, education and advocacy since 1972.

Programs & Services

Spina Bifida Adult Network

(An open forum of discussion for those 18 years and older)

Family and Adult Outreach

(Individual family support, advocacy for young adults, and outreach to new families)

Youth and Adult Alliance

(Recreation, Social and Independence based activities)

Scholarships

(Promoting further education and/or educational training)

Non-Reimbursable Medical Expense Fund

(Qualified members can receive up to 80% of listed expenses)

General Meetings

(For education, networking and socialization)

Development

(Grant writing related to programs and services)

Parking Passes

(Distributed to all families who attend the Kirch Clinic at Strong Hospital)

Newsletter

(Published quarterly)

Special Events

(Fall family picnic, Holiday parties and celebrations)

Sunshine Fund

(Acknowledging those within our membership during difficult times)



*The NYS Self Advocacy Association
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*Many thanks for your support of the
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The Flower City Down Syndrome Network

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The over 1,600 individuals who receive services at The Arc and our 560 employees, we would like to ***congratulate*** The Advocacy Center on ***50 years*** of providing services to individuals and families with disabilities.

For more than 46 years, The Arc of Monroe County has been providing quality programs and services to individuals with mental retardation and/or developmental disabilities and their families in Monroe County and the surrounding area.

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