

CREATING CONTENT: EMERGING LEADERS CREATING MEANINGFUL PRODUCTS FOR FAMILIES AND SELF-ADVOCATES

NM LEND LEADERSHIP EDUCATION IN NEURODEVELOPMENTAL DISABILITIES

Feedback

The products are an example of lead-

ing change that is meaningful to the

disability field through collaboration,

involving all stakeholders, including

family members, self-advocates and

professionals in the field. Each

emerging leader sought feedback

Dissemination

Alyx Medlock, MS, CCC-SLP | NM LEND Training Director

Background

As emerging leaders, LEND/PPC family and self-advocate disciplines are uniquely placed to understand the needs of families and individuals with neurodevelopmental disabilities and create change. As part of their capstone projects, these trainees created products to provide resources and improve access to individuals in New Mexico.

Mentoring

Supporting and mentoring all trainees is critical, but family members and self -advocates may require additional mentorship. The NM LEND program mentors family member and selfadvocate trainees to identify problems that impact themselves and their communities and to create products that support these needs. Intensive mentoring with family and selfadvocate faculty assisted in identifying and focusing in on areas of need within their own lives and creating functional products to use in their communities.

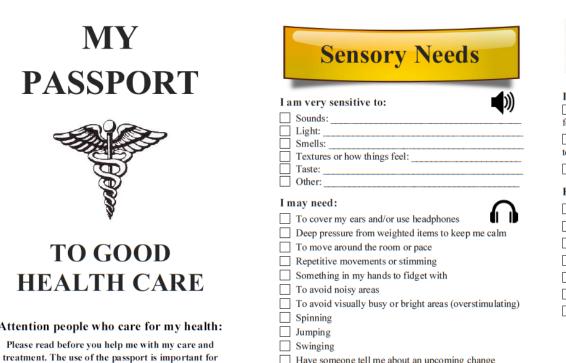


Jeanette Bundy

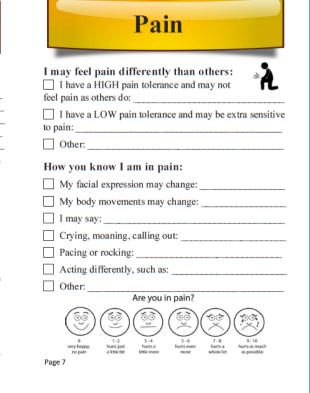
Selecting a Manual Wheelchai

As the mother of a son with autism, Jeanette developed My Passport to support the care and treatment of neurodiverse individuals. Each passport includes: About Me, Communication, Sensory Needs, What Helps Me, Today I Feel..., Questions, Pain, Additional Information, & Notes.

Selecting a Power Chair







Steven Fischer

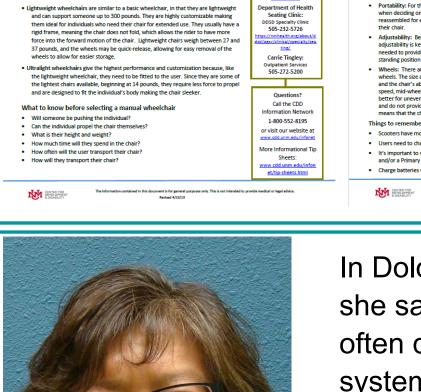
. The Arc of NM

- . Partners for Employment
- . Centennial Care MCOs

from stakeholders.

- . Children's Medical Services
- . NM Disability Planning Council
- . NM Technology Assistance Program
- . Parents Reaching Out
- Shiprock Disability Network Parent Support Group
- Education for Parents of Indian Children with Special Needs

Available at the University of New Mexico Center for Development and Disability Information Network Library www.cdd.unm.edu/infonet or almedlock@salud.unm.edu



In Dolores' work as an advocate and parent, she sa often de system wanted storytel impact families Suppoi helping naviga

ores' work as an advocate and parent,	Your Child's Journey								
aw that parents of children with disabilities	IDEA	Part C Birth-3	t.A.	IDEA	Part B 3-21 yrs	ار ا	AD/	Civil Rights 22+ yrs	
do not understand how the service	Early Childhood Preschool Elementary Middle School High School Adulthood Adulthood								
n works as they progress through it. She	Focus	Birth to 3 yea	3-4 years Supporting the Student	K - 5th Grade Communication, Behavior,	6th - 8th Grade	9th - 12th Grade Self-Advocacy Skills	18-21 years	Employment	
d to create a graphic timeline, feeling that		Family-Child Model Family Led Services	Transitioning from EI to Preschool	Reading, Writing and Role Modeling	IEP meeting Explore Graduation Paths Planning for Transition to Adulthood	Socialization Independence Select Graduation Path Explore Post-Secondary	Prep for Employment Planning for Adulthood Post-secondary Schools Independence	Long Term Services N Recreational Activities Independence Future Planning	lote
elling and personal experiences are	Assessments	Screenings by Pediatrician Home Visiting Program Early Intervention Evaluation	Childfind Screening Initial Evaluation Initial IEP	Evaluations every 3 years for Special Education services	Evaluations every 3 years for Special Education services	Evaluations every 3 years for Special Education services	DVR Intake & Assessment Last 3-year Evaluation before exiting school Disability Recertification for SSI	Waiver Recertification once a year Yearly Financial Eligibility with ISD Annual Assessment	
tful, particularly for Native American	Services & Programs	IFSP once a year Early Intervention	Preschool Special Ed. IEP once a year	Special Ed. IEP once a year Present Level of	Special Ed. IEP once a year Present Level of	Special Ed. IEP once a year Present Level of	after turning 18 years Special Ed. IEP once a year PLP on IEP	Yearly Physical & LOC Continue with DVR Allocation to Walver ISP/SSP once a year	
es. To fulfill this need, she created		Services Functional Outcomes Natural Environment Healthcare Insurance/ Medicaid	Present Level of Performance (PLP) Goals Healthcare Insurance/ Medicaid	Performance (PLP) Goals Healthcare Insurance/ Medicaid	Performance (PLP) Goals Healthcare Insurance/ Medicaid	Performance (PLP) Goals Healthcare Insurance/ Medicaid	Goals Allocation to Waiver ISP/SSP once a year Healthcare Insurance/ Medicaid	Goals Healthcare Insurance/ Medicald SSI	
orting Your Child's Journey: A map for	Community Resources	Home Visiting Services	SSI Childfind Headstart Other Preschool Programs	Limited Respite if on Central Registry for Waiver	Limited Respite if on Central Registry for Waiver	Limited Respite if on Central Registry for Waiver	SSI School Transition Pgms Internships such as Project SEARCH	Walvers-Long Term Srvcs DD Walver MF Walver	
g families of children with disabilities to	Who can help?	Apply Early for Waivers Apply for SSI PRO EPICS	Apply for Waivers CMS PRO EPICS	PRO, EPICS CDD Information Network	CMS PRO, EPICS CDD Information Network	CMS PRO, EPICS CDD Information Network	PRO, EPICS CDD Information Network	Mi Via Waiver ILRCs, DRNM CDD Information Network	
ate service systems in New Mexico.		CDD Information Network Support Groups Carrie Tingley Hospital	CDD Information Network support Groups Carrie Tingley Hospital	Special Olympics 8+ years Support Groups Carrie Tingley Hospital DRNM	NM DVR Special Olympics The Arc of New Mexico DRNM	NM DVR Special Olympics Center for Self-Advocacy The Arc of New Mexico	NM DVR Special Olympics Office of Guardianship Center for Self-Advocacy	NM DVR DDPC's CSA & Office of Guardianship Partners in Policymaking	
						DRNM	The Arc of New Mexico DRNM	The Arc of New Mexico Special Olympics	

Steven used his personal experience

finding mobility equipment to develop

power wheelchairs. His goals were to

disseminated to others using simple

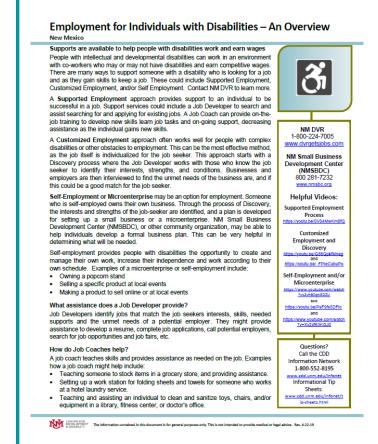
and accessible language. He included

useful resources, considerations when

selecting wheelchairs, and who to

tip sheets for selecting manual and

create products that could be



Dolores Harden

Sandra found that families of individuals with intellectual and developmental disabilities in New Mexico had inconsistent information about employment. Families may not understand that people with significant disabilities can work, what help is available and the options for employment. Prior to participating in NM LEND and creating the *Employment for* Individuals with Disabilities tip sheet, Sandra stated that it was difficult for her to envision her son working one day. She learned the value of an inclusive work community.



Sandra Montoya