

University of Maine

From the Selected Works of Kimberly J. Sawtelle

Spring 2005

Three Leaders Honored for Daring to Dream

Kimberly J. Sawtelle, *University of Maine*

Stephen Gilson, *University of Maine*



Available at: https://works.bepress.com/kimberly_sawtelle/10/



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Early Learning Opportunities Support Quality and Access for Inclusive Early Care and Education

Should all infants, preschool, and school-aged children be cared for and educated in high-quality, inclusive community early care and education settings? The answer to that question is YES! All young children, including those with differing abilities, have a right to experience quality early childhood education in their communities. The early childhood years are important in laying the foundation for children's healthy growth and development. This belief inspires the various projects and work of the Early Childhood (EC) Team at The University of Maine Center for Community Inclusion and Disability Studies.

In recent years the Center's EC Team has been involved with three federally funded Early Learning Opportunities Act Grants (ELOAG) funded through the U.S Department of Health and Human Services. These projects are designed to increase the quality and accessibility of inclusive early care and education settings. This work is being done in collaboration with community partners: Kennebec/Somerset ACCESS (Alliance for Children's Care, Education and Supporting Services); Coastal ACCESS; and Western Maine ACCESS.

Kennebec/Somerset ACCESS

Grant activities in Kennebec/Somerset (Ken-Som) included hiring Cynthia Sproul as the project's Early Intervention Specialist. Sproul worked closely with Center Research Associate Debra Rainey, providing assistance to early childhood educators when help was requested for child-specific questions and concerns. Sproul's work helped providers in Kennebec and Somerset counties become more aware of inclusive practices and supports available to meet the needs of all children. During the grant period no child in the Ken-Som region, who received intervention services provided by Sproul, was asked to leave a childcare setting.

The Ken-Som ELOAG provided funding for new learning opportunities for early childhood educators living in rural areas. Six regional resource libraries were established with early childhood education books and videos, making these resources more readily available to parents and educators. Two workshops provided enriching professional development opportunities. *Building Positive Relationships for All Children*, benefited 50 participants and Rochelle Bunnnett, of Washington State, traveled to Maine to present *Designing Beautiful Environments for all Children: Rethinking the Possibilities* to 100 participants. The Bunnnett workshop was supported by the Ken-Som and Coastal ELOAG grants. Marlene Myers, of Catholic Charities, Fairfield Maine shared these comments about the training: "This workshop was very inspiring...I seem more alert to the environment, with color,

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THE UNIVERSITY OF MAINE

C E N T E R F O R

COMMUNITY INCLUSION & DISABILITY STUDIES

Maine's University Center for Excellence in Developmental Disabilities Education, Research, and Service

THE UNIVERSITY OF MAINE
C E N T E R F O R
COMMUNITY INCLUSION
& DISABILITY STUDIES

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Director's Corner

It is a pleasure to reintroduce *CenterPoint* to our many friends and colleagues throughout Maine and beyond. It has been more than five years since our last edition, so it seems appropriate to begin with a brief history, to describe some of the changes at the Center, and to let you know what you can expect from *CenterPoint* in its new form.

As some of you may remember, the Center was established in 1992 as Maine's University Affiliated Program. The Center's initial funding was the result of the vision of about a hundred people from across the state who came together to propose what would become the Center for Community Inclusion at The University of Maine.

The Center began as a handful of people with a budget of \$150,000 and a dream to change the world, with and for, individuals with disabilities and their families. Over the next several years, with the advice and guidance of its advisory committees, the Center continued to expand its projects and partners through an increasing number of grants and contracts.

With the reauthorization of the Developmental Disabilities Act of 2000, University Affiliated Programs were changed to University Centers for Excellence in Developmental Disabilities. Along with the new designator, UCEDDs were given increased responsibilities, particularly in the areas of research, public policy, network collaboration, and international outreach. The reauthorization also emphasized an enhanced role for individuals with disabilities and their families in all aspects of the Center's work.

Over the years, the Center has increased to its current size of about 45 faculty and staff. In addition to our main office on the Orono campus, the Center maintains outreach offices in Augusta and Windham. Although our projects are continuously evolving, we manage 15 to 20 initiatives at any given time and maintain a budget of more than \$3 million. Many of our current initiatives, particularly those focusing on children and youth, are highlighted in this issue.

The Center celebrated its 10th birthday in 2002. As part of the celebration, we initiated the *Daring to Dream* awards. These awards honor leadership and vision that contribute to the creation of inclusive communities in the areas of scholarship, public policy, and community change. I hope you enjoy reading about this year's recipients in this issue of *CenterPoint*.

In 2004, the Center experienced a name change to better represent the full breadth of our work. The Center for Community Inclusion became The Center for Community Inclusion and Disability Studies. Our new name continues to reflect our long commitment to inclusive communities, but also recognizes our expanded academic emphasis in Disability Studies. In this issue, you can read about some exciting additions to our Disability Studies curriculum.

These are just some of the changes that have taken place since our last edition of *CenterPoint*. Other changes include a significant expansion in our work in the area of universal design and access and an increased focus in the area of health. Despite many changes, the Center continues to serve as a resource in some areas that you have come to rely upon, such as early intervention, inclusive education, childcare, and positive supports.

Through our efforts, we hope to bridge the gaps that too often exist between: university and community; research, practice, and public policy; professionals and the individuals whose lives they affect; and finally, the gap between what exists and what is possible. This really is the heart of our work. We look forward to continued relationships with our old friends...and to creating new friends and partnerships. Together we can make the dream of inclusive communities a reality. We hope you enjoy this issue of *CenterPoint*!

— Lu Zeph

Three Leaders Honored for Daring to Dream

The University of Maine Center for Community Inclusion and Disability Studies presented the 2004-2005 *Daring to Dream* Awards at the annual luncheon meeting of the Community Advisory Committee, May 19, 2005 at Buchanan Alumni House, in Orono.

Richard Aronson, MD, MPH, Maternal and Child Health (MCH) medical director, Maine Bureau of Health, Department of Health and Human Services, Augusta, was recognized for vision and leadership that promotes public policy change to advance the civil rights of people with disabilities. According to Toni Wall, director of the Maine Department of Health and Human Services Maine Children with Special Health Needs Program, "Dr. Aronson recognizes that communities, families, and individuals are the experts. He honors all voices in the design of public health policies, to advance the civil rights of all people."

René Jahiel, MD, Ph.D., lecturer at the Department of Community Medicine and Health Care, University of Connecticut School of Medicine, Hartford, CT, Health Services, Policy, and Planning Research; and Member, American Public Health Association (APHA) Governing Council, was recognized for his vision and leadership in scholarship that informs Disability Studies policy and practice. Dr. Jahiel's progressive work has been actualized through scholarly study group activities in three arenas: the International Health Policy Research Group (IHPR), L'École Libre des Hautes Études (ELDHE), and The DisAbility Special Interest Group and Forum of APHA. As a basis for informed social action, these groups devote their time to the examination and critical analysis of health, health services, and public health related to the needs of underserved and disadvantaged individuals, with focused study on individuals with disabilities and their families.



René Jahiel, Richard Aronson, and Mary McElroy (l-r), were honored at the Center for Community Inclusion and Disability Studies 2004-2005 *Daring to Dream* awards luncheon and ceremony. (Alan Parks, photo)

Mary McElroy, M.Ed., special education teacher, Lawrence High School, Fairfield, was recognized for vision and leadership that promotes social change to advance the rights of people with disabilities. McElroy was recognized for her steadfast commitment to making the inclusion of students with multiple disabilities an integral part of the culture of Lawrence High School. McElroy's efforts enable many students to have a full high school experience, including academics, extra curricular activities, and graduation ceremonies, while providing a model for other Maine schools to emulate.

The annual *Daring to Dream* Awards provide an opportunity for The University of Maine Center for Community Inclusion and Disability Studies to recognize individuals whose vision and leadership contribute to making the dream of inclusive communities a reality for individuals with disabilities and their families. The award was initiated in 2002 as part of the Center's 10th Anniversary celebration.

— Kimberly Sawtelle
Stephen Gilson

New Early Childhood Education Resource

The *Growing Ideas* tipsheets are a new resource from the Center for Community Inclusion and Disability Studies. The tipsheets contain quick-reference information on many relevant topics related to early childhood education. Topic areas include: Developmentally Appropriate Practice, Inclusive Early Childhood Education, Laws that Support Early Childhood Education for All, Guidance for Social Skill Development, Universal Design in Early Childhood Education, Assessment

Basics, Social-Emotional Development, and Behavior Communicates. Each tipsheet is designed to be a starting point for early childhood educators and care providers, supplying basic information and pointing the reader to some of the best, extended resources on the topic. To access the *Growing Ideas* tipsheets free, on-line, please visit our website at: <http://www.umaine.edu/cc/i/ec>.

From Around the Center

In memoriam

Marcia Lovell: Inspiration and Legacy for Early Childhood Inclusion

Marcia Lovell was a friend and dedicated advocate for the importance of high-quality early childhood experiences. Marcia cared deeply about young children and their families, and worked diligently to support healthy, responsive systems. Through her quiet persistence Marcia's actions demonstrated her commitment to providing quality early education to all children, including those with disabilities, those at most risk for being excluded from child care, or unable to participate in community settings.

Marcia earned her Masters degree in early childhood leadership at Wheelock College in Boston. She worked at the Maine Department of Health and Human Services Office of Child Care and Head Start, where she was a program specialist with more than 20 years experience in the field of early care and education. Marcia was instrumental in the development of many early childhood programs and initiatives in the state of Maine. As an advocate and leader in early childhood education, Marcia embraced the philosophy of inclusive education and worked first-hand to address the needs of individual children and families, seeking childcare for children with special needs.

Marcia played a pivotal role in pulling together a group of people in 1996 to "share stories," and learn from and with parents about their experiences and challenges finding and keeping child care for their children. Through this collaborative effort, Child Care Plus Maine was created in 2000. Marcia's support, dedication, and clear vision shaped the project goals. Through Marcia's forward thinking and unwavering commitment, Child Care Plus ME is available today to provide technical assistance and training to Maine's early care and education providers to enable them to serve all children, including children with disabilities or challenging medical or behavioral needs.



Marcia Lovell (far left) joins participants in an October 2004 Center for Community Inclusion and Disability Studies inclusive movement workshop lead by teaching artists from the national dance troupe AXIS Dance. (Kimberly Sawtelle, photo.)

Marcia understood and believed that all people belong. When confronted with a situation she could influence, Marcia would simply make it happen. We have lost a good friend, colleague, and advocate but Marcia's work and support live on.

Marcia's family has requested that remembrance donations be made to the Early stARTS program, in care of the Maine Arts Commission. Donations by check should be made payable to "Treasurer, State of Maine" with a note in the memo field, "Marcia Lovell Fund." Please mail donations to Maine Arts Commission, 193 State Street, 25 SHS, Augusta, ME 04333-0025. For more information, contact Bryan W. Knicely at 207/287-2714 or bryan.knicely@maine.gov.

—Linda Labas

LEARNS: Multifaceted Work Keeps Children & Youth Team Hopping

This year, work for members of the Center for Community Inclusion and Disability Studies' Children and Youth Team has been multifaceted—providing a variety of professional development opportunities; disseminating information and resources; serving on committees; and providing technical assistance in schools throughout the Maine. These activities are

made possible with funding for LEARNS through a partnership agreement between the Maine Department of Education and The University of Maine.

Professional development is one of the areas that keep our team members on the road! Our staff provided guest lectures in University classes with topics of importance, such as assessment,

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LEARNS: Multifaceted Work Keeps Children & Youth Team Hopping

behavior, and disability-specific issues. The team continued to collaborate with the Maine Department of Education, the Child Welfare Training Institute, and the Maine Parent Federation in a workshop series supporting surrogate and foster families in navigating the complex world of special education. The workshop, *Teambuilding II: Guiding the Way to Effective Parent Intervention*, was presented in Portland and Bangor, covering advocacy, *IDEA* provisions, development of Individualized Education Programs (IEPs), and Individualized Family Service Plans (IFSPs).

As some of you may be aware, alternate assessment for the Maine Education Assessment (MEA) is available for students with significant disabilities who cannot take the MEA through regular administration, or through the use of accommodations. The Children and Youth Team continues to work in partnership with the Maine Department of Education staff, providing Alternate Assessment Training to educators statewide. Over 1199 educators have participated in this professional development series, which includes training in developing alternate assessment portfolios for the local assessment system.

Over 580 alternate assessment portfolios were submitted and scored in Portland and Orono, in May 2005. One of the best staff development opportunities is scoring these portfolios! As part of our technical assistance for the alternate assessment, our staff provides input through serving on three committees related to development and training in assessment: the Technical Advisory Committee (TAC), the Maine Comprehensive Assessment System (MECAS), Alternate Assessment Advisory Committee and the Alternate Assessment Work Collaborative.

Our staff presented at a variety of professional meetings this spring, including the Maine Association for Middle Level Education Annual Conference, TASH, and Pacific Rim Conference on Disabilities. As in previous years, the Center helped sponsor the Maine Support Network 2005 Winter Retreat held in February. Several Center staff were on hand during the retreat to provide professional development sessions with topics such as Life Maps as transition and health planning tools; melding of brain research and positive behavior strategies; and literacy development for students with significant cognitive disabilities, an overview of our current research project Literacy by Design.

Literacy by Design is a three-year research project funded through the U.S. Department of Education, Office of Special Education Programs (OSEP). This project, a collaboration between the Center for Applied Technology (CAST, Inc.)

and the Center, is investigating the effects of universally designed, technology-supported, literacy instruction on the reading development, achievement, and access to the general curriculum on students with significant cognitive disabilities. The results of this study will be available for dissemination in the coming months. It has been wonderful working with local schools, students, parents, and educators to study the effects of this technology and to investigate the barriers to literacy development for students with significant disabilities.

Another portion of our work in the coming months includes reviewing and making recommendations for revisions to *The*

Guide to Special Education in Maine—A

Team Approach. This valuable document

has been a resource to parents and educators for several years, however due to changing times the guide needs updating to ensure alignment with new legislation and to provide more complete integration of early childhood information. We are excited to be

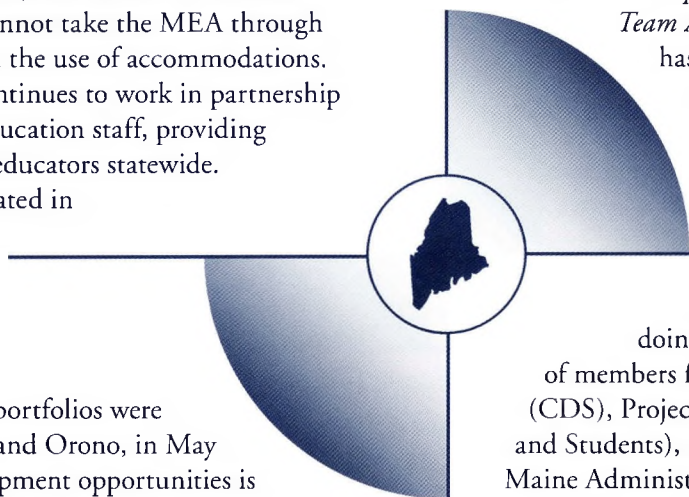
doing this work with the collaboration

of members from Child Development Services (CDS), Project PEDS (Parents Educating Doctors and Students), Disability Rights Center (DRC), Maine Administrators of Services for Children with Disabilities (MADSEC), Learning Disabilities

Association (LDA), Maine Parent Federation (MPF), Maine Transition Network (MTN), Southern Maine Parent Awareness (SMPA), and the Maine Surrogate Parent Program. A revised, yet familiar, *Guide to Special Education in Maine—A Team Approach* is planned for publication next year in printed and CD formats, and as an on-line resource.

The impact of No Child Left Behind (NCLB) is being felt around the nation, including Maine. The Center's Children and Youth Team has been working diligently to assure that students with disabilities continue to be represented at the table in discussions that will impact their future outcomes and opportunities to access, progress, and succeed in the general curriculum. It is no longer sufficient for students to have access to a classroom or age appropriate peers. Students also must have opportunities to access and be supported in the content of the general classroom.

A significant aspect of this team's work involves providing professional development and technical assistance to local schools and districts to help facilitate access to high-quality education for children with disabilities. Assistance is provided on-site to schools and districts to design effective, evidence-based policies and practices, to meet the needs of all students.



From Around the Center

IDS Curriculum Changes Expand Offerings

Building on the excellent curriculum of the past 20 years, the Center for Community Inclusion and Disability Studies has revised and expanded its Interdisciplinary Disability Studies (IDS) offerings. This year, the Center launched a new undergraduate introductory elective course, DIS 200 Disability and the Environment. Students in this course are introduced to disability studies and universal access theory, and challenged to examine disability and responses to it from many different viewpoints.

Under the guidance of a university-wide IDS Academic Committee, the undergraduate concentration in Interdisciplinary Disability Studies has been revised to focus on disability within the larger context of diversity and universal access, and to examine professional practice, scholarship, and policy from these perspectives. As a result of these changes in the undergraduate offerings, the number of students enrolled in courses has increased.

The students who completed the IDS concentration this year produced work aimed at expanding universal access in all aspects of our communities. Some examples:

- Exploring and advancing universal access to the movies;
- Working with The University of Maine administration to identify access barriers and improve access to the physical, virtual, and sensory environments and resources on campus;
- Improving access to recreation and social locations in and around campus;
- Surveying graduates of the IDS concentration for the purpose of improving courses; and
- Creating a resource guide for teachers identifying universally accessible books and teaching materials.

For the coming academic year, the Center anticipates working with the IDS faculty and Academic Committee to revise the graduate concentration. Because of high enrollment, DIS 200 will be offered every fall and spring semester and we look forward to the work produced by each new crop of students.



Ruth-Ellen Cohen (left), reporter for the Bangor Daily News, interviews Brad Bosse (right), a junior at UMaine with a concentration in Interdisciplinary Disability Studies. Bosse discussed research he and partner Ben Moreau conducted for their final class project evaluating the accessibility of local movie theaters. Bosse, Moreau, and approximately 16 other students presented final projects at a student poster session staged for The University of Maine community in April. Cohen's article about the students' research appeared in the May 19 edition of the Bangor Daily News. (Kimberly Sawtelle, photo)

Work Keeps Children & Youth Team Hopping continued from page 5

This year in particular, the team has provided technical assistance for overall school improvement, to advance access for students with disabilities to the general curriculum through enhancements in philosophy, instruction, and assessment practices.

Technical assistance that involves individual students continues to be an ongoing part of our work. This technical assistance includes on-site observation, review of records, interviews with parents and teachers, and often a written report of recommendations. In the past, this service was provided at no cost to the schools. Unfortunately, due to the changing fiscal climate, state funding for this service is ending. In the coming months, it will be necessary for the Center to begin charging a fee for this type of technical assistance and professional development. More information about this change will be available in the near future.

— Liz DePoy

— Betsy Enright

Dissemination Team Leads Push for Web Accessibility

Would Helen Keller be able to use your website? This is the question the Center for Community Inclusion and Disability Studies is asking web designers throughout The University of Maine and Maine state government in a campaign promoting the creation of accessible websites to benefit the needs of all on-line users.

Taking the lead to develop and implement an accessible website policy at The University of Maine, Alan Parks, the Center's Coordinator of Dissemination and Technology, has chaired UMaine's Universal Design for the Web Subcommittee since its inception in 2001.

Recently, the subcommittee developed the University's web accessibility policy, created an accessibility help-site, evaluated and recommended accessibility and validation software, and conducted numerous trainings for members of the University community. Today, UMaine is well on its way to having fully accessible websites, assuring that all students, staff, faculty, and members of the public, can access and benefit from the University's on-line offerings.

Because of the work he has done in web accessibility and policy change, in 2005, Parks was invited to join the State of Maine Standing Committee on Accessibility and Web Accessibility Subcommittee. His contributions to this committee include helping the state subcommittee purchase web accessibility validation and repair software, and conducting trainings for state webmasters on the use of the software.

Putting policy into practice 'at home,' the Center recently expanded its Early Childhood (EC) website, launching a new, fully accessible EC portal, providing resources to early childhood

educators, care providers, and parents. The site includes links to the new *Growing Ideas* tipsheets. (See related story, page 3.) The EC portal is found at: www.umaine.edu/cc/ec/.

The Center also recently published *Long-Term Care Learning Modules*, funded by the Health Resources and Services Administration (HRSA) and developed by Dr. Liz DePoy. This fully accessible CD and companion website, includes four modules disseminated to social work and health administration faculty throughout the country. The HRSA LTC website is located at: www.umaine.edu/cc/hrsaltc.

This spring, Kimberly Sawtelle, publications specialist, coordinated two exhibit installations on The University campus. Working with VSA arts of Maine, *A Matter of Perception 2005, the Fifth Juried Exhibition by Artists with Disabilities* (MOP), was staged in The University of Maine Memorial Union during April and May. In tandem with the MOP exhibit, Sawtelle developed a second, smaller exhibit featuring the work of disabled artists, staged in the University Bookstore to promote inclusive arts curricula. (See related story, page 9.)

In addition to these outreach activities, the Dissemination Team also provides technical support to the Center's staff. The team supports nearly 60 computers and four networks, as well as LCD projectors and other equipment. Andrew Geraghty, technology specialist, working with Quansheng Song of the Research and Evaluation Team, maintains several servers that host public databases, such as *Service Tapestry* (www.umaine.edu/cc/service_tapestry/).

— Alan Parks

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June 30, 2005 at the Bangor Civic Center,
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For more information visit www.umaine.edu/cc/autism
or call 800/203-6957.



playfulness, and fun...Thank you all for having Rochelle give us the opportunity to expand our minds and think about our environments."

Coastal ACCESS

ELOAG funds in the Coastal area from Belfast to Brunswick, supported a collaborative model among multiple agencies and regional organizations. New services and trainings were designed to increase quality in child care homes and centers in this region. Activity highlights included increasing reading programs and literacy training for child care providers; expanding training for child care staff in strengthening the quality of their learning environments and teaching practices through the use of a research-based curricula; helping sites move toward national accreditation standards of quality; and improving opportunities for children with special needs in child care settings.

One aspect of this work focused on building the capacity of the local resource and referral services staff, expanding their skills to work with providers and parents around issues related to children with special needs, including challenging behaviors. To aid in this task, the Center's EC Team developed a resource toolkit including 11 *Growing Ideas* tipsheets, books, and research/resources for adults and children. The resource toolkit will be available at the Mid-Coast Resource Development Center (RDC) Coastal Economic Development Corporation in Bath.

The *Growing Ideas* tipsheets, written by members of the Center's EC Team, include topics identified as high-interest according to a survey conducted by Maine Resource and Referral Specialists. Topics include developmentally appropriate practice, inclusion, laws that support inclusion, universal design in early care and education, assessment, social emotional development, guidance, behavior as communication, biting, swearing, and aggression. These tipsheets, available in .pdf and text-only formats, can be downloaded for free by visiting: <http://www.umaine.edu/cc/ecl/>.

Workshops sponsored by the Coastal ELOAG grant included the *Designing Environments* workshop, mentioned above, and the workshop, *Plan from the Start: Intentional Design for Early Childhood Learning*. The *Plan from the Start* training offered research-based information on how to consider universal design concepts when planning early learning environments and teaching strategies. Universal design for early learning considers how to make the curriculum and environment accessible to the greatest number of learners without modification. This two-day, advanced level training was held at Camp Kieve in Nobleboro for 45 early childhood educators. The training was so successful

it was repeated this spring, geared to family child care home providers. One participant of the fall workshop commented, "An excellent use of two days of my time. I am recharged, refocused, and ready to keep moving forward on the path to Universal Design."

Coastal ELOAG activities also included a special peer-mentoring project that trained 13 peer mentors, including teachers and directors from center and home settings, to be leaders in the field of early education. Peer mentors received comprehensive training and were key partners in developing the *Plan from the Start* training. They continue to provide ongoing support to early childhood educators looking for information about best practices, getting started, accreditation, Child Development Associate (CDA), and a range of other topics. Brochures about the peer mentor program are available from the Mid-Coast RDC and Maine Roads To Quality, located at the University of Southern Maine Muskie School in Portland; two organizations that refer providers to the mentor group. Mentors are paid through the grant. Center Research

Associate Jill Downs, who helped coordinate these various activities, also attended two *Care to Read* sessions on early literacy, providing information and resources on choosing children's literature representing disability and including all children in early literacy activities.



Western Maine ACCESS

The most recent ELOAG grant project with Western Maine ACCESS adopted a multi-faceted approach to move toward affordable, accessible, high-quality care in the region. This partnership, between Franklin County Children's Task force and the Center, will support children, parents, and the early care system in Androscoggin, Franklin, and Oxford counties with some innovative new training approaches.

With this grant, the Center's work extends into cyberspace, with the launch of a web-based distance education course for family child care providers built around the *Growing Ideas* tipsheets. Each month, participants read a tipsheet, then undertake activities and join in discussions that relate ideas discussed in the tipsheet to their daily work with children. This increases provider access to information, training, and technical assistance, removing obstacles, such as long-distance travel and scheduling conflicts. Course participants started the first module at the end of March 2005. One module per month will be offered through January 2006. Providers will receive on-line support, be able to study at home, connect with other providers,

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Collaboration brings speaker to Maine



Rochell Bunnett

“All children, regardless of their backgrounds and abilities, deserve beautiful environments,” according to Rochell Bunnett, M.Ed., environmental designer. “If we want our children to reach their fullest potential, our environments must be rich in both potential and possibilities.”

In February 2005, over 100 early childcare and education providers from six Maine counties had

an opportunity to hear Bunnett discuss, *Designing Beautiful Environments for All Children: Rethinking the Possibilities* at the Senator Inn in Augusta. The training provided strategies for making positive and lasting changes in early childcare and education environments. Through mini-lectures, hands-on activities, and slide presentations, participants had an opportunity to rethink the possibilities for how to design purposeful, playful, and beautiful environments where together, all children and adults can thrive.

Workshop participant Marlene Myers of Catholic Charities, Fairfield, wrote of her experience, “This workshop was very inspiring...I seem more alert to the environment, with color, playfulness, and fun...Thank you all for having Rochelle give us the opportunity to expand our minds and think about our environments.”

Bunnett, from Washington State, has designed innovative environments for young children for over 25 years. She is the author of *Friends in the Park*, *Friends at School*, and the poster series, *Friends Together: More Alike Than Different* and has worked with young children of all ages, including infants and toddlers with special needs. Bunnett has traveled extensively, studying environments in England, Japan, and the Reggio Emilia schools in Italy. She has evaluated children’s museums across the United States and has shared her ideas and vision at local, state, and national conferences.

Center for Community Inclusion and Disability Studies researchers discovered Bunnett’s work while exploring resources to share with programs pursuing National Association for the Education of Young Children (NAEYC) accreditation. NAEYC accreditation standards seek to improve the quality of early education environments and teaching practices, and include standards related to accessibility and diversity.

“We found [Bunnett’s] web site (www.ourkidspress.com) to be rich. The wonderful publications she has available for early care and education settings were exactly what we were looking for to show inclusion in natural environments,” said Debra Rainey, a research associate with the Center. “The physical environment is the foundation to any early childhood program.”

The environmental design workshop was made possible through the collaborative efforts of the Center, Kennebec/Somerset and Coastal ACCESS Early Learning Opportunity Act Grants (90LO0999 and 93-577) from the Child Care Bureau, Administration on Children, Youth and Families, U.S. Dept. of Health and Human Services.

Center sponsors exhibit venue for VSA arts of Maine

Seeking to enhance community awareness of societal perceptions of individuals with disabilities, the Center for Community Inclusion and Disability Studies partnered with VSA arts of Maine in spring 2005 to bring *A Matter of Perception: Fifth Juried Exhibition by Artists with Disabilities* (MOP) to The University of Maine.

“An inclusive community is one that allows for the unique difference each of us contributes,” said Margo Dittmer, exhibit curator. “The point of the exhibit [is] to suggest that each of us is unique and has a unique voice or point of view and we can... appreciate this...as something that makes our lives more rich.”

The Center supports the biennial MOP exhibit as a means of providing a community-based opportunity for artists with disabilities to gain artistic exposure and exhibition experience. Through participation in the MOP exhibition, disabled artists have an opportunity to work on portfolio development and learn about the juried exhibit process; allowing them to be more

competitive when answering calls for art from the greater artistic community.

“Working with [the Center] presents a wonderful opportunity for VSA arts of Maine to join forces with allies who believe, as we do, that individuals have the right and should have the opportunity for full inclusion in a rich and rewarding life as a contributing citizen,” said Dittmer.

As an agent of social change, the Center shares the vision of VSA arts of Maine to encourage the arts community to include people with disabilities and open opportunities to cultivate lifelong skills that enable individuals with disabilities to contribute to the cultural and economic capacities of their lives and communities. The University of Maine was one of several venues in the state for the touring exhibition. Additional locations include the Maine State House, Augusta, June 2-July 15 and Eastern Maine Medical Center, Bangor, October 6-November 28.

Center Hosts Visiting Fulbright Scholar

East met West and stayed for a year! In September 2004, the Center for Community Inclusion and Disability Studies was honored to host Svetlana Kydykbaeva as a Visiting Fulbright Scholar for the academic year. Her plan was to study inclusive education practices, and the Center was the perfect place for her to do it.

Dr. Kydykbaeva, who was accompanied by her husband, Marat Zaripov, is a professor of special education at Kyrgyz State Pedagogical University in Bishkek, Kyrgyzstan. During her year in Maine, she visited a number of schools to observe, first-hand, inclusive education practices. Her travels with the Center's staff led her to schools in Bar Harbor, Fairfield, Vassalboro, Milo, Lincoln, Old Town, Hampden, Bangor, and Waterville. She



Svetlana Kydykbaeva (left), visiting Fulbright Scholar from Bishkek, Kyrgyzstan, discusses inclusive education practices with Center Research Associate Maria Timberlake at Conners-Emerson School in Bar Harbor, Maine. (Alan Parks, photo)

was also able to participate in numerous conferences, meetings, and presentations related to education, special education, and inclusive education.

Upon return to Kyrgyzstan, she will work to implement changes in pedagogy at her University, bringing awareness for the need to educate all children. She understands that she will first need to change attitudes, allowing for the change in teaching practices among the education faculty. Then she can begin to change public policy in her country, assuring finally that all children will be fully included in the school setting.

Of her experience in Maine, Dr. Kydykbaeva commented, "I have seen the results of inclusive education in Maine. I am eager to analyze all this information and develop strategies for changing teacher education and public policy, to provide equal access to education for all Kyrgyz children. I look forward to continuing the collaboration with the staff at [the Center] and the people of Maine."

Kyrgyzstan has undergone many changes since the end of the Soviet era. The Soviet Union provided considerable resources and infrastructure; since independence in 1991, the people of Kyrgyzstan have had to redevelop all of their public systems, including education. It has not been without difficulty, as was witnessed this winter with the unrest in the capital, Bishkek, Svetlana's home city and place of work.

While in the U.S., Dr. Kydykbaeva visited Washington, D.C. for a Fulbright Fellows Conference. She also visited Florida and New York City. And, of course, she traveled extensively in Maine, experiencing all that our state has to offer.

The Fulbright Fellowship provided the perfect opportunity for Dr. Kydykbaeva to study inclusive education here in the West and to influence teaching and public policy back home in the East. The Center was enriched by Svetlana and Marat. We will miss them and wish them well and every success in Kyrgyzstan.

— Alan Parks

Early Learning Opportunities Support Quality and Access continued from page 8

and receive training contact hours, all at no cost.

The Western Maine ELOAG grant also includes goals to enhance early literacy, promote effective parenting, create quality learning environments, and increase access to inclusive community-based child care programs for children with special needs. The Center will consult with Western Maine Early Literacy Training programs to provide information and resources on choosing children's literature representing all children, including children with disabilities and challenging behaviors. An EC Team staff member from the Center will collaborate with Maine Roads To Quality accreditation facilitators to provide information and resources to the accreditation cohort programs

on including children with disabilities in early childhood programs.

While grant activities may vary in each of the three ELOAG grant regions, the goal is consistent: to provide high quality, inclusive, community-based early care and education programs for Maine's youngest children. Funding from ELOAG grants has offered new opportunities for the Center's EC Team and partners to make a difference for Maine's children and families.

— Bonnie Blagojevic
Jill Downs
Debra Rainey

UMaine Students Lead Early Childhood Conference

In April 2005, 91 professionals in the field of early care and education met in Scarborough, for a professional conference coordinated by Lori Levesque and Shelby Thibodeau-Dineen, two graduate students in the Graduate Specialization in Early Intervention at The University of Maine.

The conference, *All I Ever Needed to Know I Learned in Early Childhood*, was co-sponsored by The Maine Division for Early Childhood (MDEC), a professional organization dedicated to addressing issues related to serving very young children with and without disabilities in Maine and their families. The conference was a means of providing professional development, a forum for students to present outside of class in a professional atmosphere, and a networking opportunity among professionals in the field.

The conference was coordinated entirely by students as part of their graduate work in Early Intervention and all the

workshops and poster presentations were done by students studying in the field of early intervention/early childhood special education. During the course of the day there were six different workshops: *Creating Print-Rich Environments*, *Assistive Technology in the Early Childhood Classroom*, *Baby Brain Development*, *Dr. Doolittle's Learning Styles*, *Working with Highly Sensitive Children*, and *Conquering Your Fears about the Maine Early Childhood Learning*



Results. All but one of these workshops was led by students funded by the Training Options for Early Intervention (TOP) grant administered jointly through The University of

Maine Center for Community Inclusion and Disability Studies and The University of Maine College of Education and Human Development.

There were also 12 poster sessions for participants to view. These posters provided information about different disabilities and interventions, as well as describing some of the services available to families in Maine who have a child with a disability. The conference also had vendors who provided materials related to early care and education.

The organizers of the conference felt time to network with other professionals was an important part of the day. To provide for this opportunity, lunch discussions were held in different rooms. Lunch discussions addressed the following topics: learning about MDEC, owning and operating a childcare facility, working with at-risk children, sorting through behavior issues, building early childhood literacy, and the Child Development Services (CDS) system.

Each year, students working toward their Masters of Education in the Early Intervention specialization, design and complete a graduate project related to their work that addresses a need in the professional field. Students are responsible for developing a proposal for their project, creating an action plan, implementing the project and writing a paper. This paper contains a review of the literature related to the topic of their project, describes the methods used in completing their project, and discusses the results of their work, as well as the limitations and implications. The courses in this graduate specialization are funded through the federal personnel preparation grant, Training Options for Early Intervention (TOP). The grant is co-coordinated by Drs. Sharon L. Gilbert and Sandra Doctoroff of the Center for Community Inclusion and Disability Studies and the College of Education and Human Development.

— Sharon Gilbert

Ten Students Graduate TOP Program

This spring, 10 Master's degree candidates participating in the Training Options for Early Intervention Personnel (TOP) program, marched with The University of Maine's graduating class of 2005. Each of the TOP students received funding support through a five-year, federally funded personnel preparation grant. One of the main goals of this grant, funded by the U.S. Department of Education, Office of Special Education Programs, is to increase the number of qualified, early intervention/early childhood special education professionals in Maine. To date, 13 students receiving funding under the TOP grant have graduated.

To complete their Master's training, each of this year's graduates undertook a project in their final semester related to work in the early intervention/early childhood special education field. TOP students Lori Levesque, the department chair of and instructor in the early childhood (EC) program at Andover College, and Shelby Dineen, a Service Coordinator for Child Development Services (CDS), co-coordinated a professional development conference entitled *All I Ever Needed to Know I Learned in Early Childhood*. (See related story, above.)

Jane Brennan, an Early Literacy Specialist, developed and organized a literacy fair to encourage reading with young

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Healthy & Ready to Work: Engaging Youth in Their Future

Since 1996, Maine's Healthy and Ready to Work (HRTW) Initiatives engaged and involved youth with special health needs or disabilities, and their families, in all aspects of the project work. The HRTW Initiatives were established to meet the transition to adult living needs of young people who live with chronic or life-threatening health conditions that, a generation ago, would not have survived. The Maine Adolescent Transition Partnership (MAT), Maine Adolescent Transition Project (MATP), and Maine Works for Youth! Project (MYFY!) are all Healthy and Ready to Work Initiatives funded by the Maternal and Child Health Bureau's Division of Services for Children with Special Health Care Needs (MCHB/DSCSHN).

What distinguished Maine's initiatives was the partnership between researchers and service users in designing improved systems. Research subjects became participants in the research process. Youth, family members, health care providers, and others took part in focus group discussions to find out how each answered several key questions:

- How do participants define a positive transition outcome?
- What is "independence" and what does it mean for a young adult?
- What are the barriers to successful transition to adulthood for youth?

There were intriguing similarities and differences in the responses obtained from focus group participants. The information gained from this work enabled Maine to acquire additional funding to begin designing systems of care built upon the needs expressed by those who use the services—children and youth with special health needs or disabilities. After focus group information was collected, members of the research team, which included youth, parents, educators, health care providers, and others, reviewed the content to find three major themes emerge:

- Youth indicated they wanted to live normal lives and do what other youth their age do;



Mallory Cyr and Elijah Steward, two of the founding members of YEA ME! discuss business at a recent meeting.

- Youth wanted to be listened to and have a role in their care; and
- Parents wanted greater access to information about services and supports available in their part of the state.

Subsequent activities were designed to engage youth, families, and other stakeholders in creating youth- and family-friendly strategies to meet the needs identified by the focus groups. One item produced was a curriculum of youth presentations called *YouthSpeak*. The

YouthSpeak presentations enable youth to discuss their lives, needs, and dreams with groups including healthcare providers, teachers, employers, parents, and other youth. The curriculum was developed in cooperation with youth and provides a series of talking points for youth to frame their presentations. The

Learn more about Maine's Healthy and Ready to Work Initiatives

The National HRTW site: www.HRTW.org

Maine Works for Youth! <http://www.umaine.edu/ccl/service/maineworks/about.htm>

Maine Adolescent Transition Project: www.umaine.edu/ccl/matp

YEA ME! www.umaine.edu/ccl/service/maineworks/yeame

The Service Tapestry: www.umaine.edu/ccl/servicetapestry

Maine Health Care Notebook: www.umaine.edu/ccl/service/maineworks/carenotebook.htm

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Engaging Youth in Their Future

YouthSpeak curriculum, available on CD, includes PowerPoint slides for six presentations and a guide designed to walk the user through the materials, including planning and conducting a training seminar with youth.

Youth giving *YouthSpeak* presentations expressed a feeling of empowerment, some for the first time in their lives.

One young man, who began working with the project in 1998, became a believer in the power of speaking his truth when an audience member told him she would teach differently due to what she learned from him. Truth be told, many of the youth enjoy being in the front of the room, commanding attention and respect when they present. Feedback from those attending the presentations has been positive:

Teacher: "A teacher's attitude can disable a student more than a physical handicap."

Health Care Provider: "Including all youth as active participants in their care is key."

Peer: "Today I learned how to treat a person who has a disability with respect; just like anyone else."

Parent: "The presentation reinforced for me that kids with disabilities want the same things in life that everyone else wants."

Youth involvement in system change extended into the policy

arena in 2001 through the creation of a youth advisory council for the Maine Department of Health and Human Services Maine Children with Special Health Needs Program (CSHN) program. The group named itself YEA ME—Youth Educators and Advocators of Maine. They have carried out a number of activities including two youth conferences, on-going policy

review, and most recently the creation of a soon-to-be released, youth-friendly transition workbook for Maine teens and young adults.

Toni Wall, director CSHN says, "YEA ME has provided [CSHN] the opportunity to partner with a group of remarkable

"Kids with disabilities want the same things in life that everyone else wants."

young people. They have taught [us] that involving youth in the design of policies that affect them is the right thing to do. Their ideas are limitless; they truly know how to think 'outside the box'."

In response to parents' expressed desire for accessible information about available services and supports, a searchable database called *Service Tapestry* was created on the Center for Community Inclusion and Disability Studies' website. The *Service Tapestry* is an on-line resource that allows individuals to obtain information about housing, employment, health care, and many other services that youth in the transition process may need.

Another product created with significant parent involvement is the *Maine Health Care Notebook*. The *Maine Health Care Notebook* is a record-keeping tool which includes pages for families to fill in with information about their child's health care needs including, medications, health care providers, hospitalization notes, insurance information, and many other items. Suggestions for use of the notebook are included and families are encouraged to "use what works" and remove the rest. The *Maine Healthcare Notebook*, available as a free download from the Center's website, has been very well received across the state and continues to be one of the most requested products created by the MWFY! Project.

For more information about Maine's HRTW Initiatives, please visit our website at www.umaine.edu/ci/projects.htm.

— Janet May



GROWING IDEAS TIPSHEETS

New resource from The University of Maine
Center for Community Inclusion & Disability Studies
www.umaine.edu/ci/ec

Topics Include:

- ★ Developmentally Appropriate Practice
- ★ Inclusive Early Childhood Education
- ★ Laws that Support Early Childhood Education for All
- ★ Guidance for Social Skill Development
- ★ Universal Design in Early Childhood Education
- ★ Assessment Basics
- ★ Social-Emotional Development
- ★ Behavior Communicates

Standards for All Model: Personalizing Elementary Education

The final results of Standards for All Model: Personalizing Elementary Education (SAM-E) will be presented at the Office of Special Education Programs (OSEP) Project Director's Conference in July 2005. Researchers from The University of Maine Center for Community Inclusion and Disability Studies will describe research methodology, data analysis, project outcomes and products. Funded by the U.S. Department of Education, Office of Special Service Education Programs, SAM-E was a

directed research project investigating the promotion of high standards to enhance achievement of students with disabilities in the general elementary curriculum. The project was designed to align with systemic educational restructuring initiatives at the national, state, and local levels. Researchers investigated the degree to which 'restructuring for all' advances beyond theory and puts evidence-based instructional interventions into action. The interventions incorporated high expectations and achievement of high standards for all students, including students with a full range of disabilities.

Center staff worked in collaboration with two Maine (elementary/middle K-8) schools over a three-year period and documented their efforts to implement more inclusive practices and access to the standards of the general curriculum. The work was based on the premise that reform efforts directed to improve achievement for students with severe disabilities can be attained by improving the effectiveness of instruction for all students (McDonnell, 1998) and that schools engaged in reform efforts provide greater benefit to students with disabilities when looked at as a unified whole, rather than as two parallel structures (Stainback & Stainback, 1996). Researchers involved in this project worked with leadership teams at each school. Teams included administrators, regular and special educators, as well as parents and community members. Center staff participated in ongoing leadership team meetings, discussing beliefs and values, opportunities and barriers in

practice, and providing professional development workshops per the individual school plans. The research involved developing case studies of both schools that documented how each school went about approaching, reflecting, discussing, problem solving, and moving toward a standards-based system.

The primary research question of the grant was, *What changes in teacher practice resulted from SAM-E training on instructional and curricular accommodations ensuring that students with disabilities had access to, and achieved, high standards in the general education curriculum as reported by teachers?* Data sources for analysis included: leadership meetings, teacher attitude surveys, observations, field notes, changes in Individual Education Plans (IEPs), interviews with key stakeholders, parent and teacher focus groups, and other document reviews.

During the course of the SAM-E research, a natural outcome for researchers was reflection on the process of delivering technical assistance. Combining research on the change process and key principles of universal design along with the lessons learned working on-site with educators and teams, a refined framework for providing technical assistance began to evolve. Additionally, a tool for reviewing IEP content and practices was developed. This tool specifically assesses components of the IEP using a Likert Scale rating for many of the indicators. A four-point scale was used to rate items as present or not present in sample IEPs. A variety of IEP components were reviewed for change over the grant period, such as: academic content of goals, alignment of goals with Maine Learning Results, percentage of participation in the regular classroom, extent of applied classroom accommodations and extent of multiple measures of assessment of progress toward the standards.

The schools' movement toward standards for all, factors influencing change in teacher practice, and demonstrated changes in teacher practice, were documented in seven areas of school structure: philosophy, curriculum, instruction,

assessment, administration, and professional development. The self-assessment guide, *Standards for All: A Guide for Planning Whole School Reform* was

developed as a direct result of findings of the SAM-E project.

Currently in field test format, this guide describes areas of the system that repeatedly came up in analysis and in the literature related to whole school restructuring. It was designed as a framework to broaden the conversation around whole school

A natural outcome for researchers was reflection on the process of delivering technical assistance

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Standards for All Model: Personalizing Elementary Education

initiatives, reflecting on practices at the student level, school, district, and community levels of the school culture.

The guide is grounded in the Center's involvement and learning through the U.S. Department of Education funded Federal Statewide Systems Change Grant, promoting systemic change in the development of quality inclusive educational opportunities; the Center's involvement with the Consortium on Inclusive Schooling Practices, distilling the lessons learned from the National Systems Change projects; and the Center's collaborative work with and products from The Principals' Project, a three-year Office of Special Education Programs, U.S. Department of Education funded research project in which Principals and "external critical friends" engaged in reflective practice and action research to benefit and study inclusive education in their schools.

The lessons learned from the collaboration with educators in Maine participating in the SAM-E grant, continue to inform our work statewide as the Center seeks to improve educational outcomes and opportunities for all students, including those with significant disabilities. The Center continues to reflect on the importance of a school-wide vision reflected in daily practices of curriculum instruction, and assessment for all students. The Center's work seeks to ensure that all school practices:

- are linked to the standards for all students;
- embed professional development that is ongoing and of high quality;
- assist administrators and educators to cross traditional boundaries to support all students opportunities to learn;
- embrace the community that supports each individual school with high expectations for all students.

The impact of this work extends far beyond the scope of the two schools involved with the SAM-E project. The Self-Assessment Guide has been shared with several schools, the Maine Department of Education, and professionals working in other states. The lessons learned from this project are embedded in the practices and recommendations made by Center staff in their daily work with Maine students, parents, educators, and policymakers.

— Betsy Enright
Maria Timberlake

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Ten Students Graduate TOP Program continued from page 11

children. Pam Dawson, director of an inclusive nursery school and head teacher of a special purpose program, also completed a literacy project, giving workshops that modeled reading techniques and provided story extension activities.

Natalie Hale, an Educational Consultant for CDS and an adjunct EC faculty at York County Community College, developed a model for conducting play-based team assessments at her CDS site. Dawn Schillinger, a Special Education Consultant and Coordinator of Programs at the Aroostook County CDS, reviewed and revised the training program for that organization.

Student Jill Starrett, assistant director and Child Development Supervisor for Waldo County Head Start, completed a project that streamlined the paperwork and procedures in the Waldo County Head Start program by collaborating with a partner agency.

Three students completed graduate projects that originated at the Center for Community Inclusion and Disability Studies. Martie Kendrick, an Early Childhood research associate at the Center, spearheaded the development of a Listserv for parents and professionals that addresses the different intervention approaches to autism. She also participated in the planning for a

Center-sponsored conference entitled, *Developmental Approaches for Young Children on the Autism Spectrum*.

Mara Whiteford began working with Kendrick in a partnership between the Center and a CDS site where Whiteford is employed as a Service Coordinator. Whiteford developed a training module for itinerant teachers in her southern Maine county. The topics for the training are assessing in natural environments, developing goals that are relevant and meaningful, and consulting with child care providers. Joan Roberts, the final student in this group, worked with the Center's Early Childhood (EC) team and Research team, to provide research to support statements in the environmental screening tool being developed by the EC team. Roberts will continue to work part-time with the team during the summer on the screening tool.

The most frequent comments among this year's graduates about taking courses through the TOP grant, related to the available financial support and the convenience of the distance learning approach used for classes. Training from the courses helped all students become more accomplished professionals while opening doors to new employment options.

— Sharon Gilbert

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Selected Presentations & Publications

Betsy Enright, co-coordinator of Children & Youth, with Maria Timberlake, research associate, presented: "How Are We Doing?" A Self-Assessment for Inclusive Whole School Reform," and "Building on Strengths: A Key to Success," 21st Annual Pacific Rim Conference on Disabilities, Waikiki, HA, March 2005.

Elizabeth DePoy, coordinator of Interdisciplinary Education, with Stephen Gilson, presented: "Disability Studies: Integrating Theory with Social Action," 21st Annual Pacific Rim Conference on Disabilities, Waikiki, HA, March, 2005.

Janet May, co-coordinator of Children and Youth, with Maria Noyes and Debbie Gilmer, presented: "Leadership and Innovation to Enhance Quality Care and Transition: YouthSpeak in Maine," 21st Annual Pacific Rim Conference on Disabilities, Waikiki, HA, March, 2005.

Lenny Berry, project specialist, presented: "Opportunities, Support, and Success!" TASH New England 2005 Conference, College of the Holy Cross, Worcester, MA, March 2005.

Elizabeth DePoy, with Stephen Gilson, presented: "Rethinking Diversity: Implementing a Progressive Diversity Curriculum in Social Work Education," Faculty Development Institute, Council on Social Work Education, New York, NY, March 2005.

Lucille Zeph, director, presented: keynote address "The Interaction between Child Welfare and Children with Special Needs," 11th Annual Child Welfare Conference, Children with Special Needs and the Child Welfare System, Bangor, ME, April 2005.

Elizabeth DePoy with Stephen Gilson, presented: "Disability as Diversity," Disability Studies Scholars Series, University of Illinois at Chicago, April 2005.

Elizabeth DePoy with Stephen Gilson, presented: "Disability, So what?" Cutler Health Center Resiliency Series, The University of Maine, Orono, ME, April 2005.

Janet May with Bonnie Reidman, research associate, hosted a resource table at the Learning Disabilities Association of Maine annual conference, South Portland, ME, April 2005.

Janet May organized the workshop "Effects of AmeriCorps Living Allowance on Other Benefits," for AmeriCorps program managers, Augusta, ME, April 2005.

Janet May hosted a resource table at Mission Transition, a five county transition fair for youth, families and educators, Augusta, ME, April 2005.

Bonnie Robinson, research associate, with Robin Harvie, and Savick Harvie, presented "YouthSpeak: What We Want Our Health Care Providers to Know," Maine-Dartmouth Family Practice Residency, Augusta, ME, April 2005.

Kathy Son, presented "Utilizing Your Resources-the ADA and Childcare," The Maine Roads to Quality Leadership Institute, Southern Maine Community College, Wells, ME, April 2005

Kathy Son with Lenny Berry, and Helen Bailey from Maine Disability Rights Center, presented Partners In Justice, Maine Criminal Justice Academy, Vassalboro, ME, May 2005.

Elizabeth DePoy with Stephen Gilson, presented: "Intersection of Universal Access and Disability as Diversity," Eastern Washington University, May 2005.

Elizabeth DePoy, with Stephen Gilson presented: "Disability as Human Diversity?" Diversity Dialog Breakfast, The University of Maine, Orono, ME, May 2005.

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