

# ACCESS news

Vol. 35, No. 1 - Spring 2017

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## A Message from the Executive Director

*Douglas J. Usiak*

“Promises or Pats (on the head)?”

This past March, a bus-load of advocates for people with disabilities went to Albany to visit the Governor, and let him know that his constituents with disabilities are waiting to see if he is a man of his word -- OR is he a condescending elected official who just likes to grab “photo ops” by promising a better life for our poor brothers and sisters with disabilities?

Once in Albany, the more-than-30 volunteers from Western New York went to an ornate, high-ceilinged reception area in the Capitol Building that is known as “the Governor’s War Room”, and met up with another 200-plus advocates for people with disabilities from around the Empire State. The hundreds of voices chanted together, and sang slogans, to remind the Governor’s office of his past promises that have not yet been kept. Things like...

“**No Access, No Uber**”— meaning that, if the ride-sharing transportation company, (and its competition, like Lyft), are **not** going to consider people with disabilities as potential customers, and make sure there is some kind of plan as to how to get the person with a disability a ride, then they should **not** be allowed to operate. Why should the Mom-and-Pop neighborhood store, and the local taxi companies, be compelled to provide accessibility, while this huge, international smart-phone-app service is allowed to forget this segment of the populace?

Another chant was **“Our Homes, not Nursing Homes”**-- meaning that the Governor had promised to work to solve the housing dilemma for people with disabilities in our communities, so that these citizens can have realistic options to choose to live in their own homes, and don’t have to end up in institutions.

A related but more focused refrain was the interesting chant that touched the souls of many, **“Better to die in my home than to live in a nursing home”**. This phrase was a plea to the Governor to assist in raising the low wages of personal care attendants (PCAs), so those of us who need PCAs can attract reliable people to work with us and assist us in staying home. So, again, we would not be forced to go into a nursing home, just because acquiring real care was a few bucks more than the State would fund.

Also, there was that self-serving chant, **“What do you want?”**, and its response **“Funding!”**; then, **“When do you want it?”**, with the predictable reply, **“Now!”**.

This exchange was to spotlight the acute needs of the Independent Living Centers (ILCs) around the State. For ten years, the Centers have been “level-funded”, seeing no increases as more and more consumers, from aging Baby Boomers to those whose prior agencies closed, came through our doors. And last year, when the ILCs were given a *slight* Cost-of-Living Increase to assist staff for the first time in those ten years? Strangely, half of it was taken back!

Friends of this Agency probably know that tens of thousands of people with disabilities, plus their families and businesses, are assisted each year by Independent Living Centers in the cities, towns, villages, and farms. ILCs have promoted access throughout this State ... linked people to resources and supports, ... helped people with disabilities to get jobs ... assisted frustrated youth to stay and even succeed in schools ... supported families in understanding the systems as they raise their children with disabilities ... and offered a reason to live for those of us who grow old, while we are increasingly challenged by disabilities.

Well, the hundreds of advocates chanted, but, as our voices were **not** heard, 25 protesters took the next step: civil disobedience. The “Do-or-Die 25” marched into the Governor’s office and sat down, chanting and demanding a response, *insisting* that **someone** speak to the people with disabilities, as to the promises made and then ignored. The result was that these 25 were arrested and charged with a “violation”; they will have to appear in court for sentencing.

What did this extreme action actually accomplish?

Sad to say, as of the date this newsletter is electronically published, it appears that our efforts in Albany worked to draw attention to our issues -- **but** failed to compel the

government to take any concrete action! Since this seems to be the reality of our lives as people with disabilities, I implore each and every one of you reading this article to get involved. Because your involvement is the only act that has the potential to protect your right to live in the community of your choice:

- Get involved to assure that the agencies that truly meet your needs are adequately funded.
- Get involved to assure that you can live your life to its end in your home.
- And get involved to assure that public accommodations (businesses, etc.) cannot continue without accepting everyone as a customer, and not only those they deem to be of value.

Stand up and be heard by our elected leaders, so they realize that we will no longer take this sitting down, that the strides and victories of decades ago to gain our rights as citizens of the United States will not be allowed to erode because we have, or grow into being, people with disabilities. Stand up, vote, yell, and demand your rights as Americans, and make sure that everyone who needs to hear you does!



## **If you have a disability and use assistive technology equipment (AT) in your work, your help is needed!**

Anyone may be familiar with AT that can improve the quality of the lives of people with disabilities, from walkers, wheelchairs and scooters to talking clocks and appliances, closed circuit televisions that enlarge text, and so forth. Similarly, some can use AT to succeed in the workplace, such as computer screen readers for the blind, computer translation of print material into Braille, voice-command input for those with difficulty typing, adapted work stations, and much more.

In an effort to improve employment opportunities and productivity of individuals with disabilities through the implementation of assistive technology, Assistant Professor Sajay Arthanat, Ph.D., OTR/L., ATP of the Department of Occupational Therapy at the College of Health & Human Services at the University of New Hampshire, and his Graduate Student, Alyson Messina, ask that you who use AT in your jobs complete an on-line survey. Designed to examine the usability and cost benefits of assistive technology at the workplace, it would only require 10 to 20 minutes of your time, depending on the nature of your work and the number of AT devices you use.

They would highly appreciate if you can click the survey link, below, or email it to those you know who may have a disability, are employed or self-employed and require assistive devices or technology to fulfill their work. They thank you for consideration of this request and any assistance you could provide in distributing this invitation.

You can direct questions to Dr. Arthanat at (603)-862-1625, or by Email: [Sajay.Arthanat@unh.edu](mailto:Sajay.Arthanat@unh.edu)

[https://unh.az1.qualtrics.com/SE/?SID=SV\\_d6xcivRnLJJHXal](https://unh.az1.qualtrics.com/SE/?SID=SV_d6xcivRnLJJHXal)



# **It Takes a Village...**

*Carly Lapp*

Collaboration and coordination among teachers, school administrators, parents, and community agency personnel are arguably the most important factors in the success or failure of educational programs for students with autism spectrum disorder (ASD) and indeed for all children. Since the education system has an obligation to provide Free and Appropriate Public Education (FAPE), collaboration among educators and professionals is pivotal. The skills and abilities of educational professionals to form solid partnerships have become so valuable that just about every set of new standards for the qualifications of teachers, administrators, and related school personnel now addresses collaboration and system coordination.

The journey of each child from birth to preschool, through elementary and secondary school, and into responsible adulthood involves changes in the self-concept, motivation, and development of the individual, and it is a fragile passage for each student or adolescent seeking to make difficult life choices. This voyage is even more sensitive for students with ASD. Every good educator knows that there are many paths to learning, and they value all of them; what is appropriate for a few students with ASD in various circumstances may not be best for others. The technique of being a good teacher and providing a good education lies in his/her responsiveness to the diverse learning styles and the ever-changing needs of their students with ASD. Moreover, for educational professionals seeking to help these students on their journey, the process requires creative and stable linkages among educators, parents, and human service personnel.

The Individuals with Disabilities Education Act of 1997 and 2004 (IDEA), the No Child Left Behind Act of 2001 (NCLB), and Section 504 of the Rehabilitation Act of 1973 amendments all expanded cross-agency planning and cooperative arrangements at the federal, state, and local levels. Every aspect of educational development to improve teaching, support, and student learning involves the ability of people to work effectively together for positive change. Many educational reforms, initiatives, innovations and good ideas have failed primarily because of a human problem with implementing or sustaining them.

In recent years, professionals and families have been presented with encouraging data and reports of successful interventions for individuals with ASD. Although research documents some programs demonstrating substantial benefits for persons with ASD, differences exist about funding, setting, the degree of family and community involvement, available resources, and program content and structure. The early intervention standard may serve as a particular advantage for children with ASD; however, identifying and diagnosing ASD at any age allows professionals and families

to address the challenges associated with ASD and develop an effective program. Most educators and parents/caregivers concur that intervention plans are more beneficial when implemented at an early age. Services presented in these programs achieve the following outcomes for students with ASD and their parents/caregivers by:

- Promoting increases in focus, imitation, communication, socialization, cognition, leisure skills, work skills, and other essential life skills.
- Facilitating the collective advancement of students with ASD, by establishing social networks, and reducing family stress.
- Increasing independence, self-determination and decrease the likelihood of social dependence.
- Teaching practical communication strategies, which can reduce societal costs for services that will be needed later in life.

Furthermore, include students with ASD and their families in intervention preparation and implementation to promote generalization and maintenance of skills.

### **Generalization of skills**

Typically, children will learn incidentally from the activities and persons in their environment and will generalize these observed skills with minimal effort. However, for students with ASD, it is arduous to employ a learned or recognized skill in another environment. Those students do not necessarily model or imitate observed behaviors and may not understand that the “skill” learned individually can and should be generalized to other settings. For this reason, programming for appropriate generalized outcomes has long been recognized as a critical component of interventions for students with ASD.

The need for generalization should be acknowledged beyond a variety of circumstances, such as time, settings, persons, and behaviors. The skills taught in an instructional environment should lead to naturally occurring, positively rewarding consequences in everyday situations. For instance, learning to make a peanut butter and jelly sandwich results in eating an enjoyable snack at its completion. Also, teaching a skill in a variety of situations, settings, or with many teachers helps to promote the generalization of skills. For example, by instructing a student with ASD on the fundamentals of toileting and “after-potty” hygiene competencies in a diverse array of restrooms, with several different educational professionals assisting, can improve toileting proficiency in most community-based settings. Moreover, the above examples of generalization should all be regarded in any program designed to teach new skills to a student with ASD and specific strategies to promote generalization need to be incorporated throughout the teaching process.

### **Predictability and Structure**

Students with ASD benefit from an academic environment that incorporates a structured program tailored to meet their individualized needs. Also, a detailed lesson plan enables

teachers to stay in touch with daily school activities that may create stressful situations for the student. Educational professionals, teachers, and families need to collaborate to develop practical goals and objectives to create an academic environment that promotes continuity, cohesion, and consistency to fulfill the student's needs and enhance their self-determination. The integration and comprehensive training of these collaborative teams need to be ongoing and consistent to support the successful educational programming for students with ASD. With this in mind, for teachers to implement the central organization within the educational context for students with ASD, the following elements are critical when providing predictability and structure:

Teaching the notion of “time” and the passage of time.

- Use calendars.
- Create daily visual schedules (to prepare the student in advance for transitions and unexpected changes in the school day).

The functional and organizational layout of the classroom.

- Implement a safe classroom setting, such as an appropriate teacher/student ratio, and distinctly defined emergency exits.
- Visually identify all areas of the classroom using both pictures and words.
- Use natural boundaries, such as desks, files, and partitions, to create specific classroom areas.

Use appropriate materials that enhance play, leisure, academic and vocational activities.

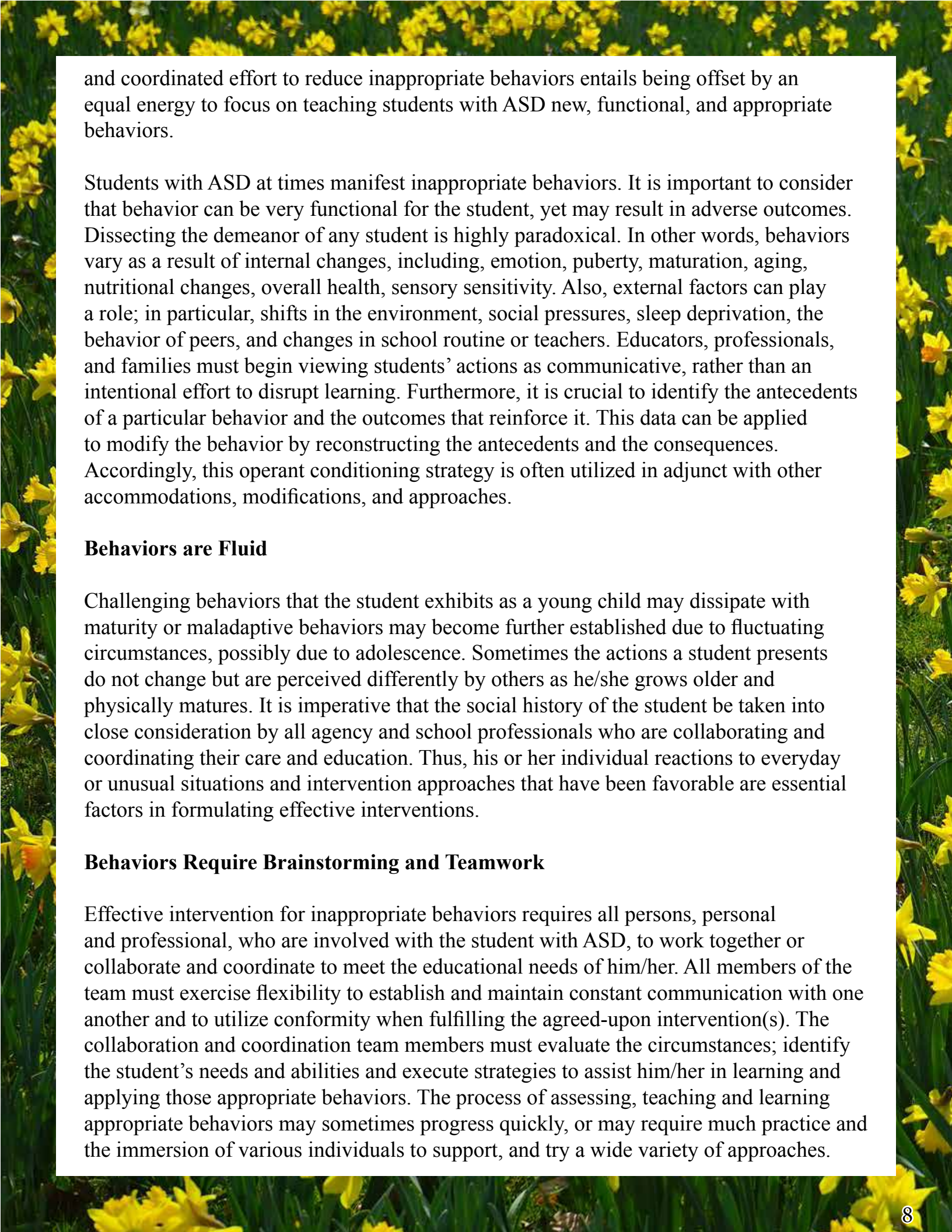
- Use explicit materials and manipulatives (various objects or materials that students can touch and move around, such as blocks and flashcards). The application of manipulatives provides a way for students with ASD to learn concepts in a developmentally appropriate, hands-on and an experiencing way.
- Use assistive technology (AT). For example, computers, augmentative devices, switches, and assistive listening devices.
- Use multiple techniques, such as visual, auditory, and tactile objects to provide information and structure.

Teaching social skills to develop academic setting consciousness.

- Clearly establish, and visually represent, the “rules of the classroom.”
- Implement social awareness by practicing social skill development exercises.

## **All Behaviors Serve a Function**

Frequently, students with ASD have difficulty communicating their needs and wants, which has contributed to a lack of understanding expectations, or an adverse reaction to the environment, and can aid in promoting inappropriate behavior(s). Acceptable social behavior is necessary for learning, interacting with peers and involvement in the community. In our society, behaviors are often only talked about in a negative context. To demonstrate in plain terms, “Annette’s behavior is interfering, disruptive, or she is too difficult to teach.” Notably, students with ASD may have a dramatically narrower repertoire of responses, particularly in social situations. The collaborative



and coordinated effort to reduce inappropriate behaviors entails being offset by an equal energy to focus on teaching students with ASD new, functional, and appropriate behaviors.

Students with ASD at times manifest inappropriate behaviors. It is important to consider that behavior can be very functional for the student, yet may result in adverse outcomes. Dissecting the demeanor of any student is highly paradoxical. In other words, behaviors vary as a result of internal changes, including, emotion, puberty, maturation, aging, nutritional changes, overall health, sensory sensitivity. Also, external factors can play a role; in particular, shifts in the environment, social pressures, sleep deprivation, the behavior of peers, and changes in school routine or teachers. Educators, professionals, and families must begin viewing students' actions as communicative, rather than an intentional effort to disrupt learning. Furthermore, it is crucial to identify the antecedents of a particular behavior and the outcomes that reinforce it. This data can be applied to modify the behavior by reconstructing the antecedents and the consequences. Accordingly, this operant conditioning strategy is often utilized in adjunct with other accommodations, modifications, and approaches.

### **Behaviors are Fluid**

Challenging behaviors that the student exhibits as a young child may dissipate with maturity or maladaptive behaviors may become further established due to fluctuating circumstances, possibly due to adolescence. Sometimes the actions a student presents do not change but are perceived differently by others as he/she grows older and physically matures. It is imperative that the social history of the student be taken into close consideration by all agency and school professionals who are collaborating and coordinating their care and education. Thus, his or her individual reactions to everyday or unusual situations and intervention approaches that have been favorable are essential factors in formulating effective interventions.

### **Behaviors Require Brainstorming and Teamwork**

Effective intervention for inappropriate behaviors requires all persons, personal and professional, who are involved with the student with ASD, to work together or collaborate and coordinate to meet the educational needs of him/her. All members of the team must exercise flexibility to establish and maintain constant communication with one another and to utilize conformity when fulfilling the agreed-upon intervention(s). The collaboration and coordination team members must evaluate the circumstances; identify the student's needs and abilities and execute strategies to assist him/her in learning and applying those appropriate behaviors. The process of assessing, teaching and learning appropriate behaviors may sometimes progress quickly, or may require much practice and the immersion of various individuals to support, and try a wide variety of approaches.

There is a dynamic relationship between the teacher, parent, agency and educational professionals, and the student with ASD. However, the priorities and goals of each member can also be the contributors to potential problems, such as ego and hostility, as well as achievements by way of teamwork and concurrence. Individuals working together as a team must be willing to share resources, supports, and personal limitations. They must be ready to make the most of the genuine creativity that can exist within the group, do things differently, and locate within themselves the ability to compromise.

## **Communicative Complications**

Communication difficulties both verbal and nonverbal are inherent to the diagnosis of ASD. The typical developmental sequence of communication development is disrupted in students with ASD. Communication skills can range from nonverbal, body language, the use of single words to a verbal conversation and may include the following communication difficulties:

***Perseveration*** - repetitive verbal and physical behaviors;

***Echolalia*** - an immediate and delayed “echoing” of words, music, phrases or sentences;

***Hyperlexia*** - a developed knowledge of letters/words or a highly developed ability to recognize words without full comprehension;

***Dactolalia*** - the repetition of signs, pronoun reversals, inappropriate responses to yes/no questions, and difficulty responding to “WH” questions (who, what, when, where, why, how).

Communication problems impact all other areas of learning, socialization, and behavior for students with ASD. When designing appropriate intervention strategies in an academic setting, it is important to understand the student’s receptive language and expressive communication skills. For instance, stressful situations that increase anxiety can interfere with the student’s ability to communicate. Commonly, students with ASD have difficulty understanding humor, idioms, such as, “It is raining cats and dogs,” and sarcasm. An extremely verbal student with ASD may know and use literal language, but have difficulty with abstract concepts. A student’s communication ability changes over time. For this reason, it is important to maintain an ongoing communication assessment from initial diagnosis through school, and into adulthood, as this provides current and relevant information.

## **Social Development**

Impaired social development is a primary feature for students with ASD. The impairment ranges from complete indifference to others, to atypically social, to socially inappropriate. Social development is dependent on other areas of development, especially communication and sensory-motor processing. Also, socialization requires communication skills to obtain favorable social interactions and group experiences.

Furthermore, the capacity to seek out and enjoy the social interaction is dependent on the student's ability to concentrate on the interaction rather than coping with the environment.

Being capable in social situations allows the student to engage successfully in activities after graduation, such as maintaining employment, managing a home, and taking care of basic needs. Some strategies and supports are available to teach appropriate socialization and social understanding. Based on the assessment of social abilities, the teaching of these social skills may transpire in one-on-one, small group, large group or a combination of these academic settings. Due to generalization issues, an intervention plan should be developed and supported to expand socialization and social recognition into multiple contexts.

Several broad categories of approaches and supports to consider include:

- Rehearsal or Scripting, Modeling, and Practice
- Role Play
- Social Curriculum
- Social Skills Manuals
- Visual Supports
- Peer Models
- Structured Peer Supports

Regardless of the setting used or the procedures selected, teaching socialization and social understanding must be achieved in a well-planned and systematic manner.

### **Academic, Community, and Social Inclusion**

Models of language and social interactions are essential elements of an academic environment for students with ASD; nevertheless, the mere presence of typical peers does not constitute successful social-communicative interactions. Collaborative and coordinated efforts between the school, home, and community environments can assist to promote natural peer interactions. Parents/caregivers, teachers, and educational professionals should focus on the application of several approaches in these settings, including activities, routines, and situations to promote peer-peer interactions. When choosing strategies and organizing a plan to support the student with ASD in inclusive activities, examine the following suggestions:

- Assess the student's particular need for integration with typical peers. Provide a natural progression of integration (e.g., individual, to a segregated classroom, to a small group, to large group instruction).
- Plan and schedule activities that promote inclusion and prevent exclusion.
- Continue to emphasize the acquisition of skills that will allow the student to benefit from all-inclusive occurrences.
- Include in the post-secondary transition plan the commitment of all collaborative team

members, assessment of placement options (evaluation of the student's learning style and teachers' instructional style), skills the student needs for integration and training for teacher and educational personnel.

- Provide explicit instructions to peers to acknowledge and respond to verbal and nonverbal communicative behaviors of the student with ASD.
- Include setting supports (such as charts, cue cards, directions) in addition to peer models or as options to one-on-one teacher support.

The family is an essential part of a person's life from infancy to adulthood. It is within the family structure that the individual receives the most support and develops the skills to relate to others outside of the family. While, teachers, educational and agency professionals, and families expect the student to meet current and future educational goals, it is the family who will ensure a consistent commitment to that student through school and beyond. Granted that families, teachers, educational and agency professionals all share the responsibility for meeting the needs of a student with ASD; therefore, collaboration, coordination, and communication must be continuous between all team members.

Optimally, it is a partnership where everyone's contributions are valuable, and each one brings the team their viewpoints, duties, and strengths. Every team member should initiate the planning process with the same routine mission to promote the self-determination and satisfaction of the student to the fullest extent possible throughout life's transitions, not just post-secondary. Although each team member can bring relevant pieces of the planning puzzle to the table, combining the pieces into a comprehensive program entails the cooperation of all team members. Overall, individuals with ASD are, at times, accompanied by emotional difficulties; it is beneficial for all collaborative team members to freely and openly share these challenges and barriers to encourage the most favorable outcomes.

## **Developments in Mental Health PEER Connection**

*Artelia "Tia" Lewis*

Some new and exciting changes have been made to Mental Health PEER Connection!

One of the many changes, made in mid-March as a positive way to move forward and be more flexible for the people we serve, is the schedule of the Job Club, located in the Lower West Wing of the Agency. There are new walk-in hours: from 2:00 p.m. to 6:00 p.m. on Tuesdays, Wednesdays and Thursdays. Vocational activity with MHPC outside these hours is only by appointment.

There will also be Support Groups on Tuesdays and Wednesdays at 5:00 p.m. to give the

participants the opportunity to wind down and share at the end of their day; (OR, maybe it will be the beginning of the day for some. Who knows? Right?) Plus a Networking support group on Thursdays from 4:30 p.m. until 7:00 p.m. So, please spread the word to your peers and remember, all are welcome to embrace this chance to expand their horizons, fulfill their hopes, realize their dreams, and -- the ultimate of all -- acquire their desired job!!

Congratulations to the six consumers employed in the month of January, eight in February, twelve in March, and six in April! Kudos to Vocational Peers JoAnn Kalianos and Tearle Gaines.!!! Yeah!!!!

Your Butterfly/Diva Mental Health Peer Connection Coordinator, Tia

## **How to Make a Home Ready to Accommodate Someone with Visual Impairment**



*By Jackie Waters*

*Image via Jackie Waters*

There are several steps you can take to make your home ready to accommodate someone with visual impairment. From a few design changes to a new organization system in the kitchen, you can make sure that your home is accessible to someone with low or no vision. Our guide will help you make preparations for someone with visual impairment so he/she feels comfortable, confident, and welcome in your home.

### **Improve Your Lighting**

People who have low vision have an easier time seeing and moving throughout a home with a few lighting improvements. For example, you should put up blinds and add sheer curtains to allow more natural light into the home without causing a glare. Change your light bulbs to those that are at least 60-100 watts and opt for incandescent lighting that does not cause as

much glare as fluorescent lighting.

You also should place more lamps throughout your home and make sure that there is ample lighting in places that are used more frequently, like beside couches, in bedrooms, and on desks. Keep in mind that lamps often are more helpful than overhead lighting, especially because they can be moved to aid in tasks, placed behind people, and off to the side so they do not cast shadows.

Add lighting to dark areas of the home such as hallways and stairways. You should have nightlights in high traffic areas and in bathrooms, and you should consider adding motion-sensor lights to the exterior of your home near sidewalks, driveways, and garage entrances.

### **Make Cabinet Edges More Visible**

It can be very frustrating for a person with visual impairment to locate cabinet doors and drawers. To make it easier for her/him to use your kitchen, make the cabinet corners and edges more visible by installing LED lights under shelves and cabinets. If you cannot add lighting to your kitchen, you can still make the cabinet edges more visible by applying bright tape to them. Another option is to paint cabinet doors a contrasting color so they stand out from the frames.

### **Organize the Pantry**

By organizing your pantry with visual impairment in mind, you can make it much more accessible. First, you should consider using specialty labeling products. Canned goods and boxes in the pantry are nearly impossible to identify without some modifications, and adding braille labels or marking them with tactile pens gives canned goods and boxed food unique identifiers. It's also helpful to put the same items in designated spots each time you come home from the market, so that the person with visual impairment knows exactly where to go to find them. It's also worth noting that removing items that are toxic from the pantry is a good idea. Do not place non-food items on the same shelves as food to avoid a potential illness or poisoning.

### **Consider Knife Safety**

Sharp items such as knives and scissors should be placed in one location in one drawer for increased safety. You should also consider purchasing sheathes for your sharp items to avoid an accidental cut. Stock the kitchen with broad-bladed knives that are easier to control. Another option is to purchase a knife block and keep all knives in it. Make sure the block color contrasts the color of the knife handles to make them more visible. And, get in the habit of placing dirty or used knives in a cup or behind the faucet until it is time to wash them.

When it comes to food preparation, it is helpful to place a small lamp on the counter near the cutting area. Purchase a tray or cutting board made of contrasting colors to make it easier to cut light and dark foods. You also may want to purchase ready-to-use food items that are diced, chopped, and grated ahead of time.

With a few tweaks to your lighting, cabinets, pantry, knives, and food preparation areas, you can prepare your home for a loved one with visual impairment.

Additional Resources, which provided some information for this article:

- Redfin Real Estate “The Ultimate Guide to Home Accommodations for Persons with Disabilities” by Aaron Drucker. Copy the URL: <https://www.redfin.com/blog/2016/04/the-ultimate-guide-to-home-accommodations-for-persons-with-disabilities.html>
- Shirley Ryan Ability Lab “Home Modification Suggestions for Low Vision”. Copy the URL: <https://www.sralab.org/lifecenter/resources/home-modification-suggestions-low-vision>
- AMD.org (Age-related Macular Degeneration) Macular Degeneration Partnership “Home Modifications for Low Vision” Copy the URL: <http://www.amd.org/home-modifications-for-low-vision/>
- VisionAware for Independent Living with Low Vision “Organizing and Labeling Clothing When You Are Blind or Have Low Vision” by Maureen A. Duffy, M.S., CVRT Copy the URL: <http://www.visionaware.org/info/everyday-living/essential-skills/personal-self-care/organizing-and-labeling-clothing/1235>
- American Foundation for the Blind “Safe Cooking Techniques for Cooks Who Are Blind or Have Low Vision” Copy the URL: <http://www.afb.org/section.aspx?SectionID=164&TopicID=511&DocumentID=3256&rewrite=0>

*Jackie Waters, who is raising four sons on a “three-acre hobby farm in Oregon”, maintains Hyper-Tidy.com, a website that offers free tips on preparing fresh, home-grown food, house cleaning and organization.*

# UPCOMING EVENTS



**Tuesday, June 13, 2017**

**5:00 p.m. - 9:00 p.m.**

Buffalo Niagara Marriott

1340 Millersport Hwy.

Amherst, NY 14221



**Olmstead Commemorative Picnic (ILNC)**

Thursday, June 22, 2017

11:00 a.m. - 3:00 p.m. Hyde Park, Niagara Falls, NY



**Disability Pride Parade & Festival**

Saturday, July 22, 2017

Parade: 10:30 a.m. - 11:30 a.m.

streets around Coca-Cola Field

Festival: 11:00 a.m. - 3:00 p.m. • Coca-Cola Field

By Sea: 9:00 a.m. - 3:00 p.m. • Canal Side



**12th Annual Bass Fishing Derby**

Sunday, August 6, 2017

6:00 a.m. - 12:00 noon

Old Fort Niagara, Youngstown, NY Barbeque and Award Ceremony,

12:00 PM to 3:00 PM, 3F Club (Fin, Feather and Fur Conservation Club), Lewiston, NY

**FREE**

Mental Health PEER Connection

**Kite Festival**

Celebrating Mental Health



**Saturday, September 16, 2017**

Gratwick Park, North Tonawanda

11:00 a.m. - 3:00 p.m.

For more information contact 716-836-0822



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Inclusion, Awareness, Visibility



# Disability Pride

**FREE!**

## Parade & Festival

**SATURDAY, JULY 22, 2017**

**PARADE: 10:30 - 11:30 a.m.**

streets around Coca-Cola Field  
(Niagara Square to Coca Cola Field)

**FESTIVAL: 11:30 a.m. - 3:00 p.m.**

in the VIP Section at Coca-Cola Field

**BY SEA: 11:30 a.m. - 3:00 p.m.**

at Canal Side

First 250 attendees to the Festival will receive two free tickets  
to the Bison's Home Game on ADA Day, July 26th 2017!