

B.R.I.D.G.E.S.

Building Relationships Intentionally to **D**evelop
Growth and **E**xemplary **S**ervices

{April 2021}



FORECAST

WELCOME!



National Autism Awareness Month – “Celebrate the Differences”

The Autism Society of America is celebrating differences as it works to build an inclusive society where individuals with autism live fully through connections and acceptance. This is a shift from *awareness* to *acceptance*. The society is leading legislative efforts to designate April as *Autism Acceptance Month*, a shift from the commonly used phrase “Autism Awareness Month.”

“While we will always work to spread awareness, words matter as we strive for autistic individuals to live fully in all areas of life. As we celebrate differences, we recognize that acceptance is what is needed to inspire inclusion and systems-wide changes to achieve full participation within society.”

-Christopher Banks, President & CEO, Autism Society of America

<https://www.autism-society.org>
<https://www.autismawarenessmonth.org/>



National Child Abuse Prevention Month
Sexual Assault Awareness Month
Stress Awareness Month
National Poetry Month
Jazz Appreciation Month



(JAM) is a music festival held every April in recognition of the significant contribution that jazz music has made to society. Did you know listening to music is beneficial to our health? It can help lessen anxiety and depression and improve memory and cognition. Listening to jazz music and its innovative riffs, cool tones and complex rhythms can help the mind and body. It can be stimulating, energetic, help us focus or relax. Take some time this April and listen to Jazz music and share the experience.

<https://www.topmastersinhealthcare.com/mind-body-jazz/>
<https://www.gethealthystayhealthy.com/>



To the Providers who have assisted their individuals in getting their second round of COVID-19 shots over the past several weeks as well as overcoming any challenges that might have been encountered. **FANTASTIC JOB TO ALL!!!!**



Have you checked out the weekly calendar of virtual events offered through We Thrive and Lucas County Special Olympics? These activities are open to any person, with or without a disability. The calendar can be accessed by clicking the following link: <https://lucasdd.info/services/special-olympics/> and clicking on "Virtual Calendar." If anyone has any ideas of virtual activities they would like to see on the calendar, please contact Kelley Watson, Recreation Specialist for the Board, at kwatson@lucasdd.org. She is always open to trying new activities and will do her best to make it happen.



The Art of Communicating

I would venture to say most people realize that communicating is a skill, an art form if you will. The words we choose can build us up or break us down; either way, the words we use can have a lasting effect on our relationships in both our personal and our business lives. Therefore, it's important to discipline ourselves to *always* speak with respect to and about others; and, since self-talk can make a lasting impression, we need to speak with respect about ourselves as well (self-talk can be a whole article in and of *itself!*).

Over the years I have heard people speak harshly and then excuse themselves, saying things like, "At least with me you know what you're getting." But this is simply a way of justifying the lack of respect they show for others in the words they *choose* to speak and the *tone* in which they speak them. Rudeness, cruelty, lack of respect, thoughtlessness, and a lack of compassion all come at an extreme price to both ourselves and to others. Harsh words can bring what could have been a healthy conversation or debate to an abrupt halt.

We do not have to break someone down to build ourselves or someone else up. There are ways of getting our opinions across that promote discussion and healthy debate, versus causing a shut down in communication and possibly even undue harm to others and to our relationships with others. Here are some tips to keep the lines of communication open from www.voiceproinc.com (article title: *Respect: A Communication Skill that Brings the World Together*):

1. Practice politeness, courtesy and kindness. ...
2. Listen graciously. ...
3. Avoid negativity. ...
4. Talk to people — not about them. ...
5. Don't overcriticize. ...
6. Treat people equally. ...
7. Be emotionally empathetic. ...
8. Value others' opinions.

And I would add...meet people where they are.

We cannot learn when we're always doing the talking, so besides contributing to a conversation in a respectful manner, we also need to actively listen. Then, when we *are* the ones doing the talking, if we'd like to promote and encourage others to provide their opinions as well, it is always best to talk to people as opposed to talking at them. As we each travel on the paths to success

that we *choose* to take, intentionally kind and respectful conversational connections are tantamount to making the journey one worth taking. Then, because of the many moments of teaching and learning on both sides of the relationships we've encountered along the way, when we look back at the path we have traveled so far, we will see how very much it was worth the time we took to respect others. May the path each of us chooses to take be open to listening, without thinking about what we want to say, thinking before speaking, and speaking with respect for each other.



LAMPOST

With Disabilities 'Rarely' Seen, Netflix Commits \$100 Million Toward Inclusion

Excerpts from Disability Scoop article by Shaun Heasley | March 2, 2021

Netflix is pledging to do more after a report finds that representation of people with disabilities and other groups is lacking in its original films and television shows.

The report released late last week was conducted by Stacy Smith at the University of Southern California's Annenberg School for Communication and Journalism who regularly analyzes diversity on screen and was asked by Netflix to assess its work. Smith and her team reviewed 126 films and 180 series released in 2018 and 2019 to measure representation by gender, race/ethnicity, LGBTQ+ and disability.

While the study gave Netflix good marks on gender equality and for making progress in inclusion of those from some underrepresented racial and ethnic groups, it found that the LGBTQ+ community and people with disabilities "rarely" see themselves in content on the streaming service.

Characters with disabilities accounted for just 5.3% of leads and 4.7% of the main cast in film and series on Netflix, the study found. When all speaking characters were factored, only 2.1% had disabilities. This is far short of reflecting the 27.2% of the population who have disabilities, the report noted.

When individuals with disabilities were shown, they were likely to be male and most were white. Slightly more than half of these characters had physical disabilities.

In response, Netflix said it will establish a fund that will invest \$100 million over the next five years in organizations that help bring underrepresented communities into the television and film industries and in programs to train and hire new talent at the company.

Provider Certification Rules under Revision

Rule 5123:2-2-01 (Provider Certification) establishes procedures and standards for certification of providers of supported living, including Medicaid-funded Home and Community-Based Services provided in accordance with Section 5123.045 of the Revised Code. "Supported living" is defined in Section 5126.01 of the Revised Code and means services provided to an individual with a developmental disability through any public or private resources that enhance the individual's community life and advance the individual's quality of life by providing the support necessary to enable the individual to live in a residence of the individual's choice. The rule governs two types of providers in Ohio's developmental disabilities service delivery system: agency providers (entities that employ staff who provide the services) and independent providers (self-employed persons who provide the services and do not employ, either directly or through contract, anyone else to provide the services).

DODD is proposing to rescind rule 5123:2-2-01 and adopt two replacement rules:

- 5123-2-08 (Provider Certification - Agency Providers)
- 5123-2-09 (Provider Certification - Independent Providers)

These rules are projected to go into effect September 1, 2021. For a chart of the proposed changes, please see the following links:

AGENCY PROVIDER PROPOSED

CHANGES https://mcusercontent.com/46f9edd74ac726fdf457dfe0f/files/cef34d77-a9a9-4158-b2d9-ac15f29ac3e1/Crosswalk_Agency_Provider_2020_11_09.pdf

INDEPENDENT PROVIDER PROPOSED

CHANGES https://mcusercontent.com/46f9edd74ac726fdf457dfe0f/files/2c7ff6bd-7961-4af5-bf27-9e6e9bf7a73e/Crosswalk_Independent_Provider_2020_11_09.pdf

Senior Committee & Opportunity to Consult

A committee meets monthly to focus on the needs of individuals with disabilities as they age. The Senior Committee has representatives from the provider network, the county board, and family members of individuals. Recently the committee has been involved in partnering on a grant to make Lucas County a "Dementia Capable" community. Trainings, resources, and support are available to providers and community members.

The committee offers the opportunity to consult with providers on cases involving seniors with disabilities. If you are working with an individual and have concerns about behavior, accessibility, community resources, or other aging-related issues, please send a brief description

of the concern via email to seniorcommittee@lucasdd.org. The committee will be happy to provide suggestions or link to resources.

LOOKING BACK

A HISTORY OF DISABILITIES

By Terry Myers

Samuel Gridley Howe was born on November 22, 1801 in Boston, Massachusetts to Joseph N. Howe. Joseph was a maker of rope for ships that sailed out of the Boston Harbor, and Martha Gridley Howe. In 1831, Howe was appointed the director of a charter school for the blind in Massachusetts. This was the first school of its kind in the nation. However, in 1847 he received both public praise and ridicule after he convinced Massachusetts lawmakers to fund the first residential school for “idiots” (as intellectually disabled people were called at that time) and “feeble-minded youth.”

In 1848 Howe opened an experimental boarding school in South Boston for youth with intellectual deficiencies. Howe firmly believed in the importance of family and community, and wanted the schools to prepare children with disabilities to live with the rest of society. However, at this time, most social reformers in America believed "idiots" could not be taught.

Soon after, a number of boarding schools for children with disabilities opened on the East Coast. They opened in Germantown, Pennsylvania; Albany, New York; and in Columbus, Ohio. These “training schools” were considered an educational success, offering hope to many families with children with disabilities. During this time, and before the training schools became large institutions, school superintendents had a strong educational focus. Students would receive physical training to improve their motor and sensory skills, basic academic training, and instruction in social and self-help skills.

Additionally, during the time of the training schools, the U.S. Government made its first attempt to determine the number of people with intellectual deficiency. Although, efforts may have been flawed by confusing mental illness with intellectual deficiency, there was a reported increase in the number of people with disabilities during the 19th century.

With proper training, it was believed, many people with disabilities could be educated to return to

the community and lead productive lives. Optimism for the early "training schools," the increasing awareness of the numbers of people with disabilities, and reformers, resulted in an increase in the number of institutions. At this time, the underlying belief was that through proper education and humanitarian means, they could "make the deviant un-deviant." They also believed that they could "change" them to fit better into the world.

As previously stated, the experimental "training schools" were a success. Intellectual "deficiency" was, of course, not "cured," but many students with mild and moderate disabilities profited from their training. They developed the necessary skills to return to their families and communities. However, the economic troubles of 1857 and the results of the Civil War, there were no employment opportunities for them. Competition for jobs was already high, with immigrants willing to work for low wages.

A historian by the name of James W. Trent expressed, "In a growing and increasingly industrialized nation, communities did not need idiots, not even educated ones." Unfortunately, individuals who returned to their communities looking for work usually ended up in poorhouses or jails.

While the number of training schools increased, the commitment to training did not. The schools quickly became asylums, providing custodial care for an increasing number of individuals with developmental disabilities. Even though some people believed that the early training schools were successful, education as a goal was sacrificed for the greater concern of housing a quickly growing number of individuals of all ages with all levels of disability. This became the beginning of the dehumanization process. Unlike the beginning stages of the training schools, these new institutions no longer encouraged interaction with the community. They were located in rural areas and away from the view of most people. The evolution of services, first meant for all the right reasons, would actually see things go very wrong.

TRAINING

[ALL TRAINING IS OFFERED VIRTUALLY ON ZOOM AT THIS TIME.](#)

The [April Training Calendar](#) can be accessed here:

https://mcusercontent.com/46f9edd74ac726fdf457dfe0f/files/f351311d-bdf2-4536-a947-273bf17c3f55/April_2021_Provider_Training.docx

You can also access **new provider** training free online at DODD's website at the following link: <https://dodd.ohio.gov/wps/portal/gov/dodd/about-us/training/departments-provided-training/eight-hour-provider-training>. You will be prompted to make an account and it will keep track of which modules you have completed. You can print off a certificate at the end.



ALL ABOUT ZOOM!

As ISP meetings and provider trainings continue to be held virtually, we have all been learning new skills to keep up with our online work. We have linked a helpful video resource for using Zoom on your computer or phone here: <https://youtu.be/mbbYqiurgeo>

For Provider Training sessions, we have some **Zoom Etiquette Expectations** that we ask all attendees to abide by:

1. Choose a dedicated spot to sit during the training that allows you to stay focused and participate in the training. Please sit upright and be attentive.
2. Put your microphone on "mute" so any background noise is not heard by other attendees.
3. Keep your camera on, and pay attention during the training. Dress appropriately as others will be able to see you on camera. Please limit distractions in the background.
4. Absolutely **NO DRIVING ALLOWED**. If you are driving during the training, you will be removed from the Zoom training and will not receive a certificate. This is to ensure the safety of yourself and others.

Thank you for supporting these expectations so that we can continue to offer free provider training that is educational and useful to all!



FIRST AID STATION

It's Allergy Season

Spring is in the air making it a beautiful time of year. The weather is getting warmer making it a key time for seasonal allergies. More than 50 million Americans suffer from allergies each year

with 30% of adults and 40% of children experiencing allergies. As the plants release their pollen, people will begin to have a variety of symptoms such as sniffles and sneezes. The biggest spring allergy trigger is pollen. Trees, grass and weeds release these tiny grains into the air to fertilize other plants. Pollen can travel for miles, especially on a windy day causing the pollen count to be extremely high on those days. On rainy days, the rain will help to wash the allergens and pollen down.

When this pollen attaches itself to someone's nose who is allergic to pollen it causes the body to react. The body will see this pollen as a danger and release antibodies to attack the allergens. The body chemical that is released into the blood is called a histamine, triggering a variety of symptoms. These can include itchy and runny nose, itchy and watery eyes, dark circles under the eyes, coughing and sneezing. To help with someone who has outdoor allergies, it is a good idea to keep an eye out for the pollen count. The pollen count is how much pollen is in the air that day. If it is a low count, that means you can be outside without too many symptoms. If the count is high, there is a risk for high allergy symptoms. The local news and weather will share this information. Keeping track of the pollen count can help you determine the amount of outdoor activity you choose to engage in.

Some simple ways to decrease symptoms from outdoor allergies include: 1) limit the time you spend outdoors 2) leave your shoes at the door and wipe them off 3) change your clothes once done being outside. 4) Shower and wash your hair 5) rinse out the nasal passages (some people use a neti pot) 6) drink more fluid to help thin out the mucus in the nasal passages, and 7) Discuss with your physician for a treatment plan.

- <https://www.womenshealthmag.com/health/a26079033/when-is-allergy-season>
- <https://www.webmd.com/>

When does allergy season start?		
	Tree pollen	Early March
	Grass pollen	May
	Weed pollen	July
	Ragweed pollen	Late August

Women's Health

"WARM LINE" for Emotional Support

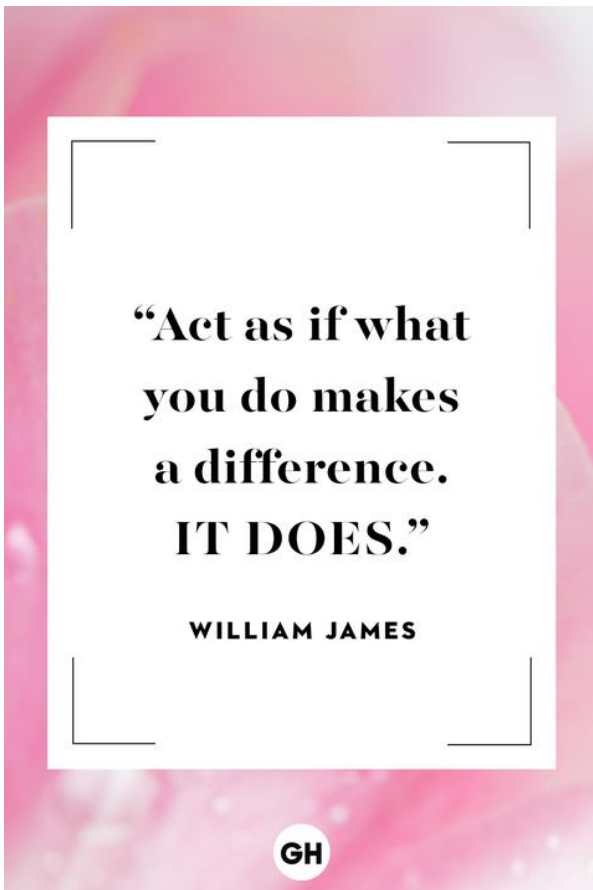
In need of some emotional support while dealing with all things COVID-19?

Feeling lonely? Depressed? Anxious? Stressed? Scared? Angry?

Call the Lucas County Emotional Support Line:



SHOOTING STAR





Make your life a
masterpiece, imagine no
limitations on what you
can be, have or do.

BRIAN TRACY



RESOURCES

The Provider Supports Department staff are here for you!

Pat Stephens, Director

Lisha Washington, Department Secretary

Julienne Hardman, Provider Compliance Coordinator

Lisa Poiry, Provider Development Coordinator

Jennifer Wolfe, Provider Training Coordinator

Sarah Diesch, MUI Coordinator
Erica McElmurry, MUI Coordinator

Provider Support Specialists:

Dan Barda Jenny Kinney Terry Myers Jane Meyer
Linda Repka Sally Damschroder George Woodget Gail Sanders
Catherine Thanasiu Michelle Cope-Morris Meredyth Brown-Grycza

Success Coaches:

Faith McCreary and Sharon Calhoun

Technicians:

Sherrie Burkhardt, Mellisa Merritt, Sara Gardner, & Danielle Russell

Investigative Agents:

David Mullin Mira Banks Dana Myers Erin Lee
David Vaughan Tiffany Rozzano Nathan Wolfe Leslie Gray
Madelyn Siegel Tammy Jones Tracey Merrithew

***Helpful provider information is always available
at the following websites:***

DODD: <http://www.dodd.ohio.gov/Pages/default.aspx#>

Lucas CBDD: <https://lucasdd.info/> (Click on "Provider Supports")