

---

# The New Hampshire Challenge

disability issues from a family perspective

---

published quarterly by: The New Hampshire Challenge, Inc. P.O. Box 579, Dover, NH 03821-0579

Volume 15, Issue 1

© 2002 All rights reserved

Fall, 2002

---

## Who will best serve *your* interests? Election 2002



**Craig Benson (R)**  
(see page 2)



**Bruce Keough (R)**  
(see page 4)



**Gordon Humphrey (R)**  
(see page 6)

*Each of these candidates for governor were interviewed by The Challenge.  
Read what they have to say about the issues most important to your family.*



**Mark Fernald (D)**  
(see page 8)



**Bev Hollingworth (D)**  
(see page 10)

*Photos of Benson, Humphrey and Hollingworth courtesy of The Portsmouth Herald  
Staff photos of Keough and Fernald by Janet Krumm*

***Also in this issue:***

Meet an extraordinary coach of Unified Sports - page 10.

Interested in a degree in human services? Read about this program at NHCTC - page 17.

Nonprofit Org.  
U.S. POSTAGE  
PAID

E. Hampstead, NH  
Permit No. 65



**The New Hampshire Challenge** is a quarterly publication which disseminates in-depth information on disability issues from a family perspective. Printed items do not necessarily reflect the views of The Challenge or its publisher, The New Hampshire Challenge, Inc. The Challenge reserves the right to exercise editorial judgment in the selection and publication of materials.

The New Hampshire Challenge is printed four times a year, and welcomes the submission of articles. Copy must be typed and may be mailed, faxed or emailed. Pictures are welcome. Questions should be directed to the editor.

**Advertising rates:**

Full page with color (on back page only) \$700.00

Strip ads (on bottom of page) 2 inches high, 5 columns wide \$100.00

Discounts available for ads run more than once.

**Editor:**

Janet M. Krumm  
(603) 742-0500  
(800) 758-6430  
Fax: (603) 749-0981  
email: nhchallenge@attbi.com

**Website:**

ww.nhchallenge.org

**Webmaster:**

Ken McGillvary

**Printed by:**

Seacoast Newspapers

**The New Hampshire Challenge**

P.O. Box 579  
Dover, NH 03821-0579

# Craig Benson

## Republican

by: Janet M. Krumm

Just as Cabletron shapes Craig Benson's approach to state government, it has shaped his attitude about people with disabilities. "In our company, we had a huge workforce of disabled employees," he said, "and they were some of the best employees we had. We reached out and tried to get more of them and we modified the work or whatever to allow those employees to be fulfilled as well as successful in the working environment."

He brings this business approach to his answers about disability issues.

Benson did not address the waiting list issue specifically, other than to say: "Your area of interest is something that needs to be explored. New Hampshire is not very efficient at taking money and distributing it to those that need it." He claims that the State is using up to \$.70 on the dollar for administrative costs on the average and wants to see state government be more efficient and effective in its spending.

He used charitable organizations as a model of what he was talking about. "There's a certain administrative fee that they have," he explained. "But they measure that to make sure that they're not collecting x dollars and it's all going to administrative fees and nothing's dropping out to those who need the funds. And we're not doing that in state government."

"Getting that dollar from the top to the bottom is the job of health and human services," he added, "getting those services as much out the bottom as possible."

When asked if he would consider cutting Medicaid services, as other states (like Massachusetts) are doing, to balance the budget, Benson replied: "My understanding is that Massachusetts had a more generous program to begin with. They're trying to get theirs more in line with what other people are doing. Ours was not generous to begin with, so it's not easy to take away from some-

thing like that. I saw what the government's trying to do as far as reimbursement to pharmacies and things like that. My guess is there's not a lot of room to move in there."

State government needs to change, Benson stated, and to do that successfully, state employees must be engaged with and included in the change process.

When asked what he is looking for in the next commissioner of the department of health and human services, Benson said that he wanted someone who could work with and include a large group of people. Remarking on Terry Morton, a past commissioner, Benson said: "Terry Morton, by the way, was not very successful in what he did, because Terry

would be different from those used to measure the department of motor vehicles, Benson acknowledged. "I think logging complaints is one good place to start," he said, "and how we deal with those complaints, how many complaints we get, what types of complaints those are."

"Constantly, I'm hearing from people that they're just not gotten back to, there's no answers and so on and so forth," he added. "That's not an ad-



in a lot of different areas," Benson stated, "so that we can see the strengths and weaknesses that they have, (how they) challenge students with technology in school, a number of other issues they have. So that every parent in every community knows exactly what the deal is in their school."

When asked how he would measure success in special education, Benson replied: "Everybody can be measured.

Again, maybe the metrics aren't the same for a child with disabilities as somebody without disabilities, but the measurement process remains the same.

"And gains-based improvement means measuring their success from one year to the next to make sure we're making progress as well as measuring where they are statistically compared to other children

in the same course, areas and so on. So there's two different ways to measure this."

"I think everybody can make progress," he stated. "We ought to be able to make sure that we recognize those progresses that were made. And again, I think we have to measure things in order to see clearly, to be able to see problems in the system, too. Again, you bar chart those ones that are problems, and you try to knock them off one at a time."

One of the problems Benson talked about was the high drop-out rate in New Hampshire's high schools. He sees the measurement of students as a way to address that problem. "We talked about business process," he said. "If

*"I think we can find something that interests every child in the United States and not only interests them but challenges them, at whatever level they're capable of doing."*

- Craig Benson

Morton didn't include people. Terry Morton had very good financial skills, but he's somebody that's very hard to work with. His personality does not allow him to work effectively in an organization that needs to be changed. Financially, he's very good. His real value add to DHHS would have been more as a staff person, not as a leader, certainly providing a lot of information and detail to what could be done."

Benson pays attention to the detail. Before any change can be initiated, he explained, you have to know what the problems are. And the way to identify the problems is to measure them. "You've got to be able to measure everything you do," he explained, "cause otherwise you can't make it better."

The metrics used to measure the department of health and human services

equate answer. People have real issues. We ought to be able to track them. We ought to be able to measure them. We ought to be able to solve them. They're not always gonna be perfect, but at least people will know that we're working to try and make this system better.

"Any organization that measures the issues that they have in their process can then start to define those issues and say, let's attack this and see if we can make this better. But if you don't measure it, you don't track it, there's no way that you can make the process better, or make the problem better."

Measuring results in schools is equally important, Benson asserts. He supports the No Child Left Behind policy of President Bush, but wants to take grading schools even further than the President proposed. "I want to grade schools

*Continued on page 3*

*Continued from page 2*

you can find a defect in the beginning of the line, it's a lot less expensive and costly to fix it then. If it goes all the way to the finished product, then it's much more costly and time consuming.

"If you wait til kids graduate from school to find out that they can't do something you thought they could to, obviously, there's very little if anything we can do about it at that point. If we catch it very early on in the process, we clearly can right it, and allow that child to be successful."

When told that students with disabilities are twice as likely to drop out of school as their counterparts, Benson stated: "I think we can find something that interests every child in the United States and not only interests them but challenges them, at whatever level they're capable of doing, and make sure that they feel that school is a value to them, not something they are forced to do."

Benson advocates a public-private partnership with the schools and wants to encourage businesses to do such things as adopt a school, get involved with curriculum development and help create charter schools. When asked how he would encourage businesses to include students with disabilities in these efforts, he stated: "I don't think it's that hard. We just have to allow people who have some experience with the disabled to just come in and try to do it. We just have to make sure that everybody gets challenged, everybody thinks they have an opportunity to be successful."

School choice is important to Benson. He didn't appear to understand, however, how complex the school choice issue is with special education. Benson believes that having the money follow the student would be incentive for school districts to want to do better by their students.

"See, schools right now, whether they have your child or not, they get paid. So, they're in a real hurry to get rid of them because they get to keep the money and lose the responsibility and the cost for them. If you keep your child at home, the school still gets paid. A smart school administrator would make every child go to home school so they didn't teach any of them and get to keep all the money. So if the money travels with the student, then all of a sudden the incentive to get rid of them is not quite what it was."

When told that for special education, it's not so simple, Benson replied: "There has to be some way we can do it so the child can travel from district to district because I want free choice. I want public school choice, from public school to public school." That public school choice, he explained, would allow parents to send their children to public schools in other districts, not just other schools in their own district.

The measuring that Benson emphasizes as the way to identify and address problems would create a great deal of information, and public access to information is particularly important to Benson. "I think that, and this is a chronic fault of the state, we do have a lot of information that we don't share with people," Benson said, "and we use every excuse in the book why we're not going to give it to them. And a lot of these reasons that we give the people aren't always true."

"This is the people's information. They paid for it. It's yours to have. But knowledge is power in the state of New Hampshire and I've noticed that, in more than one instance, a few that know the thing don't want to share it with anybody because that's how they stay important."

## Craig Benson *contact info:*

<b>Office location:</b>	814 Elm Street Suite 407 Manchester, NH 03101
<b>Mailing Address:</b>	Benson for Governor P.O. Box 5321 Manchester, NH 03108-9838
<b>Phone:</b>	603-625-4884
<b>Fax:</b>	603-668-8901
<b>E-mail:</b>	<a href="mailto:campaign@benson2002.com">campaign@benson2002.com</a>
<b>Web site:</b>	<a href="http://www.benson2002.com">www.benson2002.com</a>

Along with publishing information about the problems in government and education, Benson would also publish information about the successful efforts of those who address the problems. "The real advantage of New Hampshire," he emphasized, "is that we've got great people that, given enough inspiration, passion and enthusiasm, will come out and make a difference in the system. We need to inspire people to be what I call craftsmen in their professions, people that are willing to make a difference better than anybody else."

"All I do all the time is hear all the reasons why we can't do this and we can't do that," he stated. "It's time for can't do be over with. It's time for can."

Benson wants to focus on the this can-do attitude. "One of the things that I want to do is to highlight the accomplish-

ments of great people wanting to make change," he explained. "So in the case of disabled children or even disabled adults, we need to be able to highlight the people who are willing to go out and help people in certain circumstances."

If it's a business who can be highlighted for hiring disabled people and working with them and giving them a great opportunity, we should have that. We should do this every single year. Whether it's schools who have done a great job for disabled people, or what have you, we should recognize those. Because too many times our unsung heroes are unsung. And it's no longer acceptable.

"Because whether it's paid for by the government or not paid for by the government, great people make the difference," he added. "I don't care where you get the money from. If you don't have great people,

you're going to have a lousy system. I don't care how much money you put into it."

Benson, however, is willing to bet his money that this will work. He stated that he will donate his salary as governor to "state employees willing to make change." He wants state government to be "one organization that's there to serve the people of New Hampshire." Instead, he said, "we're acting like a lot of independents."

Benson has a lot of faith in the people of the Granite State. "People in New Hampshire are able to overcome obstacles if you provide them an opportunity to do it," he said. "And we are now stuck with can't. It's horrible. And can't has every reason in the world why we shouldn't do it. It's also the easy way out. I think can's a lot more fun and more rewarding. And that's the place we gotta get to."

## *Would you like your ad here?*

Let our readers know why *your* product or service is just the one they're searching for!

For \$100 you can reach thousands of families and professionals in New Hampshire and throughout New England.

Call us today at 603-742-0500 for more details.

# Bruce Keough

## Republican

by: Janet M. Krumm

Bruce Keough is focused on one thing - solving the education funding problem. That focus does not eliminate his concern about other issues, only puts them in context.

For instance, when asked if he would support the funding to eliminate the wait list in five years, as called for in the division of developmental services' plan *Renewing the Promise*, he replied: "I think that this is clearly an area where an inability to deal with education funding has really crowded out other important state programs. And that's why I have been so consistent in talking about getting the education funding problem fixed.

"I think maybe three years ago," he added, "people would have viewed that as being disassociated from the issues they really cared about, whether that was elderly care or developmental disabilities or some other state initiative. I find that much less to be true now.

"I mean more and more people are getting it that unless we solve this education funding problem, other priorities are going to be crowded out, particularly priorities that have relied on the growth of general fund revenues to meet growing caseloads. So much of the growth of general fund revenues has been going to the education trust fund, and that needs to end."

His proposal to address the pressing needs of the state is to "get back to one budget, one state budget." He outlines a "what if" scenario: "If we started out with a blank sheet of paper and said, okay, how do we want to spend (the State's money)...."

Keough said he had full confidence the following priorities would emerge: "Where (the citizens of New Hampshire) would start is dealing with issues of protecting public health and safety. I think everyone would say we really want to do that.

"And then I think very quickly in the process, they would say we want to help those who are not in a position to help

themselves," he added. "We want to help the weakest among us to live a fairly dignified life and I have no doubt that would come before helping wealthy communities like Bedford and Amherst and Hollis pay for their schools."

But that is not the reality today, Keough emphasized. "And the reason is," he said, "that we've lost sight of the fact that all state programs compete with each other.

"We've set up this separate education trust fund that seems to have a first call on the state's tax revenues. It operates under a formula resulting from the Claremont II decision that escalates 7 1/2% or 8% per year. And that fundamentally is what needs to change.

"And I know there are those who believe that simply putting new taxes in place would make everybody happy," he added, "that somehow if we tax people more, we somehow would be able to satisfy every need and every want in the state.

strong local networks," he explained, "to, number one, identify people in need of services, and to coordinate the work of the department with other service agencies, whether they be local non-profit agencies or church based groups."

Keough believes strongly in developing such networks. "I think the service link process that the state has gone through - more for elder care - is a good example of that," Keough said. "What we need

"What I like to do is to do it on a program level and identify a program and bring in people from the outside, force a discussion from all vantage points of people who have to deal with that program."

He favors giving administrators more budgetary flexibility, in order to get managers "vested in the most efficient use of state dollars." He talks about his experience as chairman of the board of the University system, when a new

from a variety of backgrounds: the acute care delivery system, or elderly care. They could come from a nonprofit like Easter Seals.

"But somebody who has been out there on the front lines, so to speak, and (who) knows the operating issues to be solved in serving as many people as possible with limited resources.

"I think we've had a commissioner that's been more of a financial manager/accounting type - that was Terry Morton. We've had a commissioner who has been more of a grant writer/legislative advocate - I think Don Shumway would fit that mold.

"I'd really like to find someone who's got more of an operating background and can really look at the system and say, alright, how do we take these resources, some of them exist in state agencies, some of them exist elsewhere, and coordinate them all so we can serve as many people as possible."

Keough told about the increasing number of conversations he's been having with parents across the state whose son or daughter with a disability is graduating or has just graduated from high school. "They are really at a loss," he said.

"And I think some of that is never going to be eliminated," he added. "It's just a big adjustment, even if you think you're planning for it. It's just a huge adjustment for the child to go from that social interaction to



***"Our state dollars ought to go first to addressing real needs. I think that the need to make sure that the most vulnerable among us are provided for is a true need."***

**- Bruce Keough**

I don't believe that's true at all."

An important part of this process of allocating funds, Keough believes, is distinguishing between wants and needs. "Our state dollars ought to go first to addressing real needs," he stated. "I think that the need to make sure that the most vulnerable among us are provided for is a true need."

While Keough did not commit to the funding needed to eliminate the wait list, he did commit to looking at the issue. "I'd want to work with health and human services to really come up with strategies to build

are strong networks, strong community based networks. We don't need strong individual agencies - unless they are part of a network that is really coordinating efforts to best serve people. I don't have a lot of tolerance for little empires and people trying to protect their own turf."

While he does want to improve services and find ways to control costs in government, Keough admits to taking a "dim view" of appointed commissions. "I think that they create headlines and don't create much in the way of results," he said.

budgeting system, "responsibility conceived budgeting," was put into place. "I find that if you allow people, even at the lowest levels, to have some discretionary authority," he said, "that works a lot better than trying to anticipate every possible eventuality and write a regulation for it."

When asked what he would be looking for in the next commissioner of health and human services, he replied: "What I'll be looking for is somebody with real experience in the delivery of human services and health care. They could come

*Continued on page 5*

*Continued from page 4*

the absence of it.

"But," he emphasized, "I can't think of a single good reason why that transition shouldn't be planned for well in advance of high school graduation."

He spoke of friends of his in Exeter who have a son with a developmental disability, who recently transitioned out of high school. "They had not been users of the system at all," he said, "and the transition has been tough for them. Their son can't live independently and he went away to a five or six day summer group experience this summer. Just loved it. It was the first time he'd been away from home in 21 years. It was a great experience."

Keough inquired about any efforts on the part of the area agencies to plan group homes in the state, mentioning an initiative in Peterborough. "The idea is to have the group home and an actual operating farm that would be set up to make money and provide jobs," he explained.

## Education

It is with the area of education that Keough feels more comfortable. He supports real incentives for measurable improvement in education, and accountability in measuring achievement. When asked how he would measure success in special education and hold schools accountable, he replied: "I think that the best accountability systems are developed within the organizations themselves.

"Every school district has different challenges. Some school districts may have reasonably high test scores, but they may have a drop out rate that's much higher than what they ought to expect given the level of academic achievement that's going on in the school and they might, when they're setting their own goals, really want to focus on identifying how to reduce the drop out rate.

"Special education, I think, is a similar instance," he added, "where the satisfaction of families varies dramatically from district to district. You hear anecdotally about people actually moving to districts that have a good reputation for dealing with special education issues."

He sees two distinct

categories of special education students. "One category deals with students who have clear developmental learning disabilities," he explained. "Then another deals with the increasing number of coded students who are not in some way shape or form, keeping up with the rest of the class, or developing at the rate the rest of the class is, or in some cases, developing at the rate the parents want them to develop.

"I really am interested in locally developed strategies," he added, "to either, through early reading programs or identification of high risk children at an early age - the preschool age - work on reducing that number. If we can put more money into early identification, early childhood development, I think we'll end up with a lot fewer special education students of that kind."

As for those students in his first category, Keough has been looking at the way other states empower families empowered "to piece together the services of the educational options that are going to best serve their students."

"It's not uncommon in some states," he explained, "for parents to choose to send their child for part of the day to what could be a charter school that deals more directly with the special needs of special education students. I think the best systems still provide for that network of friends that has always been there, but may address more specifically and with better outcomes the special needs of the group of students in the area. This has been done quite successfully in some states."

When told that some parents may see this as an effort away from inclusion, Keough disagreed. "I don't think so," he said, "because I'm not talking about the difference between so called mainstreaming in a community school or out-placement to a facility out of the community.

"What I'm talking about," he continued, "is getting away from this one-size-fits-all view and in fact, in many cases, what is going to best serve the child, it seems to me, is to get out of this philosophical debate and say that it's okay if the child spends three or four days a week in that community-based school, but to get the best services in some areas and the best help, they may get on a van and go for two hours a couple times a week to a different facility."

Keough supports char-

## Bruce Keough *contact info:*

**Mailing address:** 186 Granite Street  
Manchester, NH 03101

**Phone:** 603-641-9888

**Fax:** 603-641-2677

**E-mail:** [info@keough2002.com](mailto:info@keough2002.com)

**Web site:** [www.keough2002.com](http://www.keough2002.com)

ter schools and sees them as potentially playing a role in such a scenario. "In states that have developed lots of charter schools," he explained, "the best charter schools focus on people who aren't being best served by the existing public schools.

"There are charter schools that try to replicate themselves as an alternative public school," he added, "but many of them have said, alright, who's being underserved in this one-size-fits-all system that we have? And among those students may be students that have real aptitudes and affinities for performing arts, or for more technical vocational kind of education, and also some special needs students as well.

"To the extent that we can put parents in the position of choosing what's best for their children, rather than trying to adopt one legislated solution that everybody has to pick from whether or not they think it's working best for their children, I think the former approach is better."

Keough is intent on giving parents real options. "I understand that parents of special education students have greater input into the individual education plan and ultimately sign off on that, but what they sign off on, they do that in the context of whatever options happen to exist," he elaborated. "And I think if we free up the system and allow for the development of more options and

more alternatives, that ultimately, children will be better served."

Keough talked about a parent he knew who created options for his daughter who developed significant special needs after brain surgery, and in doing so, provided that option to other children with similar needs. "It takes an extraordinary commitment to simply identify the options that exist, so that as a parent you can have the greatest role as an advocate for your child in that process," Keough stated. "It takes a super extraordinary effort to actually develop new options from the menu that exists today.

"I think, that if the money could more easily follow the student, that more options would develop in addressing those needs. And that's what I'm talking about, just giving parents more options and putting more flexibility in the system where options can develop to meet needs that aren't being met currently."

Keough sees the State as having a role in addressing a problem currently plaguing small school districts - funding catastrophic special education costs. "We don't want to have a system that students or families feel they need to move (to different) communities in order to have their children better served," he stated.

"I think that, again, if we started with a blank sheet of paper, just in our educational system and said, what's the role

for the state of New Hampshire in K-12 public education, very high on the list would be serving those students who have extraordinary needs that local school districts are unable to serve. And I would like to look at how we're currently managing catastrophic aid and see if the State could even take on, perhaps, a more significant role than it's probably taking on in that area."

Keough believes that families should vote for him because of his single-minded focus on fixing the educational funding problem. "Until we get this education funding system fixed," he said, "we're not going to make much progress on other state priorities.

"I think the history over the last few years has been that the legislature continues to be preoccupied with struggling to find the next \$50 or \$60 million every year to fund an education obligation that's increasing much more rapidly than the New Hampshire economy. And so long as that system exists, other state priorities will continue to be crowded out.

"General fund revenues that should be used to meet the growing needs of existing state programs will be more and more diverted into the education trust fund. That's why I am so focused on solving that problem."

**VOTE!**

# Gordon Humphrey

## Republican

by: Janet M. Krumm

Gordon Humphrey has not forgotten the beating he took from disability advocates during his last campaign for governor over his opposition, when he was a U.S. Senator, to the Americans with Disabilities Act (ADA). At the time, Humphrey opposed the ADA because it would be bad for business. "With the 20/20 hindsight of twelve years, I have seen (the ADA) has worked quite well with rather few of the nightmares that were forecast at the time of its consideration," he stated. "I would vote for it today, as one of the things about which I've changed my mind based on real world experience."

Humphrey's fiscal framework has not changed since his campaign two years ago. "I'm against an income tax," he stated. "I'm against a sales tax. We have got to live within our means, which aren't all that modest. \$4 billion a year for a state of our size is not chicken feed."

He emphasized that he has never mentioned cuts in his campaigns. "I haven't used the word 'cut' anywhere in the 18 months - indeed 3 1/2 years of campaigning, if you will," he said. "All I'm saying, in a broad sense, is that we need only moderate the rate of growth of spending to fall somewhat lower than the rate of growth of revenues through economic expansion."

His two top priorities in state government are "education and public safety in this age of terrorism." When asked about his goals for the department of health and human services and what he would look for in his appointee as commissioner, Humphrey replied: "Health and human services candidates are something I have not discussed a great deal as it somehow doesn't seem to be an issue in the campaign. I think you're the first person in a year and a half of campaigning now to ask me anything at all about health and human services."

In considering the question, however, Humphrey said: "I think you certainly want someone who has both a heart and a head. I wouldn't be looking to some big business tycoon

to head that agency," he added, "but I would certainly be looking for somebody with a lot of administrative experience because that is a very big part of it. It's the biggest category of spending and we really need somebody who knows how to make sure that the most possible money is in services versus administration. But, obviously, you have to have an effective motivated administrative force to provide the services. So it takes a balance there."

When asked how he proposed to provide more funding for direct care providers, who are the foundation of our service system, Humphrey admitted that he knew little about direct care workers and the services they provide. Upon hearing an explanation, he asked for the overall dollar figures of how much is allocated annually for direct care services and what percentage of increase they received recently. "Without knowing the overall dollar figures, I am reluctant to commit myself to something specific," he stated.

However, he did express a willingness to look at the issue. "The point here is that we want to do right by disabled citizens and their families, to

make them as productive as we can," he said. "And if somewhere in that chain of efforts there is a weak link, it sort of undermines all of the other good things that we're doing, so I would commit to strengthening that. But without knowing the real numbers there, I'm a little uncomfortable about being more specific."

Humphrey did commit to funding the approximately \$6 million needed to eliminate the wait list in five years, as pro-

jected by the division of developmental services in their plan *Renewing the Promise*. "We can commit to that," he stated. "We can find that in a \$4 billion budget if we want to, if we are determined to do so."

What appeared to make the difference on this issue in this campaign was the determination of the specific dollar amount needed to address this problem.

### Education

Humphrey was more prepared to answer questions about education. He emphasized his commitment to lobbying for full funding by Congress for special education. "Congress has no business, as it just did incredibly, increasing the budget of the Department of Education with new programs until it's discharged its responsibility here," he stated. "And yet, this last Congress increased the spending of the Department of Education fully one-third without doing very much at all for special education."

As governor, he is determined to make fully funding special education an issue in the presidential primary campaign. "The governor of New Hampshire has maybe more leverage

tion of each candidate, including George Bush who I presume will run for re-election. I intend to use the office (of governor) as leverage," he stated. "This is an outrage, not only with respect to the disabled community, but also to the taxpayers who are not getting the help from Washington that was promised."

Statewide, Humphrey supports the creation of charter schools. "The genius behind charter schools," he explained, "is they should be whatever the

school "that either exclusively or in some significant way served the population of disabled students. It could, for example," he continued, "employ the very latest leading edge technology that helps disabled children make the most of their abilities - overcome their disabilities. I don't think there is nearly enough of that in public schools."

Humphrey has had personal experience with the technological needs of persons with disabilities. "In my real life, I'm a businessman," he explained, "and I publish, among other things, an on-line newspaper. The guy who does the work is a disabled young man. In working with him, in collaborating with him, I have learned how he uses technology to overcome his disabilities."

"So a charter school could do that, for example, in a way that conventional public schools, being so darned rigid and over-regulated just don't have the flexibility to do."

When asked how he would ensure that charter schools accept students with disabilities, Humphrey replied: "Charter schools remain public schools. And as such, they cannot discriminate against anyone. So that excludes the possibility of a charter school that excludes disabled students."

In addition to charter schools, Humphrey supports tuition tax credits. "A tuition tax

***"We can commit to that (the funding to eliminate the wait list). We can find that in a \$4 billion budget if we want to, if we are determined to do so."***

**- Gordon Humphrey**

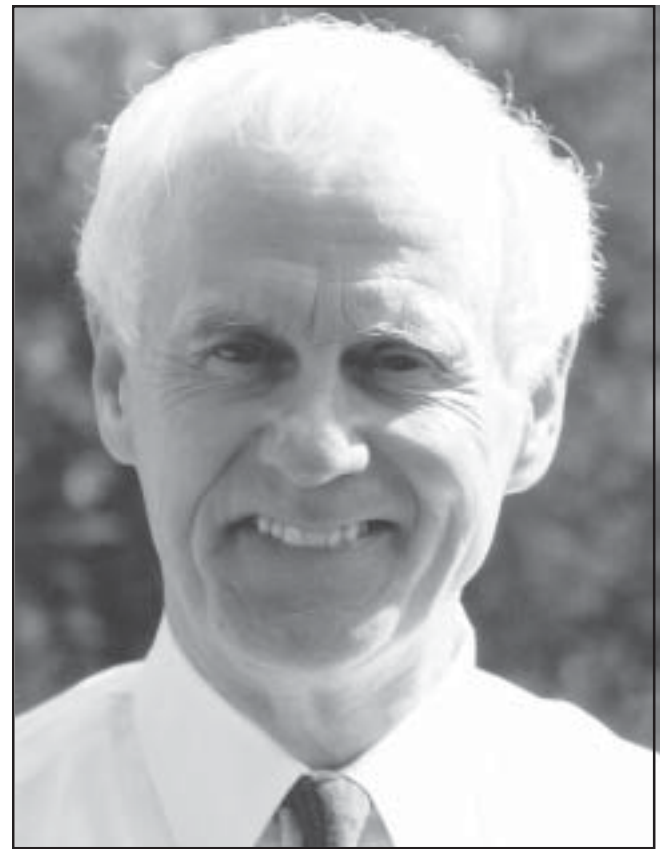
than any other governor in the U.S. on account of our presidential primary being first," he explained. "If I'm governor next January, I will intercept every presidential candidate who comes through the state and get them on record as either supporting or not supporting full federal funding (for special education) on some specific timetable."

"I'm going to make everybody in the state of New Hampshire aware of the posi-

sponsoring organization wishes the charter school to be. I mean, the charter is written in such a way that the school is empowered to have a certain kind of focus if it wishes, and as long as it abides by the terms of its charter, the state pretty much leaves it alone, which is a great thing because we need a lot more latitude and freedom and flexibility in education."

Humphrey suggested that a group "hypothetically" might want to start a charter

*Continued on page 7*



*Continued from page 6*

credit doesn't involve giving parents anything tangible," he explained. "It simply removes the burden of paying twice for education.

"The whole purpose behind tuition tax credits," Humphrey added, "is to give parents choices. Some parents, not a huge percentage, but some percentage would choose private schools or another public school where there are public schools willing to accommodate those who don't live nearby."

When asked how parents of students with disabilities would realistically have choices if private schools refused to accept their sons and daughters, Humphrey replied: "I hadn't honestly thought about that before." While he stated that he "frankly would be the last person on earth to require (private schools) to accommodate anybody and everybody," he acknowledged that "maybe the tuition tax credit needs to be more generous in the case of families with a disabled child because of the very apparent extra expense involved."

Humphrey recognizes the shortage of qualified math, science and special education teachers and proposes using some of the funds from the federal No Child Left Behind Act to increase the numbers of these teachers. He was not aware of the shortages of some related services personnel, however, and didn't understand how they "fit" into education.

When asked to describe why the readers of The Challenge should vote for him, Humphrey replied: "First, in the broad sense, because they have the same issues as everybody else. They are concerned about the quality of schools, they are concerned about the cost of schools, they are concerned about the burden of taxes.

"I think I have demonstrated, I hope I have demonstrated, an openness to the disabled community, the families included, and that I am a normal human being with sensitivities and I want to see us do mercy and justice toward people who are struggling in our society."

## Gordon Humphrey

### *contact info:*

<b>Mailing address:</b>	P.O. Box 689 Manchester, NH 03105
<b>Phone:</b>	603-627-0033
<b>Fax:</b>	603-627-3640
<b>E-mail:</b>	<a href="mailto:ghumphrey@gordonhumphrey.com">ghumphrey@gordonhumphrey.com</a>
<b>Web site:</b>	<a href="http://www.gordonhumphrey.com">www.gordonhumphrey.com</a>
<b>North Country Office:</b>	P.O. Box 101 Berlin, NH 03105
<b>Email:</b>	<a href="mailto:afaneuil@gordonhumphrey.com">afaneuil@gordonhumphrey.com</a>

*Communities Actively United for Social Equality (CAUSE) announces:*

# A Candidates Forum - October 9th

**Free and Open to all!**

The Democrat and Republican Gubernatorial Candidates  
will be answering your questions  
about the issues *you* are most concerned about  
from 11:30 until 12:30  
at CR Sparks in Bedford, NH.

A light meal will be served after the forum.

**Which candidate will best represent you?**

*Find out where they stand on the issues!*

Please register directly by calling toll free 877-926-8300 before October 3, 2002

For further INFORMATION contact Chris Collier 536-1884/1-800-238-2048 (v/tty)  
[chriscollier@earthlink.net](mailto:chriscollier@earthlink.net)

This Forum is sponsored by AARP New Hampshire in collaboration with the REAL CHOICE Consumer Advisory Council committed "to help ensure that all Americans have the opportunity to live close to their families and friends, to live more independently, to engage in productive employment, and to participate in community life."

# Mark Fernald

## Democrat

by: Janet M. Krumm

Mark Fernald is the “man with the plan,” says his campaign slogan. Indeed, Fernald offers the most detailed plan on how to solve the education funding crisis and reduce taxes. This is necessary, he believes, because everything is connected to this problem. “I think it’s important for people to understand that connection because the average person doesn’t know that,” he stated. “They support the idea that we’re a caring community and we’re going to have programs for the needy, but they don’t realize that we’ve been cutting holes in the safety net.”

Outlining the specifics of a plan is critical, according to Fernald. “What is really easy for candidates to do is say, oh, yes, I’m going to try to do that,” he explained. “Everybody wants to solve the education funding crisis. Show me how. So, I try to be specific.”

Fernald knows there are pressing needs that are not being met. He has the numbers to show how much money was taken out of the budget to “put a patch on education funding for another two years.”

“There were two problems with the budget (of the last biennium), in my opinion,” he explained. “One was that it involved about \$120 million of surplus from what should have gone into the rainy day fund into the education trust fund as a band-aid. And the second problem was the budget wasn’t balanced and so the Governor had to do a hiring freeze and budget cuts.”

As governor, his goals for the department of health and human services would be “to restore to the health and human services budget the money that we have been draining out of it the last... certainly, the last biennium,” he stated. “There were whole lot of things that were deliberately chopped.”

When asked what he would be looking for in his appointee as commissioner of the department of health and human services, Fernald replied that he “would look for someone who has compassion, for someone who has a good head for math, because there’s a lot of money issues involved with this job.”

He would also want his choice for commissioner to be “a good advocate for the need of the human services department and be able to go to the legislature and talk about what the needs are and what the choices are that we have to make.” The new commissioner would also have to be someone who is “hard-working, who is really going to delve into this.”

Fernald considers Don Shumway, the most recent commis-

sioner, an example of the kind of person he’s looking for. “I think Don Shumway has done an excellent job,” he said. “I think all those traits I’ve mentioned are a reflection of what he’s brought and the successes he’s had.

“We haven’t gotten everything that we should have for his department,” he added, “but he certainly understands the numbers. He certainly has worked hard. He certainly is a compassionate man, and I think he did a good job.”

Fernald said he would address the need to find the funds to eliminate the wait list in five years, as outlined in *Renewing the Promise*, the plan put forth by the division of developmental services. “We are working on the details to figure out what it’s going to take to mend those holes (in the safety net) and how we find the revenues to do that,” he said. “The tax plan that I have put forward does away with this shifting of money from the general fund to the education fund. There should be at least \$30 million freed up.

“I’m not one to talk in generalities,” he explained, “because I don’t think they mean anything. I think voters have tended to distrust politicians because they spend so much time speaking in generalities instead of re-

ally speaking to solutions to our problems.

“So I can’t give you a more specific answer on budgetary priorities other than to say that my plan will definitely free up about \$30 million, maybe more, as we project forward, which is what we’re trying to do.”

Fernald recognizes the importance of direct care providers to the service system. “I think it’s important how we are going to attract and retain people - you pay them fairly. Direct care workers is a pretty broad category,” he added. “We just use one label on it, but it’s those who work with the disabled, the elderly, and in other human service areas, some of the



Photo courtesy of The Portsmouth Herald

nursing or home health areas, that are all under this category.

“It’s my understanding,” he added, “that a lot of these people have not gotten (salary) increases in different periods of time and that’s a problem all over. What happens with a lot of agencies,” he explained, “is they have to give an increase to hold on to the people, but the state isn’t actually going to fund the increase so then they have to find other sources of funding to pay for the increase which puts them in an impossible situation when their budgets are tight already.”

money, changing the guidelines doesn’t make any sense to me at all. I think that is a terrible approach.”

### Education

While Fernald believes strongly in school accountability, he’s not sure how he would measure success in special education. “The important thing in accountability is,” he explained, “if you’re accountable, it means you are answerable to somebody for your own actions.”

He defended Governor Shaheen’s veto of the school accountability legislation because “school districts weren’t answerable to anybody if they failed. The State has the obligation to educate children,” he explained. “And ultimately, the State is going to have to have some way of stepping in if a school district is found failing.”

With the No Child Left Behind Act’s mandate for standardized testing as a way to measure success of schools, Fernald expressed some doubt that this would be a good indicator for special education students.

“With special ed, you’re all over the map,” he explained. “You may have a kid who is a little bit dyslexic, and one who is very dyslexic. You may have someone who had different types of learning disabilities - and they are all special ed - but it could be a dozen different learning disabilities that are involved, and you can’t provide one test for all of them and expect them to match up to some predetermined goals.”

What is important, Fernald said, is “that the special ed programs that are offered to children should be something that will give them the opportunity to learn. I don’t know how you measure it and I don’t know how you measure ac-

***“I think it’s important how we are going to attract and retain people (as direct care workers) - you pay them fairly.”***

**- Mark Fernald**

Tightening Medicaid eligibility is no solution to the funding problem, however, according to Fernald. “Because we were in a recession last fiscal year, more people qualified for Medicaid,” Fernald said, “so the utilization went up and we over-ran the budget.

“Neal Kurk’s (chairman of the House Finance Committee) answer was, well, if you over-run the budget, then change the eligibility.”

Fernald vehemently disagrees. “That defeats the whole purpose of why we set up the program in the first place,” he emphasized. “I mean, we set certain guidelines because we believe people who fall within those guidelines need help, and once it starts costing you more



*Continued from page 8*

countability," he added, other than to do it on an individual basis.

He is an opponent of charter schools. "The problem I have with the current charter school law in New Hampshire is that the charter schools will get public money, but they don't have to meet state standards."

The charter school bill predates Claremont II, Fernald explained, so it only allows for local funding. "Now we're talking about state money," Fernald said, "and I don't think a charter school should get state money unless it meets state standards."

Fernald dismisses the idea that charter schools will provide competition to the public schools thereby encouraging improvement of public education. "For competition to work," he said, "it has to be a level playing field."

"If one school has to play by the rules and one doesn't, and then one school seems to do better, attract more kids, is it because they are actually doing a better job?" he asked. "Or is it because they were given some advantages in the regulatory environment that allowed them to succeed or out-compete the other school?"

Some parents support charter schools, Fernald said, because they just want to get their kids out of the public schools. "The people advocating that really don't care what happens to the public schools," he said, "and that bothers me a lot."

As to why should the readers of The Challenge vote for him, Fernald has this to say:

"The overriding issue we have is taxes. It's an issue of fairness, but that's just the beginning. It's a public education issue, but that's only part of it."

"Because everything is connected to everything in Concord, it's an issue that also affects the state budget and human services. We can't make any progress on any of the issues that we have in Concord unless we solve the tax problem, because it is affecting just about everything we do in Concord."

"I'm the only candidate for governor who actually has put forward a plan that balances the state budget, frees up money for social services, solves the education funding crisis, cuts property taxes in half for the average home and gives the middle class a tax cut."

"So people should vote for me because I've shown the willingness and the ability to tackle a tough issue and come up with a real solution."

## Mark Fernald

### *contact info:*

**Mailing address:** Friends of Mark Fernald  
14 Grove Street  
Box 483  
Peterborough, NH 03458

**Phone:** 603-924-7577

**Fax:** 603-924-4277

**E-mail:** [fernaldforgovernor@webryders.net](mailto:fernaldforgovernor@webryders.net)

**Web site:** [www.markferald.com](http://www.markferald.com)

**Manchester Office:** 1195 Elm Street  
Manchester, NH

**Phone:** 603-296-0727

## Richard Cohen Appointed as New Director of DRC

CONCORD - Concord resident Richard Cohen has been named executive director of the Disabilities Rights Center (DRC), the federally designated agency providing legal and advocacy services to New Hampshire's citizens with disabilities. Cohen, previously the organization's policy specialist, will be only the second executive director in the organization's twenty-four year history.

"I look forward to the challenge of leading DRC and building on the achievements of my predecessor, Donna Woodfin," said Cohen. "We will continue to be driven by the most pressing issues faced by individuals with disabilities and will work collaboratively with self-advocates, family members, and other stakeholders in the private and public sectors to achieve common missions and at the same time zealously pursue legal rights and remedies

wherever necessary and appropriate."

Cohen has a long-standing commitment to the rights of individuals with disabilities and the state's poor. As an attorney with New Hampshire Legal Assistance in the 1970s and 80s, he files several landmark cases. One, Garrity vs. Gallen, resulted in the closure of Laconia State School and the development of a community-based system of services for individuals with developmental disabilities. Another, Laaman vs. Helgemoe, required the state to make major improvements in conditions and services at the State Prison in Concord. He is currently a member of the Eric L. Panel which oversees DCYF's compliance with a five-year old settlement agreement aimed at improving the agency's policies and practices toward children and families.

"I remember all too viv-

idly the days and conditions of Laconia State School and the old New Hampshire Hospital. Much has changed since then for all groups of people with disabilities, but much remains to be done to assure that all of New Hampshire's residents have the same opportunities to choose and lead quality and productive lives that we all wish for ourselves and our children," said Cohen, who is married, father of three children and grandfather of one. "Having litigated the State School suit more than twenty years ago, I find it disturbing and ironic that I am assuming leadership of the DRC at a time when we are compelled to sue the state for failing to serve hundreds of persons with developmental disabilities desperately in need of services."

Cohen, after leaving Legal Assistance, was employed out of state as a federal and then state court monitor in class-wide disability cases in

Minnesota and Massachusetts. He also served as Director of Investigations for the Massachusetts Department of Investigation, before returning to New Hampshire to join DRC. He just completed a chapter on "Best Practices in Abuse and Neglect Reporting and Investigation" in a book scheduled for release by Brookes Publishing in the fall, entitled *Quality Enhancement in Developmental Disabilities: Challenges and Opportunities in a Changing World*.

"DRC is very fortunate to have Dick as its new director," said Attorney John Kitchen, president of the DRC Board. "He brings tremendous energy, enthusiasm, experience and a fundamental sense of humanity and justice that should service DRC and its clients well. He will certainly build upon Donna (Woodfin)'s accomplishments as well as those of DRC's fine staff."

Woodfin will continue with DRC in a part time capacity, in program development. To honor her accomplishments over the past 24 years, a Donna Woodfin-Disabilities Rights Center Scholarship Fund is being established for high school students with disabilities who overcome great obstacles in graduating high school and gaining admission to college. Contributions may be made payable to the Fund in care of DRC, P.O. Box 3660, Concord, NH 03302-3660.

**Don't  
forget to  
vote on  
September  
10!**

# Bev Hollingworth

## Democrat

by: Janet M. Krumm

Bev Hollingworth

Bev Hollingworth commended the disability community for "putting a face on the family" in the last election. By holding legislative teas in their homes for the candidates of both parties, advocates in the disability community educated the future legislators about their issues, according to Hollingworth. "That's why we were able to get some movement forward on the waiting list," she stated. Though she admitted that what was done was not enough. "On the legislation side, it looks like we did something, but we really didn't."

Hollingworth understands that a lot of needs are not being met. She has been a strong advocate for many years for better access to health care for New Hampshire citizens. "I've been on the front lines fighting for those services against very difficult times," Hollingworth stated, "from the time that I've been in the Senate and in Finance and when I was in the House as well - to provide the services to the people who need them."

Along with her passion for helping working families, Hollingworth presents a realistic picture of how the legislative process works. "I know that you don't put 5 Democrats from the House and 5 Democrats from the Senate on a piece of legislation," she stated. It will be defeated. Instead, "you try to find good Republicans who understand the issue and will support it."

Hollingworth is interested in getting the job done, not in getting the political glory. "It doesn't matter who gets the credit," she said simply, "as long as the job gets done."

Hollingworth is a candidate who sees issues through the lived experience of her constituents. She can relate story after story of individuals or families who have come to her for help, using their experience to illustrate what yet needs to be done.

She relates one story about a business in Hampton,

Foss Manufacturing Company, who came to her because they were having trouble with large turnovers in staff for jobs that involved repetitive work. They decided to hire people with developmental disabilities for those jobs but were having trouble finding an agency willing to oversee the employees. "There was not anybody who wanted to be responsible for the people there, keep them organized, see that the pay they were getting was legitimate, the health benefits were right, to oversee the program," Hollingworth remembered.

She's not sure how they finally resolved the problem, but acknowledged that much work needs to be done to make sure that people with disabilities have opportunities to find meaningful employment. "We need to educate and encourage companies that it can work," she said.

Hollingworth has cre-

ated a comprehensive health care services. "The state, in close partnership with the State Employees Union, would negotiate the terms, options and premiums of health plans to serve this pool with competing carriers." The services offered would have to be equal to or better than what is offered by Medicaid and the state employees' current plan. "It would be for everything that would be covered for under Medicaid, plus," she stated.

The attractiveness of this plan for insurance carriers would be the creation of a reinsurance pool that would provide catastrophic coverage for those who need it. "It's going to be a very healthy pool (of applicants)," Hollingworth explained, "since we have the catastrophic pool that we re-insure." That would provide the incentive for insurance compa-



Photo courtesy of The Portsmouth Herald

icaid piece so that the providers are paid at least a dollar for a dollar's service."

While her health care plan does not include services provided under Medicaid waivers ("We wouldn't touch that. That would be separate.") she did comment on the situations many organizations are facing

unique ways in which they could get themselves funded.

"What I know is that when people finally get themselves together to go for assistance, who finally say, I have a problem, when they get to the door of the community mental health clinics, (the clinics) have so many cases that often they have to say we can't see you for several weeks. That's incredible. Especially with mental health. When they finally come to the door, to turn them away and ask them to come back is just very hard for me to accept."

To help fund her plan, Hollingworth proposes to raise the cigarette tax by \$1.00 per pack. "You have to have state dollars to do that," Hollingworth explains, "because the reason why we've never been able to get our arms around this is because the State's never put in real dollars." She believes the \$1 increase would bring in \$150 million, \$50 million of which she would use to create the reinsurance risk pool.

## Education

Hollingworth supports the inclusion of children into their neighborhood schools. "Mainstreaming is, to me, good for everybody," she stated. "It's good for the other children who are not disabled, as well as it is for the child who's disabled."

She would look carefully at any new regulations that might jeopardize that. "I don't want to take a risk that we don't allow children to grow as much

***"I've never tried to make promises that I couldn't keep. And I've always worked hard to make sure that we provide the services that the people need."***

**- Bev Hollingworth**

ated a nine point health care plan for New Hampshire that she is confident would address the pressing healthcare needs of our citizens. "We had a lot of experts look at it," she stated, "and everyone said, this really could work."

Under the proposed plan, Hollingworth would create large purchasing pools that would serve to bring costs down as well as provide quality services. "The Medicaid population and state employees should serve as the nucleus of this pool," she states, "which would ultimately be open to other groups and individuals from both the public and private sectors like municipal and county employees, small businesses and the self-employed."

This large purchasing pool would bring the costs down for everyone and allow for more

nies to bid on it.

But there would be conditions, she continued. "What they have to do is, they can't cherry pick. They can't offer less than what we believe that they have to be within the program."

There would be variety of choices, however. "They can have different co-pays if they want it. If you had an individual or businesses buying in, they could pick another plan other than the one that fits the state employees and the Medicaid (population)."

Of equal importance to access to health care for Hollingworth, is compensating providers adequately. "(Hospital) providers for the Medicaid population end up getting \$.68 on the dollar. And so, the proposal is that we fund the Med-

with direct care workers.

"The homemakers who come into the home and care for the people who are in their home, the nursing services who come into the home, those that are assisting our disabled, elderly and children - whatever population the state pays for - the state has to pay a better share of," she stated. "You can't attract people to a service which is very, very draining and very, very tiring, without giving them a liveable wage. And \$8 an hour! They can work at Shop 'n Save and get more than that."

Community mental health centers need assistance, too, Hollingworth stated. "I think the mental health centers were under very tough times when they got very little assistance from the state," she said. "It was extremely difficult for them and they had to find

*Continued on page 11*

*Continued from page 10*

as they can by being in the environment.”

She understands, however, the need for more funding for special education. “I think the federal government should own up to what it’s promised us for so many years with the special education (funding). Having said that, hopefully, we would elect people to Congress and the Senate who would stand up to that commitment.”

As governor, Hollingworth said she would work with other governors to put pressure on the federal government to pay its fair share.

“Everybody understands that issue,” Hollingworth emphasized. She related a story that illustrated this point.

This past year, Hollingworth was awarded the Caroline Gross Fellowship to attend Harvard University where she completed the Program for senior Executives in State and Local Government. About 80 people from around the country participated in the program.

One of the projects the participants were tasked to do was to work in groups of 10, decide on an issue, develop a petition on that issue, go to Harvard Square and, in the space of four hours, collect as many signatures as they could for their petition.

Hollingworth persuaded her group to draw up a petition to Congress to fully fund I.D.E.A.. “We used the one I had for the Senate,” she remembered.

The group proceeded to Harvard Square. They spread out asking for signatures. People would ignore them at first, remembered Hollingworth, but as the group explained what their petition was, support grew among the passers-by. “People were lined up to sign it,” she said.

After four hours, the group had to quit and go back. They had collected 12,000 signatures. “No matter what part of the country you came from, anyplace in the country, that (issue) rings true for everybody.

“But that only takes care of the federal part that comes back to the states,” she added. “What I think has been extremely unfortunate is for the community who ends up with a child who needs more services than (the community) can handle. They have to find some way to pay for that. And they can come to the state and then the state pays after the fact.”

Hollingworth believes the State should provide money to cover catastrophic special education costs to the district in the same year in which the expense is incurred. “Cause we’re going to pay anyway. We’re going to turn and pay a year later. But the communities are paying for it in the first year. Why not have the state step up to the plate when that occurs?”

To do that, Hollingworth proposes to create a pool of money for catastrophic special education costs. “I think there needs to be a pool, even if we have to bond it for a year to get enough money,” she stated.

## Bev Hollingworth

### *contact info:*

**Mailing address:** P.O. Box 341  
Hampton, NH 03843-0341

**Phone:** 603-929-4635

**Fax:** 603-926-4478

**Electronic mail:** *General information:*  
[info@bevhollingworth.org](mailto:info@bevhollingworth.org)  
*Bev:* [bev@bevhollingworth.org](mailto:bev@bevhollingworth.org)  
*Webmaster:* [web@bevhollingworth.org](mailto:web@bevhollingworth.org)

**Web site:** [www.bevhollingworth.com](http://www.bevhollingworth.com)

Bev Hollingworth believes she is the one candidate who can truly relate to the average citizen. “I know what families go through,” she stated. “I was a single parent. I raised four children. I created a business. I’m not a millionaire like my other opponents”.

She emphasizes her record. “I think my record is one you can look at and know that it’s not just lip service. It’s really working to try to provide the needs to the people of the state and to do it in a way that

gives respect to people when they are in need. It’s not a hand out, but it’s a hand up. And helping them to the best of their potential.

“I think all the different places where I’ve worked, whether it’s education, whether it’s environment, whether it’s for businesses, I’ve always tried to take and do what I believe is in the best interests of the working families of the state of New Hampshire.

“I’ve never tried to make promises that I couldn’t

keep,” she emphasized. “And I’ve always worked hard to make sure that we provide the services that the people need. It’s been difficult because there are 400 House members and 24 Senators and I only happen to be one of them. I’ve been able in most cases to convince my fellow Senators and my fellow House members to try to make things better.

“But we have a long way to go.”

## *Entries Needed for Adaption Contraption Contest*

### **Enter now to win cash prizes.**

Have you ever created a contraption to make life easier for someone with a disability? Could your idea benefit someone with a disability? Show our judges your brilliance and you could win one of three cash prizes: \$300 for First Place, \$200 for Second Place, and \$100 for Third Place.

#### **Entries will be judged based on the following:**

- \* **Is it practical and easy to use?**
- \* **Does it appear to be safe and well built?**
- \* **Is it original and creative?**
- \* **Is it inexpensive and easy to duplicate?**

Past winning contraptions have included: an adapted water lift, a piano foot pedal adaption, drink holders, camera and computer modifications, a raised garden, a backpack child carrier, and a wheelchair seatbelt holder.

***Anyone can win, but to win you must enter.***

For more information or to enter, call Leslie Alcorn at 1-800-826-3700 or (603) 228-9680 V/TTY or visit [www.gsil.org](http://www.gsil.org). A simple one page entry form will sent to you. Photos of your Adaption Contraption must accompany your entry. The deadline for entries is August 27, 2002. Selected entries will be displayed and prized will be awarded at Access Expo of Northern New England on September 5, 2002 at the Center of New Hampshire, Holiday Inn, in Manchester, New Hampshire. You do not need to be present to win.

Prizes will be awarded by a representative from DEKA Research, a Manchester, NH based company specializing in advanced technologies. Expo 2002 is sponsored by Independence Technology, Fleet Bank, nh hires.com, and it coordinated by Granite State Independent Living, Maine Department of Education’s MaineCite Project, UNH, Institute on Disability/UCE, Assistive Technology Partnership Project, Vermont Assistive Technology Project, Vermont Center for Independent Living, and Alpha One.

# A passion for sports

by: Janet M. Krumm

The first ones begin arriving at about 6:00 PM. Those who brought soccer balls start kicking them around. Greetings are called out and laughter punctures the evening. Parents stake their claims to spots on the edge of the field - some have brought collapsible chairs, others lean against the fence. Some parents sit in their cars until they see friends arrive. The parking spots fill up quickly, forcing latecomers to find a space around the corner.

There is an expectancy in the air. Coaches start arriving and players begin to gather around them. Die-hards are still on the field practicing their dribbling skills, or their passing skills. A ball flies through the air as some player lands a good kick.

Finally, the head coach arrives. The players gather around to hear which teams will take the field first and start to organize themselves. One team grabs the red scrimmage shirts and players pull them over their heads as they head out on the field. The ref blows the whistle and the game begins.

Players from the two teams who are waiting their turn to play stand on the sidelines, yelling encouragement. Some go off on the side and practice kicking goals. Players mingle and greet each other, catching up on the news since the last games. There's a lot of good-natured kidding and laughter weaving in and around the small ever-changing groups.

Since there are no goal posts set up tonight, just orange cones marking the goal area, close calls are hotly contested, but the disagreement quickly subsides. The teams play hard, but they are quite obviously having fun. The parents keep an eye on the game as they talk among themselves, erupting in cheers when a player makes a goal, groaning in sympathy when the attempt is unsuccessful.

The level of skill among the players varies considerably. Some are quite obviously very experienced and talented; others are still learning some basic skills. While there is clearly rivalry between teams, each team celebrates the accomplishments of its players, no matter how seemingly small.

Most importantly, everyone is having a blast.

This could be any recreational soccer game in any community. But it's a Special Olympics Unified Sports intramural soccer game. In Unified Sports, Special Olympics athletes are joined by partners (players without disabilities) in teams together. They play alongside each other, but the partners make sure that it's the athletes who make the goals.

The head coach of these four teams, comprising about 60 players total, is Keith Buckovitch of Dover. His presence on the field is magnetic. He is loved and respected by all the players - athletes and partners alike - and the parents who come and support their athletes. "I think Keith is a great guy," said Ben Myrick, who has been participating in Special Olympics for nearly ten years. "He's always trying to help, always trying to tell you to do things right. I think he's a really great guy and I think he's awesome."

David DeVore agreed. "What he's doing is really cool, and I like participating in it as well," he stated.

Elizabeth Badger thinks that the best thing about Special Olympics is that "you get to meet a lot of new friends and talk to a lot of new people. It's just fun playing sports," she added.



## The Partners

A number of the partners on the teams work for Keith in his masonry business. "I've played on his teams for several years. 'A few years back, I just decided, I'll ask them if they want to play,'" Keith said. "These guys are in their early twenties, they're into working, building, all that kind of stuff. And they're great young men. They worked hard for me and I like them."

"Some of them are still working for me; others have gone on to do other things. I seem to want to come back in the end. So I asked them to play and they play. Even though they're not working for me anymore, they still want to play with me."



(clockwise from top left)

Gary Mayo embraces Cindy Maloomian after a ceremony honoring her son Robby Maloomian, a former member of the team who died just before the season started. At the ceremony, Robby's number 22 was officially retired.

Ralph and Cindy Maloomian officially start the intramural soccer season. Robby, who died at the age of 22, used to love to blow the whistle at every game.

The athletes get ready for the game. Rick Conway (second from left) helps Roberto Gonzalez with his scrimmage jersey as the coaches wait.

Damon Hodgdon works hard to keep the ball away from Gary Bado.

Coach Keith Buckovitch, who serves as the ref during intramural play, keeps a close eye on the action.

Rick Conway (left) tries to take the ball away from Greg Casper.

Mark Conway (left) watches as fellow teammate Heather Casper maneuvers the ball between Damon Hodgdon (#13) and Tommy Dye.

business and have  
em and see if they  
orking out, body-  
for me when I had  
r things. They all  
ery year they want

*Photography by Janet M. Krumm*



(Top) Roberto Gonzales and Jake Carrigan battle for the ball while Corey Desilets watches.

(Bottom) Keith calls for substitutes at halftime.

little old," he laughed.

He thinks of Keith as another father and said: "He's got a good heart. He's done it every year that I've known (him). And he drops everything to do it. I think highly of him."

Larry Hartford and Damon Hodgdon, roommates, are presently working for Keith - Larry full time and Damon as a summer job. Larry got involved in basketball first. (Keith organizes Unified Sports basketball teams in the winter.) "He asked (me to play)," Larry said, "and I was like, sure. I play basketball during the winter and I got all my roommates into it. They love it; it's great."

In the winter Damon works at Gunstock, giving safety speeches to groups of skiers with disabilities. "It's fun to see these guys get excited," he said. "It brings a lot of joy to them, having them participate in something like this and that's why I do it mostly. I come out here to help them have fun."

The Vendola family makes participating in Special Olympics a family affair. John and Joan help coach and their five daughters play on the teams. Keith and John have known each other for a number of years and Keith was Jennel's soccer coach in junior high school. Why does she keep coming back to play? "I love it," Jennel said. "I think it's a lot of fun."

All the Vendola girls are avid soccer players. "They eat, breathe, live and breathe soccer," Keith said.

Asked what she liked about participating, Jackley said: "Getting to know the athletes, I think. It's so great to see their faces and how they play and have so much fun."

Jilyse agreed. "You feel so good about yourself, teaching them how to play," she said. "And when they get goals, they're just so excited."

Keith doesn't seem to have a problem keeping the partners he recruits. "I have partners that have been with me for a long, long time," he said. "I have partners that come back from college. I have partners now who are married and have children and still come to play. They must enjoy it to do it. Because I don't have to call them back. They call me and say, when are we starting?"

Why do the partners keep coming back? "I think for the most part, they just always come back and say they had fun," Keith said.

"Young men and women today enjoy having fun just like I suppose we did years ago, but it's a more serious thing today. There's a lot of competition for our children today at that age, competition in college and to get jobs and stuff. So if they can have fun at anything, that's a good thing.

So they come back and they tell me they've had a good time. But also a lot of them notice the changes in the athletes. Like they'll say, oh let's say they were talking about Joe. They'd say, geez Joe has really gotten a lot better than this. Or they'll

come up to me and say, Sara had a great game. You know what I'm saying? They notice the athletes from year to year.

"I had one athlete that just stood around, stood around, and now he moves, and the partners comment on this. So, they notice what's going on.

"But I think for them, still, the most important thing is the fun," he stated. "They tell me they have fun."

### Unified Sports

It is the mixture of athletes and partners that makes Unified Sports so appealing to Keith. "I think the whole idea of Unified Sports makes it a good program," he said. "Maybe the partners and the athletes aren't gonna hang out together after school or after the game, you know, but when they see each other on the streets or in school, if they're still in school, they get stopped and they say hello.

"Each knows a little bit more about the other, about the way different things go and that's what I like about it. I think that traditional Special Olympics definitely has its place. I would never say anything against that. But for me, my cup of tea is the Unified Sports."

It's not just the fact that the athletes and partners play together, though, that makes the experience a rich one. Priscilla Dowse, director of programs at Special Olympics - New Hampshire, believes Keith brings a quality of leadership that makes his teams special. "What Keith brings to the whole Unified Sports concept is, he's not talking about volunteers," Dowse stated. "He's not talking about people helping out people. He's talking about players.

"So his expectations, when you arrive at the field, are the same, whether you have a disability or not. And I think that's the greatest value. It bumps up the expectations of the Unified Sports partner, but the athletes also recognize that everybody's being treated the same. And if that comes from a program leader like Keith, that's just invaluable.

"Keith Buckovitch and his counterpart in Exeter, Jim Tufts, are two of the coaches that are the most honest to the Unified Sports concept and spirit," she added. "And I think that's invaluable in what they bring to the athletes."

Keith's fans aren't limited to the players, however. Jan Carrigan, whose son Jake plays on the team, appreciates how Keith treats the athletes. "I like his attitude of being very fair minded and yet he's teaching them what they need to know, the regulations and rules," Jan said. "It's not really being bent just because they might have special needs. So they're learning the appropriate rules and from there, they can take that and how to behave more appropriate too in other things."

Learning the fundamentals of the game is important, Keith acknowledges, but he doesn't concentrate on that. "We do always give the fundamentals," Keith stated. "I have given all the players the fundamentals. They've all had to do them.

"But as the years go by, I give less and less because these players have been with me all through these years and they don't want to sit through that year after year. So we give it but we don't give it quite as much. We show them and then I just let them have fun."

### Social Network

Special Olympics is more than just a sports training and competition program. It's a social event. "This is (Jake's) social activity," Jan explained. Being with his peer group."

Debbie Myrick, Ben's mother agrees. "I think our kids have formed very close bonds with the other members of their team," she explained. "And because of that, they've had people to invite to birthday parties and graduation parties. That's their friends.

"We've noticed," she continued, "(that) as the kids get older and out of high school, they tend to become much more

*Continued from page 12*

to come back."

Chris Barrer used to work for Keith. He's been playing soccer for about five years now. He had never had any interactions with anyone with a disability prior to playing on Keith's team, except for Keith's daughter Sara. He also never played soccer before he joined the team. He said playing soccer is "tough. There's a lot of running around. I'm getting a

*Continued on page 15*

*Continued from page 14*

isolated. That's why it's very important for them to be able to do Special Olympics and be with their friends and have contact."

For Mike Lessard, the relationships he forms are an important part of his Special Olympics experience. "Some of the friends, some of the people I don't normally talk to, I can come here and have nice conversations with," he stated, "and so, it's like, I can keep in contact with people."

The social network created by Special Olympics extends beyond the athletes, however. "It's been wonderful not only for Ben but I think it's wonderful for parents," Debbie emphasized, because we don't really have a network of getting parents together. Over the years and the different sports and all the different kids, we've watched them all grow. It's really an opportunity for parents to share knowledge about what things are available for the kids and just a social event.

"And as one child gets older and turns 18, they get all this scoop on, you know, signing up for Selective Service and Social Security and guardianship and we sort of pass the knowledge back and forth and blaze the trail for the next group to come up at that age. It's very much a network for the parents."

Paula Jordan, whose son Nicholas plays on Keith's team, admitted that this was the first networking she's been able to do with other parents. "I was never able to do that (participate in support groups) because I was a single mom and I worked," she said. "And so before Nick got involved in Special Olympics, I just felt really isolated.

"I was aware of the different support groups, but I just couldn't attend, because I had no one to leave him with," she explained. "I was exhausted by the end of the day. He had so many needs and he was a sick kid so it was just impossible for me to connect with a support group. But, inadvertently, Special Olympics became a support group for me."

That doesn't surprise Priscilla Dowse. "What I found when I was teaching and coaching many years ago," she stated, "is that through the school system they wanted to set up all these parent support groups and meet once a month and do all of that and we continually just met with failure. And what I discovered, as a Special Olympics coach is that the very thing that the school was pushing to have happen was happening naturally at Special Olympics. It's non-threatening and nobody's forcing them into it. All of that stuff.

"But you see it in every sport," she added. "There's all those boosters clubs. If you go and watch anybody playing sports, those moms and dads are talking to each other. Sports is the venue that brings that social impact."

### **Why does he do it?**

What motivates Keith to keep on coaching? "You know, really, it's probably one of the easiest things that there is to do," he said, "when you do something you enjoy. I taught school for a number of year before I got into the masonry field. I've always been involved with kids and young adults and so I've done a lot of coaching. I enjoy it.

"But when you coach Special Olympics, especially Unified Sports, you don't have to motivate the players. They just motivate themselves. They come because they want to. They play hard. They have fun.

"The parents sit there. You don't hear them yelling, hooting and hollering, and saying, ah that was a bum,... you know. They appreciate what's being done. They enjoy it. They're always there.

"It's the athletes and the partners that motivate me. I enjoy seeing the looks on their faces. I enjoy watching them play, the smiles."

His daughter Sara agrees. "He likes (the) enjoyment," she said. "I think he likes to see the kids have fun, see the smiles on the kids." But she's pretty clear about his basic motivation. "He does it because of me," she added. "He wants to do it because of me, of course, (and) because he loves sports."

Sara continues to play, although his other daughter Brooke decided to take the season off. "She's been pretty busy," he explained, "but I think she's a little burnt out, too, because she's been playing longer than any partner. She did play in the big games, but she decided to forgo, and actually Sara before has told me she may not want to.

"That to me is not a reason to leave the program.," he added. "I had decided a long time ago that if my kids didn't want to play I



(Top) Nicholas Jordan (second from right) battles for the ball with Corey Desilets (right) while Nick's teammates Jackley Vendola (left) and Jake Carrigan try to stay out of the way.

(Bottom) Joe Krumm runs for possession of the ball.



was still going to stay involved because I enjoy it."

For the present, Sara is happy to be a part of the team. What does she like about her father being the coach? "Because I can get away with some stuff," she replied candidly. "And two, because he's hard. And three, he's a ref and he's a coach, so pretty much he's fair." Like any player, Sara doesn't always agree with her father's calls. "He can't see where we do goals," she explained. But that doesn't lessen her pride. "My dad's a great guy," she said, "and I can be hard on him a lot, too. I'm very proud to be his daughter."

### **What would he change?**

Is there anything Keith would change about Special Olympics if he could? Yes. He would like to see an alternate day for scheduled events like the summer games, the fall games and regional tournaments if something happens to force a cancellation. "I know that would involve a tremendous amount of planning, especially in an overnight program," he admitted. "But I think we have to somehow try to make some accommodations for that.

"Because in years when things were just canceled, the kids are really, really heartbroken. They've put like a month's worth of work into it, the uniforms, and for me it's like I have all these uniforms, get them all in the bag and then all of a sudden, boom, you don't play. I

*Continued from page 15*

mean, I would like to see some of that changed.”

This year, Special Olympics decided to eliminate soccer in the summer games and host it only in the fall. Because he will be unable to coach in the fall, Keith decided to organize intramural soccer games this summer. Jim Tufts, his friend and another soccer coach, organized a regional soccer tournament. “Jimmy Tufts came in and set up a program with Seacoast United to have like a local thing, although he did invite all the teams,” Keith stated. “There were about 12 teams that showed up. It was still a good tournament, and we did have a lot of fun.

“It got rained out in the afternoon, but there was probably only one game that was going to take place in the afternoon for each team (anyway),” he added. “But once again, rain. Jimmy did have a back-up that day. Had it rained all day, we were going to hold the tournament inside. So there was a back-up, which was good.

Another criticism is the removal of soccer from the summer games. Prior to this year, Special Olympics had been offering soccer in both the summer and fall games. “I certainly would like to see soccer brought back into the summer games,” he stated.

Priscilla Dowse understands Keith’s unhappiness with the decision, but said Special Olympics is a busy program that offers “many things to many athletes. We were afraid that we were taxing the resources, our financial resources, our volunteer resources, and our staff resources by the amount of activity that we had,” she explained. So they created a task force who “looked at everything that we were doing and developed some parameters on how we would establish the calendar events for Special Olympics.”

One of the parameters was following the schedule of the general population, Dowse explained. “So when high school kids and college and everybody was playing basketball, that’s when we wanted to play basketball. Same with soccer.”

Basketball has its own problem. “The problem with basketball is facilities,” Keith explained. “We don’t have any facilities. In the past, we’ve been allowed to use, for no cost, St. Mary Academy gym, which I greatly appreciate. But that’s becoming harder and harder to get because it’s really booked solid.



A goal is not a goal until Keith raises his arms and blows the whistle, no matter how much the players insist otherwise.

“You can get the (Dover) high school or the new middle school, but it costs money. It’s like \$30 an hour and the one thing that I’m not is a fundraiser. I never have been. I never will be. I think I’ve made that very clear to all the parents, that I just won’t raise money.”

Keith knows his limits. “I like to coach. I enjoy coaching. And that’s what I do. I’m not really a very good organizer. There’s a lot of paperwork involved in Special Olympics.

“So somewhere along the line I’m hoping that maybe some parents will step in.

“Other than that, I really can’t complain,” Keith said.

That positive attitude permeates the Special Olympics experience, and Keith Buckovitch is a large part of it.

## Special Olympics Horse Show Held at UNH Equestrian Center

Special equestrians from across New Hampshire participated in the Special Olympics of New Hampshire Summer Games Horse Show on June 8 at UNH Equestrian Center in Durham. Athletes competed in Showmanship, English Equitation, Western Equitation, Pole Bending, Dressage, Carriage Driving, as well as Trail Course. Hampton Mounted Police Sergeant Tim Kirber and Officer Barry Newcomb brought their equine friends Peacock and Patriot and answered questions from the athletes and presented the reserve and champion awards.

Samantha Hutchinson of North Branch Farm won two

golds, a silver, successfully completed a dressage test and was awarded Champion in her division. Ashley Weston won a silver and two bronze medals and Dawn Whittaker placed fourth in two classes and also won a bronze. Both athletes represented Happiness Farm of West Ossipee. Alice Stawasz of Nashu earned a gold and two silver medals and won reserve champion in her division.

Horse Power riders Talia Parker, Brendon O’Connor and Taylor Barrows were very enthusiastic equestrians. Talia won three silver medals and a bronze and reserve champion. Brendon won one gold medal, one silver, and two

fourth place ribbons and reserve champion, and Taylor won one gold, two silver medals and one fifth place ribbon as well as champion in her division.

UpReach riders proudly displayed their riding abilities. Bill Sullivan won both a gold and a bronze medal. Craig Brown won a silver medal and fourth place ribbon. Suzanne Larson won two silver medals. Jeff Lembo won two gold medals and reserve champion in his division. Laura Lemire was a silver and bronze medal. Harrison Colgrove won two gold medals. Gracie Colegrove won a bronze medal and a fourth place ribbon. Team member Jocelyn Compagna

won three gold medals, one bronze, and was awarded the champion ribbon in her division. Griffin Kaminsky won two gold medals. Nolan Schwarz won a bronze medal and fifth place ribbon. Justin Fienberg won two bronze medals. Sara Kiener won a gold and silver medal and Erin MacKinnon earned a silver medal and fourth place ribbon.

Carriage driver Abi Larson of Oyster River displayed her driving abilities by driving through an obstacle course. Abi placed third and was awarded a bronze medal in showmanship. George Evans and Wendy Achorn of Merrimack Valley Equestrians

and Alicia Rhodes of Rhodes Farm competed in the carriage driving class. Wendy won the gold medal; George won silver; and Alicia won the bronze. George also won a gold and silver medal in other classes.

The next Special Olympics Horse show will be a gymkhana on October 27 at UpReach Therapeutic Riding Center in Goffstown. Special Equestrians interested in participating should call Special Olympics- New Hampshire at (603) 624-1250 or Kristen at UpReach at (603) 497-2343 for more information.

***Please take a moment and send a tax-deductible donation to  
The Challenge today. Thank you.***



# NHCTC-Stratham/Pease Offers Unique Human Services Program

By Richard W. Osborne, NHCTC-Manchester/Stratham Public Information Officer

Stratham – Ruby Monteiro of Portsmouth worked in nursing homes and on private duty as a Certified Nurses Assistant for about 25 years before the physical demands of the job made it impossible for her to continue. That's when her life began changing.

This summer, Monteiro is completing the final course for her Associate in Applied Science (AAS) degree in Human Services at New Hampshire Community Technical College-Manchester/Stratham (NHCTC). She plans to continue her education this fall at the College for Lifelong Learning, aiming at a bachelor's degree in behavioral science; then, Monteiro wants to become a caseworker, coordinating services to the disabled and elderly.

For many years, David Deschenes, 41, of Kingston has worked in the retail world. Although he is a retail supervisor, Deschenes came to the conclusion that he is destined for a different direction in life. Through a friend who works in human services and talks with an occupational counselor, Deschenes decided to try some courses at NHCTC's Stratham campus. He'll finish work on his AAS degree in Human Services this fall, and will transfer his credits to Southern New Hampshire University, planning eventually to obtain a Master's degree and work in the human services field.

The stories of these two students illustrate the way that NHCTC's human services program can help people turn their lives in a new direction, finding satisfaction in helping their fellow man.

Graduates of the associate degree and certificate programs in human services at NHCTC could find themselves employed as social workers in nursing homes, job coaching at a mental health agency, providing services to disabled children at the NH Easter Seal Society, as teacher assistants, for non-profits such as the American Cancer Society, in the recreation field, or in research.

According to Candace Cole-McCrea, NHCTC's Human Services Department chair at NHCTC's Stratham campus, most students at the college successfully transfer their credits to

a four-year college and work at the same time. Many, according to Cole-McCrea, are hired by the agencies where they intern or work as students.

David Deschenes says the relatively low cost of tuition at NHCTC (\$124 per credit for NH residents), coupled with the fact that he could take classes at night and continue his day job in the retail sector, made it possible for him to achieve stage one of his new career goal, but he emphasizes that he's sold on the quality of the education at NHCTC. "The program allows you to look at all sides of humanity," Deschenes says, adding that the quality of the faculty is excellent. Cole-McCrea, he says, "is tenacious ... she definitely motivates you."

Ruby Monteiro is also sold on the NHCTC program. She says, "The curriculum explores every aspect of how to deliver services to people so we can develop the attitudes we need to help others help themselves ... psychology, human development, ethics, and a lot more." Monteiro adds, "The program prepared me mentally for human service ... there's no other work I want to do right now."

Cole-McCrea says she is proud of the quality, flexibility, and uniqueness of the human services program she heads at the Stratham campus NHCTC. Within the two-year associates degree program, there are four concentration areas – career and employment, and disabilities services (offered at the Stratham campus and its Pease Tradeport satellite); gerontology (offered at NHCTC's Manchester campus), and human services (offered at both Manchester and Stratham/Pease).

All four concentration areas are also offered as certificate programs, which Cole-McCrea says sometimes attracts people who already have a 4-year degree in another field. While all the colleges within the NH Community Technical College system offer similar certificates in human services,

The disabilities services concentration within the A.A.S. degree and the variety of certificate programs at the Stratham campus and its Pease satellite are unique to the

## Meet Candace Cole-McCrea....

I, Candace Cole-McCrea, am currently Chair of the Department of Human Services at New Hampshire Community Technical College at Stratham and Pease. I reside in Milton with the younger of my two sons, Kestrel, age 8. My first son is biological; my youngest is adopted as a special needs child. I was labeled retarded, myself, as a child and young adult. I have been institutionalized, raped and battered, spent many earlier years in a wheelchair and over a decade blinded by a pharmacy's mistake. I received my G.E.D. when I was in my 30's, went through college and graduate schools to become a transformational psychologist. I have regained much of my sight without medical intervention over the years, and am currently seeking to overcome severe infectious rheumatoid arthritis/deformities caused by rape and medical errors. I am relying on crutches etc. once again.

Besides working full time as a professor, I home school my youngest son, own and care for my own home and have published professional articles and poetry, some about disability and some about my native American Indian experiences. I also counsel and mentor others at no charge to them, but I do accept donations and help with yard work.

After meeting with Janet Krum, the editor and publisher of The New Hampshire Challenge, it was agreed by us both that not only should we publish an article about the programs I offer at my campus, but also that I should offer chapters of my life story to unfold within this periodical, hopefully to increase awareness and to help and encourage others. Therefore, in future editions, I will submit pieces of my life in a series of installments...some brutal, some joyful and full of beauty.

With that introduction, today, I offer for you to begin to know me through the article written about the college programs that are offered in my department, to include a certificate in Disability Studies. The winter issue of The Challenge will feature a chapter of my life in which I highlight my experience at age 11, when I was hospitalized on a pediatric ward for nearly a year, wherein I met a little infant girl, disabled and also labeled retarded. This was one experience, among many, positive and negative, that was to empower and transform the value and meaning of my life. With it, I wish to communicate that no one ever should decide the prognosis of another's life as valueless and without quality. We do not know the future. My license plate, even though it is a handicapped plate, says the same thing everyone else's does....that I get to "Live Free (til I) Die".

To those who wish to communicate with me, I can be reached at [snowyowl@metrocast.net](mailto:snowyowl@metrocast.net), phone 603 652-7594. I will so gratefully and joyfully respond as quickly as my energy and strength allow me. Thank you each so much.

New Hampshire Community Technical College System, and represent a growing relatively newfield of academic and professional specialization, according to Cole-McCrea.

In all of the programs, there's an emphasis on internships. The campus at Stratham has placed its students as interns at more than 80 sites offering a wide range of experiences to fit the career goals of each student. Cole-McCrea adds that NHCTC's program has developed an excellent transfer record based on its reputation within the higher education

community.

Yet another plus to the human services certificate program at NHCTC is the scholarship funding that's available. Anyone who is a consumer, client, or family member of a consumer or client of New Hampshire's Division of Developmental Services or any of the state's community mental health centers can obtain scholarship funding, which is administered through the college.

Scholarship funds are also available for qualifying students in the human services certificate program at the

Manchester campus of NHCTC as well as other colleges in the community technical college system.

For information on the Human Services Department at NHCTC-Stratham, contact Candace Cole-McCrea at the Pease Tradeport campus – (603) 334-6306, ext. 26; or email [snowyowl@metrocast.net](mailto:snowyowl@metrocast.net).

**VOTE!**

*Editorial:***The Good News**

It's hard sometimes to see the good news staring you in the face. This is exactly the position we almost found ourselves in at The Challenge as we went to press with this issue. We were so involved in getting the gubernatorial candidates views out to you, that the fact that they actually had views on issues affecting the disability community almost escaped us.

Review this issue carefully. From the most conservative of conservatives, to the most liberal of liberals, ALL of the candidates have views concerning the disability community of New Hampshire, and have made a commitment to address our needs.

This is a fundamental ground shift.

Not too long ago, we remember begging our community to get involved, to vote, to make our voices heard. It appears you have done just that!

We heard praises of "legislative teas", we heard about difficult times some candidates had with disability advocates, which caused them to get informed and to think about us. All these efforts have had one very positive outcome - no matter who you are, when you run for the office of Governor of New Hampshire - YOU NEED TO BE INFORMED ABOUT THE DISABILITY COMMUNITY.

The Disability Rights Center, the Parent Information Center, the Institute on Disability, the Community Support Network Incorporated (CSNI), and citizen advocates (perhaps most of all) and to some extent, The Challenge's combined efforts have placed our people on the radar screen. When The Challenge contacted gubernatorial candidates, they quickly and positively responded to our request for interviews specifically concerning disability issues. One candidate for the Senate even contacted us for advertising rates! (A great opportunity missed, unfortunately.)

It seems that with this accomplished, it is now time for our community to think hard about what our needs are, quantify them, and present them to the those vying for the corner office. No matter who the victor is the words in this issue clearly put all candidates on record as taking our community seriously. They know there are needs to be met.

Let's not wear out our arms patting ourselves on the back just yet. Let's take this opportunity to identify our needs, and SECURE THEM.

Congratulations! Now let's get to work on the future!

**Special Ed Report**

It's important that we not lose sight of what will be happening on Capitol Hill regarding special education. The report requested by President Bush has been released (see summary) and our legislators in Congress and the Senate will be considering that report as they begin the reauthorization process for I.D.E.A. There are powerful interests who would like to gut I.D.E.A. We concentrated on the gubernatorial candidates in this issue, but you will be voting for candidates for the U.S. House of Representatives and the U.S. Senate in the upcoming primary and general election. Don't be afraid to ask them where they stand on special education - and don't be satisfied with their support for full funding. There's more than full funding at stake.

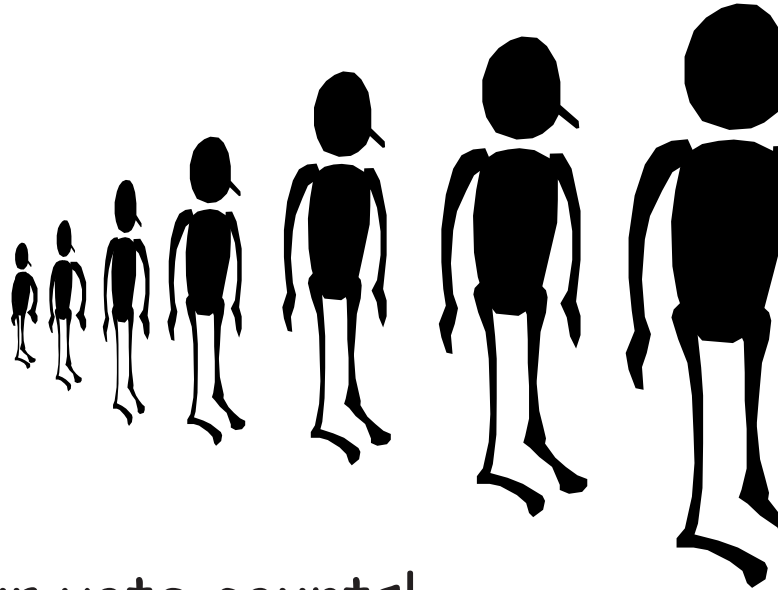
**AAMR / Direct Support Professionals Conference**

**Where:** Holiday Inn in Manchester, NH

**When:** October 24 & 25 for AAMR conference

October 25 & 26 for Direct Support Professionals Conference

**For more information,** call 225-5870



**Your vote counts!  
Get out and vote on September 10.**

## President's Commission on Excellence in Special Education Releases Final Report

*The final report of the President's Commission on Excellence in Special Education has been released. The Commission was tasked in October, 2001 and held 13 hearings and meetings throughout the nation. The following is based on the Executive Summary of the report. To read the entire report, go to: [www.ed.gov/inits/commissionsboards/whspecaleducation/](http://www.ed.gov/inits/commissionsboards/whspecaleducation/)*

**MAJOR FINDINGS:**

1. Currently, process takes precedence over results and bureaucratic compliance over student achievement.
2. The current system uses an antiquated model that waits for a child to fail rather than using a model based on prevention and intervention.
3. Educators and policy-makers think about general education and special education as two separate systems and tally the cost of special education as a separate program, not as additional services with resultant add-on expense.
4. When a child fails to make progress, parents have inadequate options and little recourse.
5. A culture of compliance has developed from the pressures of litigation.
6. Current identification methods lack validity, hence many students are misidentified, not identified, or not identified early enough.
7. Teachers need and want better preparation, support, and professional development.
8. Special education research needs enhanced rigor and long-term coordination.
9. The current system fails many children with disabilities; too few graduate from high school or transition to full employment or post-secondary opportunities, despite the transition service provisions in the current IDEA.

**MAJOR RECOMMENDATIONS:**

**OVERALL:** The central themes of No Child Left Behind (NCLB) must become the driving force behind IDEA reauthorization. This includes a focus on high academic standards, accountability, results, yearly progress reports, parental empowerment, teacher quality, scientifically rigorous research, and better identification and assessment methods.

**THREE MAJOR RECOMMENDATIONS:**

1. Focus on results-not on process.  
Raise expectations for student results instead of driving the system with process, litigation, regulation, and confrontation.
2. Embrace a model of prevention not a model of failure.  
Move toward early identification and sift intervention with scientifically based instruction and teaching methods.
3. Consider children with disabilities as general education children first.  
Share responsibility for students with disabilities. Do not treat special education as a separate cost

*Continued on page 19*

*Continued from page 18.*

system. Do not use funding arrangements to create incentives for special education identification or for isolating children with learning and behavior disabilities. Do not relegate students with disabilities to a separately funded program.

## Specific Recommendations

### Accountability, Flexibility, and Parental Involvement:

#### 1. Set high expectations.

Use measures such as graduation rates, post-graduation outcomes, and parent satisfaction surveys.

#### 2. Require states to report annually on the success of each school and LEA in achieving IDEA goals.

IDEA should provide for technical assistance for failing LEAs and should require states to take corrective actions, including state direction of IDEA funds for LEAs that do not make adequate yearly progress for three years in a row.

#### 3. Increase parental empowerment and school choice.

IDEA should allow state use of federal special education funds to enable students with disabilities to attend schools or to access services of their family's choosing, provided states measure and report outcomes for all students benefiting from IDEA funds.

#### 4. Prevent disputes and improve dispute resolution.

Develop processes to avoid conflict and promote IEP agreements, such as using IEP facilitators. Require states to make mediation available whenever it is requested, not just when a hearing has been requested. Permit binding arbitration and train mediators, arbitrators, and hearing officers.

### Special Education Finance:

#### 1. Increase discretionary Part B federal funding and establish a definable threshold percent of excess costs.

Continue the trend of increased federal funding for special education up to a specified threshold expressed as a percent of the estimated "excess cost" of special education borne by local education agencies.

#### 2. Link future funding increases above the threshold percent to state plans to improve accountability for results.

Cost accountability is fundamental to program accountability. Funding should be increased above the threshold percent only if the state has submitted a state improvement plan consistent with NCLB for implementing a new accountability system.

#### 3. Target Funds for direct services.

Ninety percent of Part B funds should flow through to LEAs. Remaining Part B funds should be prioritized consistent with a set of national priorities and retained at the state level.

#### 3. Funding should be increased for Part C and Section 619.

#### 4. Increase state and local flexibility.

Year-end unexpended LEA federal funds and a fixed percent of Part B flow-through funds should be used to establish and maintain risk management pools to serve high-cost students such as those who have significant disabilities.

#### 5. Focus on high-need children.

Use safety net funding to address the impact of students with significant disabilities on state and local districts.

### Federal Regulations and Monitoring, Paperwork Reduction and Increased Flexibility

#### 1. Replace federal monitoring practices with a focused approach.

The US DOE should radically alter how it conducts technical assistance and monitoring to focus on results instead of process.

#### 2. Reduce regulatory burden and increase flexibility.

IDEA should provide a unified system of services from birth through 21, and the IEP should be simplified to focus on substantive outcomes. Federal regulatory requirements are burdensome and should be simplified. Up to 10 states shall be allowed to propose paperwork reduction strategies under IDEA to the Secretary of Education.

#### 3. Utilize federal special education staff more effectively.

The Office of Special Education

and Rehabilitative Services (OSERS) has not met its obligations or appropriately implemented its responsibilities. Within 3 months of this report, the Secretary of Education should provide Congress with recommendations for how OSERS can better utilize its staff and resources to implement federal special education law.

#### 4. Expedited results from expedited implementation.

The new IDEA authorization should be implemented within 12 months, consistent with NCLB.

### Assessment and Identification:

#### 1. Identify and intervene early.

Implement research-based early identification and intervention programs to identify academic and behavioral problems in young children.

#### 2. Simplify the identification process.

Make eligibility determination simpler and clarify the criteria used to determine the existence of a disability, particularly high-incidence disorder.

#### 3. Incorporate response to intervention.

Develop models based on response to intervention for progress monitoring.

#### 4. Incorporate universal design in accountability tools.

Include any accommodations and modifications for students with disabilities in designing new assessment tools.

### Special Education Research and Dissemination of Information

#### 1. Change the current grant review process to create scientific rigor.

Improve the Office of Special Education Programs (OSEP) so that more researchers participate in review processes. Create a culture of scientific rigor in OSEP.

#### 2. Improve the coordination of special education research.

Integrate the activities within the U.S. Department of Education's OSERS: the Rehabilitation Services Administration, the National Institute on Disability and Rehabilitation Research, and OSEP.

## Meeting the Challenge

The Northern New Hampshire Training Collaborative presents: **Ruth Ryan, MD. Psychiatry**

**Date:** Monday, September 9, 2002

**Location:** Waterville Valley Resort & Conference Ctr  
Exit 28, off I-93 North (near Plymouth, NH)

**Time:** 8:30 – 9:30am Registration/Continental breakfast  
9:30am – 3:30pm Presentation and Discussion  
*Lunch will be included in the registration fee*

Ruth Ryan is among the world's leading experts on mental health issues with persons who have developmental disabilities. She brings a refreshing perspective to some of the challenges we face, when attempting to ensure the dignity and value of persons whose lives are difficult. Ruth is known for her 'stories' about people's lives and some rather amazing transformations that can occur when we learn together.

Registration deadline is: Friday, August 30, 2002

(Registration after this date will be accepted on a space-available basis for a fee of \$85.00/person)

**For further information,** please call George Jeffries at 603-356-6921, Ext. 20

### 3. Support long-term research priorities.

Focus research on a narrower range of priorities to promote more reliable discoveries.

### 4. Improve the impact of research findings.

Focus on proven, effective practices that can be implemented, scaled, and sustained nationwide.

### Post-Secondary Results for Students with Disabilities and Effective Transition Services

#### 1. Simplify federal transition requirements in the IDEA.

Provide clear steps for integrating school and non-school transition services.

#### 2. Mandate federal inter-agency coordination of resources.

Provide an Executive Order mandating existing agency coordination and pooling of existing funds.

#### 3. Create a Rehabilitation Act Reauthorization Advisory Committee.

#### 4. Support higher education faculty, administrators, and auxiliary service providers to more effectively provide and help students with disabilities to complete a high quality post-secondary education.

Support and hold post-secondary institutions accountable for using evidence-based, best practice programs and practices.

### Teacher and Administrator

### Preparation, Training and Retention

#### 1. Recruit and train highly qualified general and special education teachers.

State licensures and endorsements should require specific training related to meeting the needs of students with disabilities and integrating parents into special education services.

#### 2. Create research- and data-driven systems for training teachers of special education.

#### 3. Institute ongoing field experiences.

Require teacher trainees to complete supervised practicum experiences in each year of their training, covering the full range of general education, special education, and inclusive settings and service delivery models.

#### 4. Require rigorous training in reading.

Include phonemic awareness, decoding, fluency, vocabulary, and comprehension.

#### 5. Require public reporting.

Report the performance of general education and special education program graduates relative to educating students with disabilities.

#### 6. Increase special education and related services faculty.

Address the shortage of special education and related services doctorate holders who are qualified to train teachers.

#### 7. Conduct research.

Identify the critical factors in personnel preparation for improving the learning and achievement of students with disabilities.

# Area Agencies

## for Developmental Services

### REGION I

#### North Country

#### Northern New Hampshire Mental Health and Developmental Services, Inc.

87 Washington Street, Conway, New Hampshire 03818  
Dennis MacKay, Exec Dir., Eric Johnson, Assoc. Director  
**Phone:** 447-3347 **Fax:** 447-8893

**e-mail:** dmackay@nnhmhds.org **website:** nnhmhds.org

#### Area Offices:

#### Upper Connecticut Valley Mental Health and Developmental Services(MH)

Charlie Cotton, Area Director  
34 Colby Street, Colebrook, New Hampshire 03576  
**Phone:** 237-4955

#### White Mountain Mental Health and Developmental Services (MH) outpatient MH

29 Maple Street, P. O. Box 599, Littleton, New Hampshire 03561  
Jane MacKay, Area Director  
**Phone:** 444-5358

#### Family Centered Early Supports and Services

31 Brooklyn Street, Groveton, New Hampshire 03582  
Director: Pat Arneson **Phone:** 636-6193 or 1 (800) 862-8634 [parneson@nnhmhds.org](mailto:parneson@nnhmhds.org)

#### Developmental Specialists:

**Berlin/Groveton:** Stacia Losier **Phone:** 752-3009, (800) 862-8634  
[slosier@nnhmhds.org](mailto:slosier@nnhmhds.org)

**Littleton:** Peggy Bromley **Phone:** 444-1742 x 4 [pbromley@nnhmhds.org](mailto:pbromley@nnhmhds.org)

#### Developmental Services:

#### Community Services Center

69 Willard Street, Berlin, New Hampshire 03570  
Art Froburg, Area Director  
**Phone:** 752-1005

#### Common Ground

headquarters for day service & case management  
29 Maple Street, Box 599, Littleton, NH 03561  
**Phone:** 444-6894

#### Vershire Center

39 Colby Street, Colebrook, NH  
**Phone:** 237-5721

**Family Resource Center** - Parent to Parent services: providing support and connections for parents of children with developmental disabilities and special or chronic health care needs

123 Main Street, Gorham, NH 03581  
**Phone:** 466-9011, or 1 (800) 771-8531

#### Region I:

#### Berlin area -

**Family support and Respite coordinator:** Lena Parent 466-9010  
[parent@nnhmhds.org](mailto:parent@nnhmhds.org)

**Benefits Technician:** Sharon Kolinsky 752-1005 [kolinskyg@landmarknet.net](mailto:kolinskyg@landmarknet.net)

#### Colebrook/Groveton -

**Family support Respite coordinator:** Stacey Bilodeau 636-6193 or (800) 862-8634  
[sbilodeau@nnhmhds.org](mailto:sbilodeau@nnhmhds.org)

**Benefits Technician:** Lynda Biron 237-5721 [lbiron@nnhmhds.org](mailto:lbiron@nnhmhds.org)

#### Littleton -

**Family support and Respite coordinator:** Diana Flick 444-1742 x 6  
[dpelletier@nnhmhds.org](mailto:dpelletier@nnhmhds.org)

**Benefits Technician:** Terri Paige 444-5358

**Family Support Council Chair:** Cecile Fillion 752-5704 [cecilef@ncia.net](mailto:cecilef@ncia.net)

### REGION II

#### Sullivan County

#### Developmental Services of Sullivan County, Inc.

R.F.D. #3, Box 305, Claremont, New Hampshire 03743  
Mark Mills, Exec Director

**Phone:** 542-8706 **e-mail:** mmills@dsscofnh.org

**Case Management:** 542-8706

**Adult Services:** 542-8706

**Family support coordinator:** vacant

**Respite coordinator:** Kristina Allen 542-8706

[Kallen@dsscofnh.org](mailto:Kallen@dsscofnh.org)

**Early Supports and Services:** vacant

**Benefits Technician:** (there's no one currently in this position)

**Family Support Council Chair:** John Milliken 826-4361

[rollingthunder@madscape.com](mailto:rollingthunder@madscape.com)

### REGION III

#### Lakes Region

#### Lakes Region Community Services Council

(Serves all of Belknap & 12 towns in southern Grafton Co.)

P. O. Box 509, Laconia, New Hampshire 03247

(Residential, vocational, quality assurance, business, case management, family support, & enhanced family care)

Rich Crocker, Exec. Director

**Phone:** 524-8811 **Fax:** 524-0702

**e-mail:** richc@lrsc.org **website:** www.lrsc.org

#### Family support coordinator:

Christine Santaniello 524-7755 [chriss@lrsc.org](mailto:chriss@lrsc.org)

#### Respite coordinator

Denise Sleeper 524-7755 [denises@lrsc.org](mailto:denises@lrsc.org)

**Benefits technician:** Lisa Richardson 524-7755

**Family support council chair:** Tracy Mansfield 528-1713

[Tiam91@aol.com](mailto:Tiam91@aol.com)

### REGION IV

#### Capitol District

#### Community Bridges

525 Clinton Street, Bow, New Hampshire 03304-4609

Roy Gerstenberger, Exec. Dir.

**Phone:** 225-4153 or 800-499-4153

**e-mail:** [roy@comm\\_bridges.mv.com](mailto:roy@comm_bridges.mv.com)

**Family support:** Jo Edwards 225-4153 (800) 499-4153, x 224

[jo@comm-bridges.mv.com](mailto:jo@comm-bridges.mv.com)

#### Respite coordinator:

Renee Carlisle 225-4153 (800) 499-4153, ext.215

**Benefits Technician:** Rebecca Spinney 225-4153 ext. 222

**Family support council chair:** Annette Kowalczyk 224-1524

### REGION V

#### Monadnock

#### Monadnock Developmental Services, Inc.

121 Railroad Street, Keene, New Hampshire 03431

Alan Greene, Exec. Director

**Phone:** 352-1304 **Fax:** 352-1637

**e-mail:** [alan@mds-nh.org](mailto:alan@mds-nh.org) **website:** [www.mds-nh.org](http://www.mds-nh.org)

#### Family support coordinator:

Bob Barrows 352-1304 (800) 469-6082 [bob@mds-nh.org](mailto:bob@mds-nh.org)

#### Respite coordinator:

Carol Byrns 352-1304 [carolb@mds-nh.org](mailto:carolb@mds-nh.org)

**Early Supports and Services:** Anna Lake 352-1304 A

[nna@mds-nh.org](mailto:nna@mds-nh.org)

**Benefits technician:** Sue Raymond 352-1304

[sue@mds-nh.org](mailto:sue@mds-nh.org)

**Family support council co-chair:** Cameron Tease 827-3538

[ctease@marken.com](mailto:ctease@marken.com)

**Family support council co-chair:** Debra Napsesy 984-0972

**REGION VI****Nashua****The Area Agency for Developmental Services of Greater Nashua, Inc.**

144 Canal Street, Nashua, New Hampshire 03060

Sandra Pelletier, Exec. Dir.

Beth Raymond, Assoc. Dir.

**Phone:** 882-6333**Fax:** 889-5460**e-mail:** sandyp@region6.com **website:** www.region6.com**Affiliate Agencies:****Located at 144 Canal Street, Nashua, NH 03064:****Early Intervention and Pediatric Therapy**Nancy Dowey, Prog. Coord. **e-mail:** nancyd@region6.com**Phone:** 882-3434**Fax:** 889-5460**Partners in Health**Karin Harvey-Olson, Family Support Coordinator **Phone:** 882-6333 x 373**Fax:** 889-5460 **email:** karinh@region6.com**The PLUS Company, Inc.**

240 Main Dunstable Road, Nashua, NH 03062

Kim Shottes, Exec. Dir. **Phone:** 889-0652 **Fax:** 880-8938**e-mail:** kims@region6.com **website:** www.thepluscompany.net**Adult Day Service Program**

200 Derry Road, Hudson, NH 03051-3398

Deb Wall, Director

**Phone:** 883-0994**No Fax****e-mail:** dwall@alvirnehs.org**Family support coordinator:** Nzenalu Obinelo 882-6333, ext. 372

nzenaluo@region6.com

**Respite coordinator:** Carole Smith 882-6333 x 325

caroles@region6.com

**Benefits technician:** Sue Rockwell 882-6333 suer@region6.com**Family support council chair:** Peter Marcoux 888-5894

pmarcoux@verizon.net

**REGION IX****Strafford County****Behaviorial Health and Developmental Services of Strafford County, Inc.**

Forum Court, 113 Crosby Road, Suite #1, Dover, New Hampshire 03820-4375

Brian Collins, Exec. Director

**Phone:** 749-4015**Fax:** 743-3244**e-mail:** bricol@concentric.net**website:** www.dssc9.org**Family support coordinator:** Deirdre Watson 749-4015 dwatson@dssc9.org**Respite coordinator:** Karen Juckett 749-4015 kjuckett@dssc9.org**Early Supports and Services:** Suzanne Iverson 740-4015

siverson@dssc9.org

**Benefits technician:** Julie Batchelder 749-4015 jbatchelder@dssc9.org**Family support council chair:** Chuck Raymond 743-3909 chuckray@ttlc.net**Family support council vice-chair:** Karen Salter 692-2088 ksalter@aol.com**REGION X****Atkinson/Salem****Region 10 Community Support Services, Inc.**

8 Commerce Drive, Atkinson, New Hampshire 03811

Interim Exec Director: Jane Dichard

**Phone:** 893-1299**Fax:** 893-5401**e-mail:** jdichard@region10nh.com**website:** www.region10nh.com**Family support coordinator:** Kathy Waterson 893-1299

kwaterson@region10nh.com

**Respite coordinator:** Anna Gonzalez (Child and Family Services) 889-7189**Early Supports and Services:** Aleece Pappas 893-1299

apappas@region10nh.com

**Benefits technician:** Deanna Johnson 893-1299 djohnson@region10nh.com**Family support council chair:** Carol Ingram 893-1129

cingramcarol@netscape.net

**REGION VII****Manchester****Moore Center Services, Inc.**

132 Titus Avenue, Manchester, New Hampshire 03103

Paul Boynton, CEO

**Phone:** 668-5423**Fax:** 206-2706**e-mail:** paul.boynton@moorecenter.org **website:** www.moorecenter.org**Family support coordinator:** Jan Larsen 206-2744

jan.larsen@moorecenter.org

**Respite coordinator:** Joy King 206-2743 joy.king@moorecenter.org**Early Supports and Services:** Susan Sakowicz 206-2804

susan.sakowicz@moorecenter.org

**Benefits technicians:**

Linda Lawrence 206-2768 linda.lawrence@moorecenter.org

Audrey Mason 206-2770 audrey.mason@moorecenter.org

**Family support council chair:** Donna Nicholaides 624-1592

donna.nicholkildes@yahoo.com

**REGION XI****Carroll County****Center of Hope, Inc.**

626 Eastman Road, Center Conway, New Hampshire 03813-4219

Peter Blue, Exec Director

**e-mail:** pblue@centerofhope.org

Margie Matthews, Assoc. Exec. Dir.

**e-mail:** mmathews@centerofhope.org**Phone:** 356-6921 or (800) 290-0905**Fax:** 356-6310**Family support coordinator:** Christine MacDonald 356-6921 x50

(800) 290-0905 cmacdonald@centerofhope.org

**Respite coordinator:** Tina Wallace 356-6921 x49 twallace@cnetofhope.org**Benefits technician:** Lindell Gorham 356- 6921 x26

lgorham@centerofhope.org

**Family support council chair:** Frances Hyslop 539-3599

thanks@nhadelphia.net

**Family support council vice-chair:** Dennis Parcels 539-6674

dparcels@earthlink.net

**REGION VIII****Seacoast****Region VIII Community Developmental Services Agency, Inc.**

Parade Office Mall, Suite 40, 195 Hanover Street

Portsmouth, New Hampshire 03801

Bob James, Exec Director

Cathy King, Associate Executive Director

**Phone:** 436-6111 **Fax:** 436-4622**e-mail:** bob@cdsregion8.org**All of the following can be reached at 436-6111:****Family support & Early Supports and Services:**

Lenore Sciuto lenore@cdsregion8.org

**Respite coordinator:** Geoff Simons geoff@cdsregion8.org**Resource coordinator:** Judy Saddler judy@cdsregion8.org**School to Adult Transition Coord.:** Raymond Pillsbury:

raymond@cdsregion8.org

**Benefits technician:** Denise Larsen 436-6111 denise@cdsregion8.org**Family support council chair:** Kathy Ennis 964-9740**REGION XII****Grafton County** (serving Grafton, Canaan, Enfield, Lebanon, Hanover, Lyme and Orford)**United Developmental Services**

85 Mechanic Street, Suite 300, Lebanon, New Hampshire 03766

Bruce Pacht, Exec Director

**Phone:** 448-2077**Fax:** 448-1841**e-mail:** bruce@uds.org**Family Centered Early Supports and Services**

104 Lyme Road, Hanover, New Hampshire 03755

Kathy Marshall, Coordinator

**Phone:** 643-5439**Fax:** 643-6223**e-mail:** Kathy@uds.org**Family support coordinator:** Tara Mullen 443-4109 tara@uds.org**Respite coordinator:** Melissa Eastman 443-4113 melissa@uds.org**Benefits technician:** Elaine Campeau 443-4103 elaine@uds.org**Family support council chair:** Elizabeth Larson 448-5302

elizabeth.s.larsen@hitchcock.org

**Upper Valley Support Group (UVSG)** (provides emotional support & info)**Phone:** 448-6311 **UVSG Respite coordinator:** Leona Ryder 448-1268



# Where to Find Help

## Statewide Resources:

**AMI-NH - Alliance for the Mentally Ill of NH**  
225-5359, or (800) 242-NAMI  
Statewide organization and affiliates offer information and support to people with serious mental illnesses and their parents, children, spouses, siblings and friends.

**ATECH Services**  
528-3060 V/TTY  
,or 1 (800) 932-5837  
**Website:**

[www.nhassistivetechology.org](http://www.nhassistivetechology.org).  
ATECH is an umbrella organization under which the following organizations function:

**NH-ATEC**  
1-800-932-5837  
Seating & mobility  
Augmentative & alternative communication  
Computer access  
Home & worksite modifications

**ASSETT - Assistive Services to Schools for Education, Technology and Training -**  
226-2900  
Consultations & Technical assistance; Loans of specialized equipment and materials; Training for educators, parents & children; Library for families & educators

**REM (Refurbished Equipment Marketplace)**  
224-7630 or 1 (800) 427-3338  
**e-mail:** [pluff@nhaat.mv.com](mailto:pluff@nhaat.mv.com)  
**website:**

[www.neatexchange.org](http://www.neatexchange.org)  
Sale of quality refurbished equipment; Rentals, service & repair; Information & referral services; Inventory on website

**Technology Exploration Ctr.**  
117 Pleasant Street  
Dolloff Bldg.  
Concord, NH 03301  
226-2900  
Hands-on technology exploration; loans of assistive technology; training; technical support

**Autism Society of New Hampshire**  
898-0916  
Statewide organization provides information, advocacy and support to individuals with Autism and Pervasive Developmental Disorders (PDD), and their families.

**Brain Injury Association of New Hampshire**  
225-8400, or (800) 773-8400  
[www.bianh.org](http://www.bianh.org)  
Statewide organization provides resource information to survivors of brain injury and their families.

**Bureau of Special Medical Services**  
271-4488, or 1-800-852-3345 ext. 4488  
Division of Public Health; broad range of health programs for diagnosis and treatment of children (0-20) who have physical disabilities, chronic illnesses or developmental delays

**Child Development Center**  
650-7884  
Assessment, diagnosis, follow-up; information and education

**Council for Children and Adolescents with Chronic Health Conditions and their Families**  
271-4991 or 1-800-852-3345  
**Fax:** 271-5166  
**email:** [pclarke@dhhs.state.nh.us](mailto:pclarke@dhhs.state.nh.us)  
Information and advocacy

**Department of Education Bureau of Special Education**  
271-3494 **Fax:** 271-1953  
[www.ed.state.nh.us](http://www.ed.state.nh.us)  
Responsible for ensuring that school districts provide a free and appropriate education to all educationally handicapped students

**Disabilities Rights Center, Inc.**  
228-0432, or 1-800-834-1721 **Fax:** 225-2077  
Provides legal services and other advocacy assistance to persons with disabilities; information/referral

**Bureau of Vocational Rehabilitation**  
271-3471 or 1-800-299-1647  
**Fax:** 271-7095  
[www.ed.state.nh.us](http://www.ed.state.nh.us)  
Provides individualized guidance, counseling and placement services to eligible consumers; also provides family services around needs of individual

**Early Education and Intervention Network of N.H.**  
228-2040 [www.eein.org](http://www.eein.org)  
**email:** [info@eein.org](mailto:info@eein.org)  
Information/referral; early intervention and pre-school pro-

grams for children with developmental disabilities or at risk for developmental delay.

**Family Resource Connection**  
1-800-298-4321  
Free, statewide program of NH StateLibrary providing materials on all aspects of raising, caring for and educating children, especially children with special needs; free lending library of books and videos mailed to your home with postage paid envelopes for return; free research and reference service.

**Family Support Coordinator, DDS (Kris Bregler)**  
271-5057  
1-800-852-3345 x 5057  
[kbregler@dhhs.state.nh.us](mailto:kbregler@dhhs.state.nh.us)

Can direct you to services available through the Division of Developmental Services (DDS), the 12 Regional Area Agencies and Regional Family Support Programs

**Governor's Commission on Disability**  
271-2773 (Voice),  
271-2774 (TTY)  
1-800-852-3405 (Voice)  
**Fax:** 271-2837  
[www.state.nh.us/disability](http://www.state.nh.us/disability)  
Information and referral

**Granite State Guardianship Services** **Phone:** 837-9561  
**Fax:** 837-2613  
Provides legal guardianship services to people with developmental disabilities and mental illness.

**Granite State Independent Living Foundation**  
228-9680, (V, TTY)  
1-800-826-3700(V/TTY)  
**website:** [www.gsil.org](http://www.gsil.org)  
Information and referral, peer support and counseling, skills training, advocacy, interpreter and personal care attendant services, transportation, social and recreational programs and accessibility services.

**Institute on Disability/UCE**  
228-2084 **Fax:** 228-3270  
862-4320 **Fax:** 862-0555  
[www.iod.unh.edu](http://www.iod.unh.edu)  
Training, technical assistance and resources with the goal of improving the quality of life and level of participation of people with disabilities in schools, the community and the workplace

**Medical Genetics** 650-7886  
Genetic testing and counseling, information and referral

**M.I.C.E. (Multi-sensory Intervention through Consultation and Education)**  
228-1028(V) 228-5755 (TTY)  
Statewide program for educational and developmental services for children birth through three with visual or hearing impairments.

**NH Association for the Blind**  
224-4039 (800) 464-3075  
Provides information and gives direct services to visually impaired people of all ages to enable them to maintain their independence.

**N.H. Developmental Disabilities Council**  
271-3236  
1-800-852-3345, x 3236  
[www.nh.ddc.com](http://www.nh.ddc.com)  
Monitors services; promotes policy; advocacy

**NH Family Voices, a Family to Family Health Information and Resource Project**  
271-4525, or 1 (800) 852-3345 x 4525  
**e-mail:** [NHFV@yahoo.com](mailto:NHFV@yahoo.com)  
**website:** [www.nhfv.org](http://www.nhfv.org)  
Assists families in finding their way through the maze of services by providing information and emotional support, identifying resources available within the community, and making available a lending library of books, videos and audio tapes; distributes free newsletter, *Pass It On*

**Northeast Passage**  
862-0070  
Provides (for a fee) equipment and expertise to individuals, schools and companies to ensure access to educational outings and recreational activities.

**Office of Public Guardian**  
224-8041  
Provides legal guardianship services for people with developmental disabilities and mental illnesses.

**Parent Information Center**  
224-7005, or 1-800-232-0986  
Information, support and training around educational issues and advocacy

**Parent to Parent of NH**  
1-800-698-5465  
[www.p2pnh.org](http://www.p2pnh.org)  
**email:** [contact@p2pnh.org](mailto:contact@p2pnh.org)  
Specializes in networking parents of children with special needs; support and information

**People First of NH**  
536-9797, or 1 (800) 639-6172  
Self-advocacy group of people "working together to help each other take charge of our lives"; help team available for new or existing groups; 24-hour answering service

**Seacoast Child Development Clinic at UNH**  
862-0561 (Voice/TDD)  
862-0034 (fax)  
[www.iod.unh.edu](http://www.iod.unh.edu)

An interdisciplinary clinical consultation service, assisting families of children with developmental disabilities by using a team approach. Evaluation may include home and/or school visit, depending on needs of child and family. The program is affiliated with Dartmouth Center for Genetics and Child Development and the Institute on Disability, UNH.

**Self-Determination for Persons with Developmental Disabilities -**  
**Institute on Disability/UAP**  
862-44320 **Fax:** 862-0555  
[www.iod.unh.edu](http://www.iod.unh.edu)  
Provides information, referral and technical assistance

**Special Olympics NH**  
624-1250 or 1-800-639-2608  
**Fax:** 624-4911  
**website:** [www.sonh.org](http://www.sonh.org)

Provides sports activities for athletes with developmental disabilities.

**"Talking Books"**  
(NH Bureau of Services to Persons with Disabilities)  
271-3429, or 1-800-491-4200  
FREE service for people with visual, physical, and reading disabilities. Supplies (by mail) cassette books and records and equipment needed to use them. Fiction, non-fiction and popular magazines available

**VSA arts of New Hampshire**  
228-4330  
**email:** [info@vsarts.org](mailto:info@vsarts.org)  
**website:** [www.vsarts.org](http://www.vsarts.org)  
Provides opportunities in the arts for people with disabilities



# Where to Find Help

## Helpful Websites:

**www.aapd.com**

American Association of People with Disabilities

**www.access-able.com/**

Access-Able Travel Resource

**www.adanet.org**

American Disability Association

**www.albinism.org**

The National Organization for Albinism and Hypopigmentation

**http://aspe.os.dhhs.gov/cfda**

Hundreds of publications on disability-related subjects available on-line

**www.assistguide.com**

Assist Guide - National resource for disability and long term care

**www.autism-society.org**

Autism Society of America

**www.autism-society-nh.org**

Autism Society of New Hampshire

**www.csni.org**

Community Support Network, Inc.

**www.disabilityresource.com**

The Disability Resource

**www.eseals.org**

Easter Seals NH

**www.essential schools.org**

Coalition of Essential Schools

**www.hcfa.gov/**

Information from the US. Centers on Medicare and Medicaid (formerly the U.S. Health Care Financing Administration)

**www.hhs.gov/newfreedom/**

webpage of US Department of Health and Human Services announcing activities conducted as part of President Bush's New Freedom Initiative

**www.newhorizons.org**

New Horizons for Learning

**www.nhhelpline.org**

New Hampshire Help Line

**www.nod.org**

National Organization on Disability

**www.ppcd.org**

People to People Committee on Disability

**www.sath.org**

Society for the Accessible Travel & Hospitality

**www.ssa.gov.SSA\_Home.html**

Information on Supplemental Security Income (SSI), disability and related benefits

## Publications of Interest

### *Disability Solutions*

FREE

A resource for families and others interested in Down syndrome and related disabilities. Published six times a year.

For information on subscriptions, call (503) 244-7662

[www.disabilitysolutions.org](http://www.disabilitysolutions.org)

[subscription@disabilitysolutions.org](mailto:subscription@disabilitysolutions.org)

### *Exceptional Parent Magazine*

Paid subscription \$39.95 a year (201) 489-4111 1 (877) 372-7368

website: [www.EParent.com](http://www.EParent.com)

Feature articles; extensive listing of national organizations for specific disabilities/conditions

### *New Developments*

Benefit of membership (301) 652-2263

website: [www.devdelay.org](http://www.devdelay.org)

(cost of membership - \$48 for families; \$85 for professionals)

Published quarterly by Developmental Delay Resources, a nonprofit organization that connects parents and professionals, disseminating to them the most current information about causes, interventions, and preventions for developmental delays.

### *Pass It On*

FREE

800-852-3345 x 4525

e-mail: [nhfv@yahoo.com](mailto:nhfv@yahoo.com)

website: [www.nhfv.org](http://www.nhfv.org)

Resources and information for families with special health care needs; quarterly

### *Ragged Edge*

Paid subscription \$17.00 a year Fax: (502) 899-9562

e-mail: [circulation@raggededgemagazine.com](mailto:circulation@raggededgemagazine.com)

website: [www.raggededgemagazine.com](http://www.raggededgemagazine.com)

Magazine written by and for people with disabilities with information on issues pertinent to the disability movement; bi-monthly

*If you would like to have a resource listed in The Challenge, contact us at: (603) 742-0500, or 1 (800) 758-6430, or e-mail us at: [nhchallenge@attbi.com](mailto:nhchallenge@attbi.com)*

### **Autism, Asperger's and Social Skills - Maine**

Portland, Maine

**October 21, 2002**

An all day workshop with Dr. Tony Attwood.

**For more information, call 1-800-489-0727**

### **Statwide Summit**

#### **Children and Adolescents:**

#### **Shared Responsibilities, Shared Benefit**

Supporting the Emotional Well Being of All Students and Meeting  
The Unique Needs of Students with Disabilities

Wayfarer Inn, Bedford NH

**October 18-19, 2002**

**For more information, call 1-800-339-9900**

*Election time is getting close*

# Your vote counts!

Talk with the candidates.

Ask them questions.

Educate them about your issues.

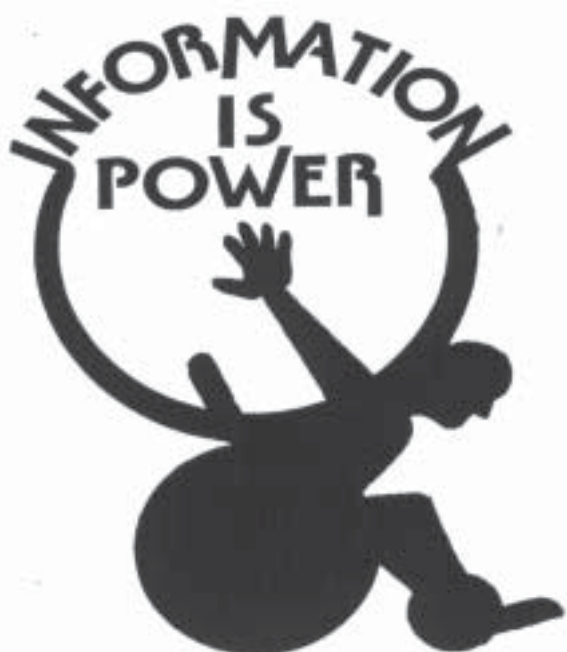
Support the candidate that you feel will best represent you.

*Don't forget -*

you have a date with your future!

# September 10

at the polling place nearest you.



## Do you know someone who could use The Challenge?

Send us their name and address so they, too, can receive this important source of information.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Street address

\_\_\_\_\_  
City

\_\_\_\_\_  
State

\_\_\_\_\_  
Zip

*I would like to make a tax-deductible donation of \_\_\_\_\_ to support The Challenge.*

\_\_\_\_\_  
Name

\_\_\_\_\_  
Address

Please send this form to: The New Hampshire Challenge, P.O. Box 579, Dover, NH 03821-0579