YLF NEWS

Feb. 2014

7 Habits of Highly Effective People

As I continue my journey through Stephen Covey's 7 Habits of Highly Effective People Personal Workbook, I thought these 7 habits would be beneficial to share. They're not difficult to understand, but they do require you to practice them until they become a habit. A habit is something that you do automatically, for instance, stopping at a stop sign. When I see a stop sign, I automatically slow down and then stop. It's a habit to do.

We all have some good habits (like exercising on a regular basis) and we all have some bad habits (like negative self-talk). There are also some habits we all have that matter to us, personally (for example, drinking coffee in the morning). The 7 Habits that Stephen Covey writes about can help people improve themselves. I challenge you to join me on this journey!

A habit is something that you do automatically.

Be Proactive!

The first habit is the most important habit. It's the key to all other habits; you won't be able to do the others until you master this first one!

Being PROACTIVE means to prepare for an occurrence or situation.

Who is responsible for your life? Who is responsible for your happiness (or unhappiness)? YOU ARE! The first habit, **"Be Proactive"** is your first step in being highly effective.

You have two ways to respond to a situation: Proactively or Reactively. Responding reactively is responding on impulse. For example, have you ever been on the road and suddenly someone cuts right in front of you? After you slam on your brakes how do you respond? Do you yell at the car that cut you off? Do you let it put you in a bad mood and ruin your day? ….OR… Do you just let it go and move on? As you practice and master being proactive, you will begin making choices based on your values. You'll start thinking...then acting. You can't control everything, but...you can control how YOU respond. You'll be calm and cool...as a cucumber.

To help you see the change from thinking reactively to proactively, here's an example of a situation that you may be familiar with.

You hear your friend talking badly about you in front of a group. Your friend doesn't know you heard her. Only a few moments ago, she was talking with you nicely. How do you respond?

Reactive Response

- Tell your friend off, then hit her!
- Decide she's 2-faced and give her the silent treatment.
- Spread mean rumors about her!

Proactive Response

- Forgive her.
- Confront her and calmly tell her how you feel.
- Ignore it and give her another chance.

OKLAHOMA DEVELOPMENTAL DISABILITIES COUNCIL

When you begin being proactive, the words you use will also change. Instead of saying things like "I'll try" or "That's just the way I am," you'll say things like "There's gotta be a way" or "Let's look at all the options." When you use proactive language, control of the situation stays with YOU! , not someone else.

When You Are Proactive, the Words You Use Changes!

- "I'll try" *changes to* "**I'll do it!"**
- "That's just the way I am" *changes to* "**I can do better than that."**
- "There's nothing I can do" *changes to* "**Let's look at all our options."**
- "I have to" *changes to* "**I choose to."**
- "I can't" *changes to* "**There's gotta be a way."**
- "You ruined my day" *changes to* "**I'm not going to let your bad mood rub off on me."**

Homework!

To develop a new habit, we have to practice them until they become automatic! Answer the following questions. Write your responses here or someplace else. If you'd like to email it to me, then great! We can talk about what you're doing to master the 7 habits!

- **Think of a few situations you responded reactively to during the past month. Write down the situation. What happened? What did you say? What did you do?**
- **Now...think of how you could have responded proactively in the same situation! Write them down.**

Jen

Jen's example: I was reading my college syllabus for a class one semester. The more I read, the more I felt frustrated and overwhelmed. I let negative and reactive thoughts creep into my head: *Why am I doing this stuff? This is dumb. I can't do this!!!*

How could I have changed my mood and attitude back then? First, I needed to change my language and attitude to a more proactive one. What if I'd filled my head full of more **proactive** thoughts like: *I want to do this! I can do it. Yes, I will do it.* That would have made a big difference in how I prepared for class!

I'm not saying making new habits is easy, but with practice, you can do this! Email me your thoughts!

This material is from Covey, Stephen R. The 7 Habits of Highly Effective People Personal Workbook. (2003) and Covey, Sean. The 7 Habits of Highly Effective Teens. (1998).

Happy Birthday

Best wishes to the birthday folks out there! Have a day full of awesomeness!

January Birthdays	February Birthdays	March Birthdays
Loren Drake	Ashley Snyder	Sabrina Suarez
David Morrison	Zach Wilder	Dara Austin
John Paul Reyes	Josh Thompson	Brenda Marrufo
Easton Crow	Krissy Garrett	Jelisa Sullivan
Brett Cunningham	Weston Jenkins	Garrett Offenburger
Megan Hopkins	Rachel Ware	Kameron Stark
Adam Kaney	Kelly Walz	Kelby Staley
Jamie (Brewer) Magby	Chauncey Goff	Luke Thomas
Trevin Lawson	Shanda Moody	Karissa DeLaCruz
Matthew Wood	Meagan Fick	Daniel Stevenson
Joey King	Katelyn Nathan	Andy Simms
Zak Duplan	Rikney Johnson	Brent McKinney
Patricia (Hurlburt) Keeth	Breylan Delehanty	David Smith
Allysa Trevino	Diamond Jones	Cody Parrick
Hennessy Wallace	Porsha Ellis	Mikael (Hannah) Fields

Send a birthday card to your friends!

NEWSLETTER CONTEST!

Answer the following questions to have a chance at a gift card to iTunes.

1. What is your **full** zip code?
2. Who is the Governor of Oklahoma?
3. Who is the Lieutenant Governor of Oklahoma?
4. Who is your State Representative?
5. Who is your State Senator?

Email or Mail your answers to:
jenifer.randle@okddc.ok.gov
or
Oklahoma Developmental Disabilities Council
Attention: YLF July Newsletter Contest
2401 NW 23rd Street, Suite 74
Oklahoma City, OK 73107

Not sure who your legislators are? Find out here:

http://www.okhouse.gov/FindMyLegislator.aspx?State=OK

GOOD LUCK!

Advocacy Tips:
10 Things You should know about the Americans with Disabilities Act (ADA)

ADA Background: On July 26, 1990, the ADA was signed into law by President George H.W. Bush. The ADA gives civil rights protections to individuals with disabilities and guarantees equal opportunity in public accommodations, employment, transportation, state and local government services and telecommunications.

Definition of Disability: The ADA, as amended, defines a person with a disability as someone who has a physical or mental impairment that substantially limits one or more major life activity. What is a major life activity? In general, these activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working.

Reasonable Accommodation: A reasonable accommodation is a key nondiscrimination requirement of the ADA. It is defined as any modification or adjustment to a job or work environment that will enable a qualified applicant or employee with a disability to participate in the application process or to perform essential job functions. Reasonable accommodations assure that a qualified individual with a disability has the same rights and privileges as those without disabilities.

The Americans with Disability Act was signed on July 26, 1990 with advocate Justin Dart next to President Bush as he signed it.

4. **Filing a Complaint:** ADA enforcement is a complaint driven process. Many people are surprised to learn that government officials do not make visits to employers, state and local agencies or businesses to see if they are ADA compliant. However, once someone has filed a formal complaint, various government agencies are responsible for conducting an investigation and taking legal action, if appropriate. If you feel that you have been discriminated against because of your disability, the following resources may be helpful:
Get answers to questions about the ADA by calling the U.S. Department of Justice's (DOJ) toll-free line: 800-514-0301 (TTY: 800-514-0383).
Visit the National Disability Rights Network website to learn about legal assistance in your state, which is offered by federally-mandated Protection and Advocacy Systems and Client Assistance Programs.
File a complaint with the U.S. Department of Housing and Urban Development if you feel you are the victim of housing discrimination.

ADA Materials and Publications: DOJ offers free materials and publications about the ADA, including technical assistance manuals, a Tax Incentives for Businesses fact sheet and other helpful information. To order publications, contact the toll-free ADA Information Line at 800-514-

0301 (TTY: 800-514-0383).

DBTACs: Disability and Business Technical Assistance Centers (DBTACs) provide trainings, materials, information and technical assistance on the ADA and accessible information technology to people in 10 different regions throughout the United States. In addition, DBTACs promote public awareness of the ADA. To contact your regional DBTAC, call 1-800-949-4232 or visit the ADA National Network.

Service Animals: Since March 15, 2011, only dogs that are specially trained to do work or perform tasks for people with disabilities are recognized as service animals under titles II and III of the ADA. Tasks performed by service dogs may include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, reminding people with a mental illness to take prescribed medications, calming people with Post Traumatic Stress Disorder (PTSD) or performing other duties. The work or task a dog has been trained to do must be directly related to the person's disability. For additional guidance, visit the DOJ Civil Rights Division website.

Voting: Under the ADA, polling places nationwide are required to be physically accessible to people with disabilities for federal elections. When an accessible location is not available, an alternate means of casting a ballot on the day of the election must be offered. States are also required to make registration and voting aids available to voters with disabilities and older adults. For example, providing telecommunications devices to people who are deaf. Get a Checklist for Polling Places from ADA.gov.

Medical Care: Prior to the ADA, health care facilities were not considered to be places of public accommodation and health care professionals had no legal obligation to provide care and could refuse patients with disabilities. Today, medical care providers are required to offer accessible health care facilities and to make reasonable modifications to policies, practices and procedures for individuals with disabilities. Read *Access to Medical Care for Individuals with Mobility Disabilities* to learn more.

Disability.gov. Disability.gov offers many resources about the ADA, including those listed in this newsletter. The site's Civil Rights section also features information about other laws including the Fair Housing Act; Individuals with Disabilities Education Act; Ticket to Work and Work Incentive Improvement Act; and Voting Accessibility for the Elderly and Handicapped Act.

This information was from the website https://www.disability.gov/disability-connection-newsletter-july-2013/. Be sure to check out disability.gov. It has a lot of information for you!

Clueless About College:
I waited too long to ask for help and paid a price by Shameka Vincent

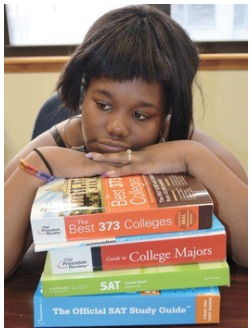
It was mid-October of my senior year, and it was the first time I'd been called into my guidance counselor's office.

"Do you plan on going to college?" he asked. "Of course!" I answered excitedly. "Have you applied yet?" I was shocked that he thought I'd done it on my own. I replied "no," hoping he'd get the message that I needed help. "Well, what are you waiting for? Applications are due around December." "What… where do I go for this?" I asked. "Just pick a school and go to their website and apply. If you need help, the college adviser's always available."

And that was it. The conversation I'd been waiting for since the first day of high school, over in five minutes. *"Just sign this before you go,"* he said, handing me a pink sheet. It was a letter of confirmation stating that he'd done his job and talked to me about college.

Before I even left the room his face was buried in a pile of papers. I felt as if I was just another name on the list he could now cross out. He didn't even notice that I never signed on my way out. I think that was when I started to give up on the college application process. Everyone I needed to help me was too busy. No one was serious about my future, and I thought that meant I didn't have to be, either.

For years, I had dreamed of attending an Ivy League university. I wanted to believe I was capable of so much, but I thought no one else felt the same. I was afraid of failure, of seeming vulnerable or weak. I was afraid of rejection.



So I threw the Columbia University application to the side (Columbia was my top choice school). Then, just a week before it was due, I started to panic and decided to fill it out after all. When I finally looked closely at the application, I had to hold back the tears. Although my grades were decent, I had responses for less than half the things the application asked for. My school hadn't prepared me for this. I was shocked to see that the application was so big on community service, asking for letters of recommendation from people other than high school teachers, and questioning applicants about world events. Had I known, I would have gotten way more involved in community and school organizations, interned during high school for real businesses, and at least once in a while picked up the newspaper or watched the news for reasons other than my horoscope or the weather forecast. I couldn't complete the application, so I felt that as far as college and my future were concerned, I was screwed.

Although most of the application was blank, I still took it to my college advisor. Once she saw what school I was trying to apply to, she immediately turned me away. I was upset at the time, but now I understand why. Columbia is a school for students who are prepared and serious about their education and future. How serious could I have been, coming to her a week before the deadline with a half-empty application? My dream of attending an Ivy League college was what motivated me to work so hard in school, even when things were falling apart at home. Being accepted would show the world that I had

made it in spite of all the obstacles. Now it was all over.

I was upset, and I had to blame someone. I chose to blame my high school. What was the point of having guidance counselors and college advisors? The adults in my school had taught me very little about college and absolutely nothing about the application process.

Before the meeting with my counselor, the only information about college from my school was provided during a few boring lectures from a handful of teachers and a once-in-a-blue-moon college assembly given by a college advisor. They didn't really think that was going to cut it, did they? I needed to know exactly what colleges would be asking for and how to pace myself and stay on track so that I could provide them with what they wanted. No one ever broke all of that down for me.

By April, it was way past the application deadlines and some of us still hadn't applied to college. One boy told me he didn't even know there were deadlines. He thought you could apply whenever you wanted. Another girl didn't know that most colleges required taking the SAT or ACT.

"I was shocked to see that the (college) application was so big on community service, asking for letters of recommendation from people other than high school teachers, and questioning applicants about world events."

The fact is, many students don't have anyone outside their school to turn to for help. In my case, my mom passed away when I was young and my dad abandoned the family soon after. Even if they'd been around, I'm not sure my parents even completed high school.

With the chaos of going into foster care, no one seemed able to help me prepare for college. My aunts and uncles all told me it was a must, but then just sent me back to the school to find out how. Once again in my life I felt abandoned. It made me not want to trust anyone and kept me from asking for help.
It wasn't until all the college deadlines had passed that I realized it was my own self that had been holding me back, too. I had to admit that I hadn't made much of an effort to get the help I needed. I asked myself: Is it the responsibility of the school to make sure we're fully aware of the college application process, or does the responsibility fall into the hands of the students?

I think that completing the college application should be a shared responsibility. It is the job of the college advisor to explain the process to every student. The school should make sure we all have a concrete plan for our life after high school, and help us make the transition. **But it's also up to us.** If I could go back in time, I'd do it all differently. My freshman year, I'd immediately meet with my guidance counselor and college advisor to let them know I was interested in college and start asking questions about the requirements. Maybe I'd join a sports team or school organization where I could build my leadership skills. I'd start watching the news and reading the newspaper. I'd research colleges and sign up for campus tours to start figuring out which college was right for me and what it takes to get there. I'd decide on my top choices by the end of my junior year, and as soon as my senior year started I'd meet with my guidance counselor and the college advisor, who would already know me well because we would've been meeting regularly since my freshman year. Together, we'd be filling in the blanks of the college applications.

Editor's note: Shameka later enrolled at St. John's University in Queens, New York.

Terry Talk

However you choose to celebrate or not celebrate the holiday season, I wish you each a very happy new year!

Today on one of the TV morning shows, the hosts talked about *New Year's resolutions*. A New Year's resolution is kind of a promise that a person makes to himself or herself. It often includes a goal for self-improvement.

Some common New Year's resolutions include losing weight, getting more exercise, staying in closer touch with a friend, graduating from school, quitting a bad habit, or getting better grades. People have been making these types of new year promises to themselves for hundreds of years.

This got me to thinking: what if every person made at least one New Year's resolution about sexual health and really stuck to it? How might that improve our lives and our communities? What might those resolutions include?

Well, here are some ideas. Whether or not you personally make New Year's resolutions, perhaps this will give you a deeper understanding of what it means to be sexually healthy.

In 2014, I, (name), resolve to:

- Feel good about my body and about being male or female
- Have a sense of humor about sexual things without hurting others
- Learn from my mistakes
- Be aware of my personal needs
- Give and receive safe touch
- Help to prevent and end sexual or relationship abuse
- Use contraception (birth control/protection) if pregnancy is not a goal for my sexual behavior
- Treat others in respectful and appropriate ways
- Feel that I have positive things to offer in a relationship
- Ask for or refuse affection
- Give and receive pleasure and joy in relationships or alone
- Dress and behave in ways that match my values
- Abstain from sexual behavior if I choose.
- Place the highest value on consent
- Do everything I can to protect myself from sexually transmitted infections (STIs)
- Find reliable answers to my sexual questions
- Express myself and my sexual feelings in ways that are appropriate for me
- Insist that my partner express sexual feelings toward me in ways I feel are appropriate
- Be open to the possibility of new friends and close relationships
- Become a good listener, and share my feelings and thoughts with the people I care about most
- Feel sexually capable

These are just a few ideas. But think - if each of us promised to do just one of these things in the new year, it would make a big difference in the way we feel, in the way we see ourselves and our sexuality, and in our health and safety. And it might make a big difference in the world in which we live.

As I sit at my computer, set off some make-believe fireworks, and drink some grape juice out of a fancy glass, I hope you will join me in wishing us all a sexually healthy and happy future. 2014 is a new year and it holds great promise and many opportunities. Best wishes!

Terry

If you have questions, the best way to get in touch with Terry is by email: terry.dennison@ppfa.org.

These example New Year's resolutions were adapted from a variety of sources, including a description of sexual health by Ginger Manley, John-Roger, and Peter McWilliam, and from Guidelines for comprehensive sexuality education: Kindergarten-12th grade (3rd ed.) by the National Guidelines Task Force of the Sexuality Information and Education Council of the United States (SIECUS).

How prepared are you for an emergency?

Do you have an emergency prepared kit? A kit is a collection of basic items you may need in the event of an emergency.

You should put together your kit now, before an emergency occurs! What if you need to evacuate at a moment's notice? You will probably not have time to search for the supplies you need or shop for them.

You may need to survive on your own after an emergency. This means having enough of your own food, water and other supplies, including mediations and medical supplies, to last for at least 72 hours. Local officials and relief workers will be on the scene after a disaster but they cannot reach everyone immediately. You could get help in hours or it might take days.

Get more information about making your own kit here:

http://www.ready.gov/build-a-kit

BE PREPARED!

Cooking with Fara

This would make a great snack for a get together! Try it out and send your comments to Jen at ylf@okddc.ok.gov or post in the YLF Groups Facebook page! Did you make it as it's given? Did you add anything? How'd you like it?

7-Layer Dip

1 can refried beans
1 package of Guacamole
1 cup salsa
1 cup sour cream
1 cup finely shredded cheddar cheese
1 (4 ounce) can sliced black olives, drained
2 tomatoes, diced
4 chopped green onions

Spread the refried beans in an even layer in the bottom of a pan or dish. Spread the guacamole. Place dollops of sour cream over guacamole layer and spread into an even layer; top with shredded Cheddar cheese. Sprinkle black olives, diced tomatoes, and green onions over the dip. Serve with Tortilla Chips.

"YUMMY! I could go for some right now!" - *Fara*

Kara's Jokes

Why couldn't the sailors play cards?

Because the captain was standing on the deck!

Want to hear a construction joke?

I'm still working on it.

$cholarship$

OK-AHEAD offers scholarship money to Oklahoma students with disabilities in post-secondary education. Applications must be postmarked on or before March 1 of the award year. **Scholarships can be applied at any Oklahoma technology center, or any two-year or four-year college or university.** Three $500 scholarships are awarded annually. **Scholarship applications must be received from November 1 to March 1** for the subsequent academic year. Click here for the scholarship application: http://ok-ahead.org/newscholarshipapp.doc

Email Brenda Dawes from Oklahoma ABLE Tech if you need more information: brenda.dawes@okstate.edu

Save the Date

Looking for advocacy and training opportunities? These upcoming events would be great additions for you to continue your knowledge.

- **PTSD/TBI Workshop**, Moore Norman Technology, 2/25
- **2014 Annual CEC State Conference**, Moore Norman Technology Center (Penn Campus), 2/27-2/28) http://www.oklahomacec.com/main.html?src=%2Findex2.html
- **Community Agency Resource Night,** Broken Arrow, 3/4, 6:30-8pm
- **Community Resource & Transition Fair,** Owasso, 3/4, 5-8:00pm
- **Annual Transition Resource Fair,** Norman North High School, 3/13, 2-7pm
- **Regional Transition Fair**, Tulsa, 3/25, 6:30-8:30pm
- **People with Disabilities Awareness Day,** Oklahoma State Capitol, 4/2, 12-4:30pm
- **OK-AHEAD Annual Conference**, Tulsa Community College, 4/3-4/4 http://www.ok-ahead.org/confrnce.html
- **Developmental Disabilities Awareness Day**, Oklahoma State Capitol, 4/17
- **Autism Piece Walk**, Oklahoma City, 5/3/2014 http://www.piecewalk.org/
- **Governor's Conference on Developmental Disabilities**, Norman, 5/28-5/29 http://www.okdhs.org/
- **Walking for Mental Health,** Oklahoma City, 6/7 http://www.namiwalks.org/oklahoma
- **Self-Advocates Becoming Empowered International Conference**, Oklahoma City, 10/9-10/12

We need volunteers!

Throughout the YLF newsletters you will find a lot of information to help you continue your advocacy!

Remember, there are a lot more youth and young adults who don't have access to our newsletters (yet). Be responsible for helping them connect to information and resources that you know about!

SPEAK UP!

You have a responsibility to advocate for yourself as well as others!

Thank you for donating to the YLF Campaign!

Our YLF campaign has started well, with many donating to the Oklahoma Developmental Disabilities Community Impact Fund. The DD Council is overwhelmed at your generosity and thanks you. Below is a list of those who have contributed as of January 31. If you have donated, please let Jen know!

Aaron Bullock

Mr. & Mrs. Danny Bullock

Kyle Brannon

Mr. & Mrs. Steve Brannon

Mr. & Mrs. Tyler Evans

Mr. & Mrs. Andrew Fenrick

Denise Lostlen

Gary Mays

Nikolas Mihelic

Caleb Mihelic

Mr. & Mrs. Gerald Mihelic

Shanda Moody

Marie Murrell

Tracy Romano

Keith Smith

Jake Spencer