



Florida Youth Leadership Forum
EMPOWERMENT | EDUCATION | EMPLOYMENT

July 19 - 23, 2017
Tallahassee, Florida

STAFF
EVENT MATERIALS

Sponsored by





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July 19, 2017

Welcome!

On behalf of The Able Trust Board of Directors, Ambassadors, Staff and a host of Volunteers, welcome to the 2017 Youth Leadership Forum (YLF). The Able Trust is very pleased that you have chosen to attend this year's YLF either as a new participant, as a facilitator and mentor to new participants, or as an adult volunteer. The success of this program is well known to many of the returning volunteers, and for those of you who are new to the YLF, I promise you a wonderful five days that you will remember and cherish for a long time.

The Able Trust has served as the primary sponsor of the YLF since its inception 18 years ago. The leadership at that time realized that a structured, yet enjoyable experience of several days would be tremendously helpful to high school students with disabilities, as they considered options for their future. During the next five days, both social and learning activities will be hosted for everyone, all designed to help participants transition to adulthood.

The YLF is made possible through the efforts of the staff and Board of The Able Trust, and is helped financially by business and agency sponsors. For many years, John Pettengill has assisted with significant funding, and we greatly appreciate his support of YLF. We will all get a chance to thank John and the other wonderful YLF sponsors at the luncheon on Friday, when you will have an opportunity to meet some of our benefactors personally. Because of the widespread support for this program, each of you attending is able to enjoy this week at no cost to you.

The Able Trust does its work through programs like the YLF, through its other youth program called High School High Tech, and through the funding of grants to organizations throughout the state of Florida. Since its beginnings in 1990, we have helped to put thousands of people with disabilities to work.

I wish you the very best this week, and will look forward to hearing about your future successes.

Kindest regards,

Susanne F. Hornant, MBA, DPA
President & CEO

SFH:lpt



RICK SCOTT
GOVERNOR

July 19, 2017

Dear Friends:

It is a pleasure to welcome all attending the Florida Youth Leadership Forum for students with disabilities, sponsored by The Able Trust.

Leadership training programs are vital to ensuring that Florida's young adults are prepared for the challenges and opportunities of the future. This forum provides the opportunity to learn from successful professionals working in many fields you may consider for a career. Valuable information will be shared about the many resources in Florida available to you as you strive for excellence in your future endeavors.

Best wishes for a successful event.

Sincerely,

A handwritten signature in black ink, appearing to read "Rick Scott".

Rick Scott
Governor

The Florida Youth Leadership Forum

FROM THE GOVERNING BODY OF
THE CITY OF TALLAHASSEE

PROCLAMATION

WHEREAS, The Able Trust Youth Leadership Forum is convening in Tallahassee from July 19 – 23, 2017; and

WHEREAS, the Youth Leadership Forum is celebrating its 18th year of recognizing, developing and rewarding leadership in high school students with disabilities; and

WHEREAS, the Youth Leadership Forum helps prepare hundreds of young adults with disabilities for academics, careers, and independent living beyond their high school years; and

WHEREAS, exposure to leaders and leadership training encourages Florida's youth to more fully develop their potential to become tomorrow's leaders; and

WHEREAS, the Youth Leadership Forum has created a network of young adults who aspire to make a difference in their own lives and in their community; and

WHEREAS, it should be recognized that the Youth Leadership Forum exemplifies the great volunteer spirit of our city and state because it is supported by the business community, public organizations and community volunteers; and

NOW, THEREFORE, I, Andrew Gillum with the authority vested in me as the Mayor and the City of Tallahassee do hereby proclaim July 19 – 23, 2017, as

“Youth Leadership Forum Days”

in the City of Tallahassee and urge all citizens to express their gratitude and appreciation to the supporters of the Florida Youth Leadership Forum and their congratulations to the students with disabilities who have been selected to participate. We wish them well in their endeavors and encourage them to continue striving to achieve their goals.



IN WITNESS WHEREOF I HAVE HERETO SET MY
HAND AND CAUSED THE SEAL OF THIS CITY TO BE AFFIXED.

MAYOR Andrew D. Gillum

DATE June 7, 2017



Florida Youth Leadership Forum

EMPOWERMENT | EDUCATION | EMPLOYMENT

July 19 - 23, 2017

Leadership Development for Young Adults with Disabilities

Who are the Sponsoring Organizations?

The Able Trust, also known as the Florida Governors Alliance for the Employment of Citizens with Disabilities, is a 501(c) (3) public-private partnership foundation established by the Florida Legislature in 1990. Its mission is to be the leader in providing Floridians with disabilities fair employment opportunities through fundraising, grant programs, public awareness and education. Since its establishment, The Able Trust has awarded over \$37 million in grants to individuals with disabilities and nonprofit agencies, enabling many Florida citizens with disabilities to enter the workforce each year. The Able Trust serves as Florida's liaison to the Office of Disability Employment Policy and is the state sponsor of the Florida Youth Leadership Forum.

Several corporations and organizations believe in the purpose of the YLF and have provided valuable funds and resources to the event.

Thank you for helping to make this event a success!

Why Have the Youth Leadership Forum?

It is critical that people with disabilities growing into adulthood learn to identify themselves with pride as individuals and as members of the very accomplished disability community. By providing a framework of history and an atmosphere of encouragement, YLF offers peers with common challenges and experiences the opportunity to learn from one another. These youth have more opportunities and challenges than at any other time in history. With the passage of the Americans with Disabilities Act (ADA), they have unprecedented opportunities to fully develop, not only as constructive members of our communities, but as leaders and role models for others. Like their nondisabled youth counterparts, they need encouragement and information about resources to develop as leaders. These future leaders need role models they can more personally identify with persons who have found ways around, over, under and through the barriers that confront them.

The YLF will enable these students to learn from successful adults with disabilities who are recognized leaders and role models. YLF introduces these students to others who, like them, have the ability to climb the ladder of success. They will make friends whose support will last a lifetime. And each of these young people will take from the forum information that will benefit not only themselves, but also other young people with disabilities and their community.

What Kind of Students Participate in the Youth Leadership Forum?

Young People Who Have Disabilities and Who Demonstrate...

- Leadership Potential
- Participation in Extra-curricular Activities;
- Community Involvement; and
- A Willingness to Give Back to the Forum, their Community and their Peers

What Will Happen at the Youth Leadership Forum?

The Able Trust will...

- bring together young people with disabilities who demonstrate potential leadership qualities;
- Share information with delegates through educational programs that include such topics as Career Options and Academic Opportunities,

Self advocacy, Community Resources that Lead to Independence, Volunteerism, and Disability History;

- Introduce delegates to disability community leaders, legislators, business leaders and other successful professionals;
- Identify existing barriers to personal and professional success and develop plans to deal with those barriers;
- Provide social opportunities that enable students with different abilities and disabilities to network and learn from each other, such as a Capitol Tour, Mentors Luncheon, Disability Sensitivity Training, Etiquette Dinner and Dance;
- Assist each student in developing a Personal Leadership Plan which will include specific action plans for the students when they return to their communities.

What is Leadership?

For the purpose of YLF 2017, leadership is the ability to analyze ones own strengths and weaknesses, set personal and vocational goals and have the self-esteem to carry them out. It includes the ability to identify community resources and use those resources to live independently, establish support networks, participate in community life and affect positive social change. Several goals have been established for the event and, through panels and activities, delegates will develop an understanding of how to reach their own personal leadership potential.

Goal 1 - Delegates will

- Develop an Appreciation of the Past
- Learn about the History of the Disability Movement

Goal 2 - Delegates will

- Develop an Understanding of the Present
- Explore some of the basic principles that make a leader as defined previously
- Interact with successful professionals, elected officials, business people and other leaders in the disability community
- Participate in new experiences and network with new people who will help delegates identify and reach their goals

Goal 3 - Delegates will

- Develop a Belief in the Future
- Learn about career and education options
- Identify community resources available to assist them with reaching their goals
- Learn ways to make positive contributions to the community
- Develop a Personal Leadership Plan to use as a guide upon returning home

Florida Youth Leadership Forum

Hosted by



...a statewide, public-private partnership foundation with a mission to be a key leader in providing Floridians with disabilities opportunities for successful employment. Since its establishment by the Florida Legislature in 1990, The Able Trust has awarded more than \$37 million in grants to nonprofit agencies and individuals with disabilities for employment-related purposes. Its programs enable Floridians with disabilities to enter the workforce each year.

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Acknowledgements

The Able Trust would like to extend our gratitude to the following volunteers for generously donating their time, talents and expertise to help make the Youth Leadership Forum a success. Thank you for your support!

Adult Volunteers

Kristina Ball	Shavaughn Barnes	Beverly Barnes
Renzo Burga	Isaac Byer	Drew Dees
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Ioana Zanchi		

Facilitator Support Staff

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Dylan Freire	Tyler Gutzmer	Gokul Kallumkal
Cristina Mallet	Emmil McCall	Kaia Miller
Isaac Mills	Michael O'Laughlin	Eva Paola
Quentin Rodriguez	Billy Smith	Abigail Thomas

Special Thanks to Our Sponsors and Supporters

These businesses and organizations made financial and in-kind contributions to the Florida Youth Leadership Forum. We gratefully acknowledge their generosity and support to help develop tomorrow's future leaders with disabilities.

PLATINUM SPONSOR

John Pettengill

GOLD SPONSORS

The Richard M. Schulze Family Foundation, Wells Fargo

SILVER SPONSORS

Florida Department of Education (Panhandle Area Education Consortium),
Florida State University Foundation

BRONZE SPONSOR

Dr. Leon Golden, Florida Division of Vocational Rehabilitation

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Dale Earnhardt Jr GMC Buick, Disability Rights Florida, Tim & Paula Fortunas, Hancock Bank,
Raymond James Financial, Rotary Club of Tallahassee

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Bridget Chandler, Choma Family, Walt & Carolyn Haley, Dr. Richard Henry – Anesthesiology Associates,
Scott Hilton, Law Redd Crona & Munroe, Sam Lester, Onepath Local,
RAI Investments, Smith Bruer Advisors, Winnie Schmeling, Sue Semrau,
Timothy Shellabarger & Angela Fortunas

Thanks also to the many volunteers, too numerous to list, who help sustain and continue this leadership training on an annual basis!

2017 YLF Delegates

Joseph Adams – New Leaf School for Change
Lauren Altomare – Center Academy - Mandarin
Kayla Banks – A. Philip Randolph Career Academies
Nathan Bisette – Greenwood School
Taylor Broom – Columbia County High
Brad Claus – N. Ft. Myers High
Joseph Cochran – Bloomingdale High
Carlos Colucci – Cypress Bay High
Nyah Cooper – Santa Fe High
Helen Cuevas – Hialeah Miami Lakes Sr. High
Grace Dudley – Greenwood School
Sebastian Figueroa – Atlantis Academy
John Gowda – Crossroads Christian School
Joy Griffin – A. Philip Randolph Career Academies
Samuel Gutierrez – F.W. Buchholz High
Catherine Gutierrez – Atlantis Academy
Cassandra Hartzell – Osceola Fundamental High
Eleanor Hofmann – Greenwood School
Michael Hopper – Atlantis Academy - Coral Springs
Taylor Hughes – Williston Middle High
Tabitha Hughes – First Coast High
Isaac Ingram – Palatka High
Annika Jones – Pepin Academies - Pasco
Jacob Kendig – Washington High
Patrick Lal – Palm Beach Gardens High
Riley Littlefield – Rose Academy
Armando Luis – Atlantis Academy

Ashlynn Lytle – Clewiston High
Meagan McClain – Port St. Lucie High
Michael McLaughlin – J.P. Taravella High
Thomas McQueen-Meece – Catapult Academy
Abraham Nunez – Pepin Academies - Pasco
Julianna Popp – S. Sumter High
Brooke Reed – Lemon Bay High
Gabriel Rivera – Plant High
Meghan Rockenstyre – Williston Middle High
Quincy Roper – Trenton High
Lianelys Rosario – East Bay High
Easton Santoro – Ft. Pierce Central High
Charles Theriault – Florida Atlantic University High
Hannah Trull – Greenwood School
Robert Ulibarri – Cape Coral High
Eric Wheeler – Fernindina Beach High
Kara Wilkins – S. Sumter High
Lynsey Wilsey – Madison County High
Quincy Wilson – Yulee High



Florida Youth Leadership Forum
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PROGRAM SCHEDULE

WEDNESDAY, JULY 19

(8:00am - 4:00pm) Participants travel to Tallahassee

(1:30pm - 4:45pm) Participant check-in – LOFTS

(5:00pm - 5:45pm) Opening Ceremonies – LOFTS

(6:00pm - 6:30pm) Dinner – CAFETERIA

(6:30pm - 8:00pm) Team-building Seminar – LOFTS

(7:00pm - 9:00pm) Facilitator Training – SECOND FLOOR STUDY AREA

(7:00pm - 9:00pm) Support Staff Training – SECOND FLOOR STUDY AREA

(7:45pm – 8:00pm) FACILITATORS INTRODUCED TO SMALL GROUPS – LOFTS

(8:00pm – 8:30pm) Introduction of Staff & Volunteers - LOFTS

(8:30pm - 10:00pm) Free time for students

(10:30pm) Lights Out

(10:45pm - 11:00pm) All Staff Meeting – CAFETERIA

THURSDAY, JULY 20

(7:00am - 8:00am) Breakfast - CAFETERIA

(8:00am - 8:30am) Small Groups

(8:30am - 9:00am) Independent Living Seminar (high school to college) – LOFTS

(9:00am – 11:30am) Campus Tours

- TCC tour buses will leave at 9:00am
- FSU tour will begin at the Lofts

(11:45am – Noon) – “What YLF Means to Me” – LOFTS

(9:00am - Noon) Facilitator Training – SECOND FLOOR STUDY AREA

(9:00am - Noon) Support Staff Training – SECOND FLOOR STUDY AREA

(Noon - 12:30) Lunch – CAFETERIA

(12:40pm - 1:10pm) Disability History – LOFTS

(1:15pm) Load buses for Capitol

(2:00pm) Group Photo at House Chambers – FLORIDA CAPITOL

(2:30pm) Mock Session – FLORIDA CAPITOL

(3:15pm) Load buses for Southgate

(4:30pm - 5:30pm) Disability Sensitivity – LOFTS

(5:30pm - 6:00pm) Dinner (for adult staff and volunteers) – CAFETERIA

(5:45pm – 6:15pm) Travel to Alumni Center

(6:30pm - 7:30pm) Etiquette Training – FSU ALUMNI CENTER

(7:45pm) load buses for Southgate

(8:30pm – 8:50pm) Small Groups

(9:00pm - 9:45pm) Use of Social Media – LOFTS

(10:30pm) Lights Out

(10:45pm - 11:00pm) All Staff Meeting – CAFETERIA

FRIDAY, JULY 21

(7:00am - 8:00am) Breakfast - CAFETERIA

(8:00am - 8:30am) Small Groups

(8:30am - 9:00am) Career Exploration Seminar – LOFTS

(9:00am) Load buses for career exploration sites

(9:30am - 11:00am)

Ghazvini Center

Advanced Manufacturing Training Center

FSU Magnetic Laboratory

(11:00am – 11:30am) Travel to University Center Club

(11:45am - 1:30pm) Mentors Luncheon – UNIVERSITY CENTER CLUB

(2:00pm - 2:45pm) Resource Round Robin – UNIVERSITY CENTER CLUB

**SUPPORT STAFF AND VOLUNTEERS WILL MEET ON 5TH FLOOR FOR
ALUMNI ASSOCIATION MEETING (2:00 – 2:45PM)**

(3:00pm - 3:20pm) Financial Management – UNIVERSITY CENTER CLUB

(3:30pm - 4:00pm) Independent Living Seminar (high school to work) –
UNIVERSITY CENTER CLUB

(4:10pm) Load buses for Southgate

(5:00pm - 5:30pm) Small Groups

(5:30pm - 6:00pm) Dinner - CAFETERIA

(6:00pm - 6:30pm) Community Service Presentation – LOFTS

(8:30pm - 10:30pm) Dance - LOFTS

(10:30pm) Lights Out

(10:45pm - 11:00pm) All Staff Meeting - CAFETERIA

SATURDAY, JULY 22

(7:00am - 8:00am) Breakfast - CAFETERIA

(8:00am - 8:30am) Active Lifestyle Seminar – LOFTS

(8:30am) Load buses for park

(9:00am - 11:00am) Day at the Park – OPTIMIST PARK

(11:00am - 11:30am) Lunch at the park

(11:30am) Load buses for Southgate

(12:30pm – 1:00pm) Community Service Presentation – LOFTS

(1:00pm - 3:00pm) Community Service
Park Clean-up
Gretchen-Everhart
Maryland Oaks

(3:00pm) Load buses for Southgate

(4:00pm - 4:30pm) Music Empowerment – LOFTS

(4:40pm - 5:20pm) Disability in Popular Media – LOFTS

(5:30pm - 6:00pm) Dinner - CAFETERIA

(7:00pm - 8:00pm) Small Group Reflections

(8:00pm - 9:30pm) Large Group Reflections - CAFETERIA

(10:00pm – 11:00pm) All Staff Debriefing - CAFETERIA

SUNDAY, JULY 23

(5:00am) Shuttle for Tallahassee Regional Airport departs

(7:00am - 8:00am) Breakfast – CAFETERIA

(9:00am) Buses depart for home



Florida Youth Leadership Forum
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GETTING STARTED

Getting Started

NAME YOUR GROUP

Purpose:

To develop group cohesion and encourage team building

Materials:

Poster board and markers

Directions:

1. Brainstorm names that might be used to describe your group and what your motto/slogan could be.
2. After some discussion, settle on a group name.
3. Have your students write a cheer that describes the group members.
4. Have students create a poster board sign for your group. The sign should include your group name. You can also ask YLF Staff to take a Polaroid of your group to attach to your sign.
5. Hang the sign above your group's mailboxes to display it.

TIPS FOR BUILDING A BOND WITH YOUR GROUP

1. Remember: You are here to facilitate. You are not the parent or the leader. This is the students' weekend.
2. Start by telling them who you are. Work out a brief biography of yourself: where you are from, where you live, your work, schools you attended, your hobbies and interests (Delegates may connect with what you do) and how you came to be involved at the YLF.
3. During your group's intro of themselves, listen attentively. Pay special attention to any information that is common to two or more group members. *"Hey, so both you and Sally have been to Europe"*
4. Use your humor: *"So, how'd you get roped into this, Tom?"*
5. Be supportive – when a Delegate is talking or when the group does something well: *"Good job! Nice going! Excellent question!"*
6. Encourage Delegates to support each other. Give them roles. *"As Delegates, use me (the facilitator) and any of the speakers to get the most for yourselves here."*

Emphasize: *"There are no dumb questions here, chances are others have the same question and are shy to ask."*

7. Support a Delegate who may be having a tough time. When listening give full eye contact; let nothing distract you. Support with head nods, soft vocalization. If necessary, alert YLF staff for assistance.
8. Encourage, but don't push a reluctant Delegate. Let him or her work you into their own frame of reference. This may not occur over the weekend and it may not necessarily be you.
9. Go with the flow. Ask *"How are you feeling?"* *"What do you want to talk about?"* **Notice non-verbal cues** – fatigue, boredom, their collective silence. Hit it head on: *"This is the quietest I've seen you all weekend!"* Then wait for them to respond.

10. If one Delegate is dominating (inadvertently, or otherwise) make him or her an ally. Indicate you need his or her help to get certain "quiet" members of the group to participate.
11. Make group an ally in certain decisions involving them. Throw the decision making process in their laps. *"Look, you are working to fine tune your leadership skills and reaching a decision is part of that; how do you want to decide on what the group should do?"*
12. Keep your sense of humor.

HANDLING DISCUSSION CHALLENGES

1. Delegate Acts: OVERLY TALKATIVE

Why: He may be an “eager beaver” or a show off. He may be Highly anxious. He may also be exceptionally well-informed and want to show it, or he may just be wordy.

What to do: Don't be embarrassing or sarcastic ... you may need his trust later on. Slow him down with some difficult questions. Interrupt with, *“that's an interesting point, now let's see what the group thinks of it.”* In general, let the group take care of him as much as possible.

2. Delegate Acts: HIGHLY ARGUMENTATIVE

Why: Combative personality ...defensive...professional heckler...or he may be normally good-natured but is upset by personal problems.

What to do: Keep your own temper firmly in check and don't let the group get excited either. Honestly try to find merit in one of his points and express your agreement (or have the group do so), then move on to something else. When he makes an obvious misstatement, toss it to the group and let them turn it down. As a last resort, talk to him privately during a recess. Try to find out what's bothering him and see if you can win his cooperation.

3. Delegate Acts: QUICKLY HELPFUL

What to do: Cut across him tactfully by questioning others. Thank him, suggest we put others to work or give them a chance to respond. Use him for summarizing.

4. Delegate Acts: RAMBLER

Why: Talks about everything except subject. Uses farfetched analogies, gets lost.

What to do: When he stops for a breath, thank him, refocus his attention by restating the relevant points, and move on. Grin, tell him his point is interesting, and in a friendly manner indicate we are a bit off the subject. Last resort: glance at watch, avoid eye contact.

5. Delegate Acts: PERSONALITY CLASH

Why: Two or more members clash. Can divide your group into factions.

What to do: Emphasize points of agreement, minimize points of disagreement. Draw attention to objectives. Cut across the direct question on topic. Bring a sound member into the discussion.

6. Delegate Acts: WRONG SUBJECT

Why: Two or more members clash. Can divide your group into factions.

What to do: Indicate, *"Something I said must have led you off the subject; this is what we should be discussing."*

7. Delegate Acts: DEFINITELY WRONG

Why: Delegate comes up with comments that are obviously incorrect.

What to do: Say, *"I can see how you feel"* or *"that's one way of looking at it."* Must be handled delicately.

8. Delegate Acts: INARTICULATE

Why: Lacks ability to put thoughts in proper words. He is getting idea but can't convey it. He needs help.

What to do: Don't say, *"What you mean is this."* Say, *"Let me repeat that,"* (then put it in better language). Twist his idea as little as possible, but have it make sense.

9. Delegate Acts: SEARCHING FOR YOUR OPINION

Why: Trying to put you on the spot. Trying to have you support one view. May be simply looking for your advice.

What to do: Generally, you should avoid solving their problems for them.

Never take sides. Point out that your view is relatively unimportant compared to the view of people at the meeting. Don't let this become a phobia. There are times when you must and should give a direct answer. But before you do so, try to determine their reason for asking your view, and possibly select another member to answer.

10. Delegate Acts: WON'T TALK

Why: Bored. Indifferent. Feels superior. Feels inferior. Timid

What to do: Your action will depend upon what is motivating him. Arouse delegate's interest by asking for his or her opinion. Draw out the fellow next to him, ask the quiet person to tell the fellow next to him what he thinks of the view expressed. If he is seated near you, ask his opinion so that he will feel he is talking to you, not the group. If he is the "superior" type, ask for his view indicating the respect held for experience. (Don't over do this, Group will resent it.)

11. Delegate Acts: GRIPER

Why: Has a pet peeve. Professional griper. Has legitimate complaint.

What to do: Point out that we can't change policy here; problem is to operate as best as we can under the system. Indicate you will discuss problem with him privately later. Have a member of the group answer him. Indicate pressure of time.

Facilitating Small Group Discussions

1. Show your interest in the other delegates
 - Use delegates' names
 - Mingle with delegates before meetings, at breaks, during free time
 - Accept and acknowledge participants' responses and ideas
 - Use participants' words when summarizing discussions
 - Deal respectfully with difficult participants
 - Try to remember what it was like when you were in High school
 - Identify delegates who are shy - to make extra effort to pull them out
2. Set excellent conditions for learning
 - Be aware of individual participants' needs
3. Set tone and pace for the group
 - Promote a climate of openness and acceptance
 - Keep delegates focused on program content
4. If appropriate, share personal experiences related to the topic to give life and practicality to the presentation
 - Make it brief, as an example only
 - Do not allow the delegates to make your experience the focus of the discussion
5. Be natural; show enthusiasm and energy
6. Use positive humor to draw students out and make points
7. Ensure maximum attentiveness on the part of the group
 - Promote involvement of all participants
("Anyone else have a similar experience?")
 - Call on participants by name ("Kelly, what do you think?")
8. Lead productive and satisfying group discussions
 - Emphasize important points made by delegates by restating them

- Encourage different points of view
- Summarize comments at the end of the discussion

9. Encourage discovery of connections between the large group presentations and delegates' own personal situations

- Draw out delegates' experiences
- Give examples of real world application of the learning points

10. Be aware of basic presentation techniques

- Prepare in advance to ensure clear communication of concepts
- Smile, show friendliness
- Be aware of body language

11. As a small group facilitator, you will

- Encourage and monitor participation (use open-ended questions, inclusive activities)
- Keep on topic
- Monitor differing points of view and confrontation
- Support (reinforce learning, recall successes previously shared)
- Keep on topic
- Clarify (restate, question, and test information)
- Summarize results (without frequent summarizing, delegates may lose their direction)
- Keep on topic

Encouraging Participation

Direct comments at the group

“What does the group think about in general this approach?”

Re-direct a question

Good Question George ...“What do the rest of you think?”

Reflective question

“This point seems to bother you a lot Mary... I sense that you wish the school hadn't done that for you?”

Ask open-ended questions

“How is that for you?”

“Were there any similarities?”

Focus on feelings

“How did you feel?”

“What is everyone feeling right now?”

“What is one word to describe how you feel right now?”

Repeat feelings

“You must have felt relieved, huh?”

Draw out learning

“What did you learn from that experience?”

Focus on one issue at a time

“We want to move on to that, but let's see if anyone else wants to comment on this topic.”

Monitor verbal and non-verbal behavior constantly

“Look for signs of boredom, confusion anger (people talking, withdrawing, etc.).”

Test out perceptions

“What do other people feel?”

Appropriate, constructive Self-disclosure
“That makes me upset; how do others feel?”

Ask the group to summarize
“Where are we now?”

Review
“We seem to have covered so and so. Does that sound right? Anything to add? Have I missed anything?”

Focus on behavior
“What was she doing that made you think that?”

To explore more deeply
“Can you say more about that?” “So you feel it’s a bad policy, Sue...specifically what parts do you disagree with?”

Ask the group to diagnose itself
“What is happening here right now?”

Diagnosing
“I wonder if the large amount of the joking going on here suggests that we’re avoiding an important issue?”



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SESSION MATERIALS

Session Materials

Speaker Interviews

During the YLF weekend, each home group will be assigned the jobs of Moderators, Interviewers and Timekeepers for at least one large group session. The object is for you to get practice meeting, interviewing, introducing, thanking, and evaluating the speakers – TAKING CHARGE of the activities.

Each large group session will have from one to three speakers. Sessions with more than one speaker at a time are considered a panel discussion. The speakers may have differing viewpoints to allow the promotion of “Teach young people how to think, not what to think”.

The following delegates need to be selected for each session:

- Moderator for each session
- Interviewer for each speaker
- Timekeeper

GETTING STARTED

Choose the Moderator

The Moderator should:

- Know the names of each student who is interviewing and introducing each speaker
- Introduce the students who are introducing the speakers

Choose the Interviewer

The Interviewer should:

- Be able to correctly pronounce the name of the speaker they interviewed
- Interview the speaker/panelist about 5-10 minutes prior to the session
- Introduce the speaker

Choose a Timekeeper:

The Timekeeper should:

- Watch the clock and be able to time the presentation
- Let the speakers know (discreetly) that their time is moving along.

The timekeeper will need to meet each of the speakers. Explain your role as the timekeeper to each speaker. Explain to each speaker that a 3-minute, a 1-minute, and a -0- minute card will be held up so they will know when they are running out of time.

As the timekeeper, you should explain that YLF is not trying to cut anyone off, but we are trying to leave a lot of time for questions.

If the speaker continues after the -0- minute card, the Timekeeper needs to give a sign (raise your hand) to the Interviewer to break in.

Evaluators:

Facilitator Support Staff will serve as Evaluators to provide feedback to the YLF Staff and volunteers. Their job is to survey your home group to see if you believe a speaker did the job they were asked to do. Evaluations will play a major part in whether specific speakers are asked to return.

The Facilitator Support Staff will complete the Evaluation Form, adding your specific comments about what you thought of the session. Forms are turned back in to the Program Coordinator at the end of each session. **NO evaluation forms are to be circulated to speakers.**

Speaker Interview Tips

Interviewer

- Introduce yourself to the person you will be interviewing.
- Explain that you are interviewing them so that you can introduce them when their panel is speaking.
- Be sure you can pronounce their name correctly; if you have to ask them to repeat it to you a couple of times, that is OK.
- Complete the interview form and remember to bring it with you when you do your introduction.
- When you introduce them, speak clearly and slowly and loudly. We are your friends; you don't have to hurry on our account.

Some ideas for interview questions:

- Name:
- What, exactly, do you do?
- Have you ever presented on this topic before to a group of teenagers?

- What is something about yourself or something you have done or someone you have met that was really exciting for you?

Ways to Say It:

“Delegates, my name is (YOUR NAME) and I am from (YOUR HOMETOWN). Today it is my pleasure to introduce to you (SPEAKER NAME).”

“When I interviewed (SPEAKER NAME), I learned (GIVE SOME INTERESTING FACT, WHERE HE/SHE WORKS, ETC.)”

Timekeeping Tips

- The Moderator should keep an eye on the timekeeper so that if the speaker tries to ignore the timekeeper, then he or she can assist by saying to the speaker:

“Excuse me, the timekeeper is telling us that we need to go into the question phase of our program...”

- Make sure that everyone who wants to ask a question (within the time limits) has the opportunity. **No one may ask a second question, until all who choose to have an opportunity to ask a first question.**

Thanking the Speakers

- After the speakers are done and the questions are complete, the Interviewers should come back to the platform to present a gift to the speakers.

- The Interviewer then becomes the Appreciator.

- Each Interviewer should present a gift to the speaker:

“For your willingness to speak to the YLF Delegates, I want to present you with a token of our appreciation. Thank you very much.”

2017 YLF Etiquette Dinner

The knowledge of proper table etiquette in a formal setting is valuable information, as we help groom our delegates into leaders. What is the proper way to ask for bread and butter to be passed to your end of the table? Do you just reach over your neighbors? How do you butter your bread once you get it? Which set of glasses do you drink from?

In anticipation of Friday's Mentors Luncheon, delegates will participate in etiquette training, facilitated by the Florida State University Career Center.

Nine tables will be set up in the ballroom immediately following the Opening Ceremonies. Rotary volunteers will help set tables, and serve delegates and Facilitator Support staff as they are seated during the presentation. The first six tables will be reserved for delegates; the back three for Facilitator Support staff.

Help your group prepare for the Mentors Luncheon by:

- 1 *Encouraging them to ask questions*
- 2 *Impressing upon them the importance of listening during the presentation, as they will be in a similar environment in just a few days.*
- 3 *Discussing the value of such training, and explaining how it will benefit them in the future.*

2017 YLF Team-Building Activity

Well-designed and well-facilitated ice breaker activities can help programs begin on a positive and energetic note! By getting to know each other, learning about the objectives of the event, participants can become more engaged and contribute towards a successful outcome.

The key to successful ice breaker activities is to make sure they are focused on meeting the outcomes and appropriate to the group of people involved. The desired outcomes for the participants in the Florida Youth Leadership Forum are:

- Get to know the other participants
- Build self-esteem and confidence
- Develop a positive outlook about the future.

Ice breaker activities are more effective if they have relevance to the desired outcome, are targeted to the appropriate group, and are varied. Ice breaker activities for the Florida Youth Leadership Forum will be chosen to ensure the following:

- Offer an opportunity for participants to share their knowledge and learn from each other
- Recognize participants' diverse learning styles
- Reduce participants' sense of isolation or anonymity
- Foster a shared sense of purpose and community
- Get everyone involved, becoming active participants in the learning process
- Create a special learning atmosphere in which participants feel comfortable
- Open the door to learning new ideas and concepts

YLF Mentors Luncheon

The Mentors Luncheon is designed to give student delegates the opportunity to interact with adults, many with disabilities, who are working in career areas of interest to them. To help facilitate discussion at the table, we have provided students with the suggested questions and talking points below. During the Large Group announcements, you will be given time to review these talking points with your group. The goal is for delegates to communicate and interact with the mentors at their table as much as possible, so they will learn more about various careers.

Help your group prepare for the Mentors Luncheon by:

- 1 *Reviewing talking points/questions below (these are listed in the delegates book also)*
- 2 *Encouraging them to ask questions*
- 3 *Providing them with their business cards so they can exchange cards with mentors*
- 4 *Providing them with their table numbers so they know where to sit*
- 5 *Discussing the value of meeting these mentors and the knowledge they can gain*

Resource Seminar

Facilitator's Guide

Overview: The purpose of the *Round Robin* is to inform the students of what each organization can do for them. One of the main goals for this exercise is to show the students there are many resources all over Florida that are easily and readily available to them. Interested students will be ready to hear what information the speakers are going to present to them.

ROUND ROBIN RULES:

- Representatives from the Florida State University Student Disability Resource Center, Division of Vocational Rehabilitation, and Disability Rights Florida will 10 minutes each to talk about what services they provide for people with disabilities who want to attend college, need help entering the workforce, and want to know how to get a driver's license.
- After each presentation, there will be time for question and answer.

TOTAL TIME: 45 MINUTES

Expectations: Facilitators can anticipate that the speakers might need additional help throughout the breakout sessions to engage students into asking questions. Please be as accessible as possible to them and help facilitate conversations at the table.

Community Service

Facilitator's Guide

Gretchen Everhart School

Gretchen Everhart School is located in Tallahassee, FL and is one of 59 schools in Leon School District. It is a special education school that serves 214 students in grades PK-12. Special Education schools are public schools that provide special services for children with disabilities (special physical, mental, or learning needs). In 2011, Gretchen Everhart School had 6 students for every full-time equivalent teacher. Working with the principal at Gretchen Everhart, The Able Trust learned that some supplies not covered by public funding are often covered by the teachers themselves.

YLF participants that chose this project will create teaching supply packets for Gretchen Everhart instructors to use during the school year.

Maclay Gardens

The **Alfred B. Maclay State Gardens** is a 1,176-acre (4.76 km²) [Florida State Park](#), [botanical garden](#) and historic site, located in [Tallahassee](#), in northwestern [Florida](#). The address is 3540 Thomasville Road. The gardens are also a [U.S. historic district](#) known as the **Killearn Plantation Archeological and Historic District**. It received that designation on August 16, 2002. According to the [National Register of Historic Places](#), it contains 18 historic buildings, 4 structures and 4 objects.

YLF participants that chose this project will help with the cleaning and upkeep of a walking trail.

Maryland Oaks

Maryland Oaks is an apartment complex in Tallahassee that houses many under-privileged families. YLF participants that chose this project will visit the community center and spend the afternoon reading to and playing with the children of Maryland Oaks.



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DISCUSSION AIDES

Discussion Aides

Ten Commandments of Etiquette for Communicating with People with Disabilities

Discussion Aide #1

1. When talking with a person with a disability, speak directly to that person rather than through a companion or sign language interpreter.
2. When introduced to a person with a disability, it is appropriate to offer to shake hands. People with limited hand use or who wear an artificial limb can usually shake hands. (Shaking hands with the left hand is an acceptable greeting.)
3. When meeting a person who is visually impaired, always identify yourself and others who may be with you. When conversing in a group, remember to identify the person to whom you are speaking.
4. If you offer assistance, wait until the offer is accepted. Then listen to or ask for instructions.
5. Treat adults as adults. Address people who have disabilities by their first names only when extending the same familiarity to all others. (Never patronize people who use wheelchairs by patting them on the head or shoulders.)
6. Leaning on or hanging on to a person's wheelchair is similar to leaning on hanging on to a person and is generally considered annoying. The chair is part of the personal body space of the person who uses it.
7. Listen attentively when you're talking with a person who has difficulty speaking. Be patient and wait for the person to finish, rather than correcting or speaking for the person. If necessary, ask short questions that require short answers, a nod or shake of the head. Never pretend to understand if you are having difficulty doing so. Instead, repeat what you have understood and

allow the person to respond. The response will clue you in and guide your understanding.

8. When speaking with a person who uses a wheelchair or a person who uses crutches, place yourself at eye level in front of the person to facilitate the conversation.

9. To get the attention of a person who is deaf, tap the person on the shoulder or wave your hand. Look directly at the person and speak clearly, slowly, and expressively to determine if the person can read your lips. Not all people who are deaf can read lips. For those who do lip read, be sensitive to their needs by placing yourself so that you face the light source and keep hands, cigarettes and food away from your mouth when speaking.

10. Relax. Don't be embarrassed if you happen to use accepted, common expressions such as 'See you later, or did you hear about that?' that seems to relate to a person's disability.

Discussion Aide #2

"CAREER/EDUCATION ASSESSMENT"

DIRECTIONS: Please read each statement carefully. Circle "Yes" if the statement is true for you. Circle "No" if the statement is not.

Career/Employment Yes No

1. I know the career field I will enter after High school/college. YES NO
2. I am currently employed in a part-time job. YES NO
3. I am currently employed in a full-time job. YES NO
4. I plan on joining the military after High school. YES NO
5. I am undecided about my future employment/career. YES NO
6. Other _____

Training/Education

1. I plan on attending community college after High school. YES NO
2. I plan on attending a four-year college after High school. YES NO
3. I plan on enrolling in a technical school after High school. YES NO
4. I plan on enrolling in a vocational program after High school. YES NO
5. I am currently enrolled in a training program. YES NO
6. I am currently participating in an apprenticeship program. YES NO
7. I am undecided about my education/training after High school. YES NO
8. Other _____

Community Resources

1. I am currently using services provided by community agencies, community college, Div. of Vocational Rehabilitation, Independent Living Center, etc. YES NO
2. I use the public library regularly. YES NO
3. I don't know what community resources are available. YES NO
4. Other _____

Discussion Aide #3

“ASSETS AND STRENGTHS: A LIST OF QUESTIONS”

DIRECTIONS: Respond briefly to each question to help you identify your assets and strengths.

1. Three things that I do well are...

2. My greatest achievement this year was...

3. I felt really successful when I learned to...

4. One skill that I hope to use in my work is...

5. I showed a great deal of courage or strength when...

6. I would like to be remembered for...

7. If I were to receive an award, it would be for...

8. Participating in the Youth Leadership Forum shows that I am...

9. I will be a good leader because...

10. In 1 year, I see myself as...

Discussion Aide #4
“INDEPENDENT LIVING ASSESSMENT”

DIRECTIONS: Please read each statement carefully. Circle “Yes” if the statement is true for you. Circle “No” if the statement is not.

Transportation Yes No

1. I have taken or am enrolled in Driver’s Education. YES NO
2. I have taken or am enrolled in Driver’s Training. YES NO
3. I have my driver’s license. YES NO
4. I own my own car. YES NO
5. I currently use my parent or guardian’s car for transportation. YES NO
6. I am currently using the public bus system. YES NO

Recreation/Leisure

1. I participate regularly in one or more school-sponsored clubs. YES NO
2. I participate on one or more organized sports teams. YES NO
3. I belong to one or more social/recreational organizations. YES NO
4. I spend time doing things with friends. YES NO
5. I am involved in volunteer activities. YES NO

Life Skills

1. I currently do my own laundry. YES NO
2. I currently do my own cooking. YES NO
3. I currently do housekeeping chores. YES NO
4. I schedule my own doctor/dentist appointments. YES NO
5. I use a personal calendar to organize my responsibilities. YES NO
6. I use the telephone to obtain information when necessary. YES NO
7. I use the Internet to obtain information when necessary. YES NO
8. I manage my own personal care. YES NO

Financial/Economic

1. I currently have a savings account. YES NO
2. I currently have a checking account. YES NO
3. I currently have and use an ATM card. YES NO
4. I currently pay taxes. YES NO
5. I currently use a budget to plan my finance/expenses. YES NO
6. I currently pay for car insurance. YES NO
7. I currently receive a weekly/monthly paycheck. YES NO



Florida Youth Leadership Forum

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GAMES & ACTIVITIES

GAMES & ACTIVITIES CHEERS

DEXTERITY CHECK

- 7 CLAPS (PAUSE)
- 7 CLAPS (PAUSE)
- 3 CLAPS (PAUSE)
- 3 CLAPS (PAUSE)
- MISS, MISS
- CLAP / GRUNT

TO BE ENTHUSIASTIC YOU MUST ACT ENTHUSIASTIC,
TO BE ENTHUSIASTIC YOU MUST ACT ENTHUSIASTIC,
TO BE ENTHUSIASTIC YOU MUST ACT ENTHUSIASTIC,
OH BOY ARE WE ENTHUSIASTIC

WE'VE GOT SPIRIT, YES WE DO WE'VE GOT SPIRIT HOW ABOUT YOU?

SILENT CHEER – HOLD UP YOUR HANDS AND WIGGLE YOUR
FINGERS:

I SAY A BOOM-CHICKA-BOOM (REPEAT)

I SAY A BOOMCHICKA-BOOM (REPEAT)

I SAY A BOOM-CHICKA-ROCKA CHICK A BOOM (REPEAT)

UH-HU (REPEAT)

OH YEA (REPEAT)ONE MORE TIME (REPEAT)

THE UNGAME

Directions: This is a good icebreaker for small groups.

1. Sit in a circle.
2. The first person picks a number from 1-29.
3. The leader asks the question that corresponds with the number. The person must answer that question.
4. Continue around the group until everyone has answered at least one question.

Questions:

1. If you could have been someone in history, who would you have been?
2. If you received 5,000 as a gift, how would you spend it?
3. What is your favorite sport and why do you like it?
4. What do you like to do in your spare time?
5. If you become President of the United States, what two things would you do first?
6. What is your favorite room of the house? Why?
7. What kind of animal would you like to be and where would you like to live?
8. What kind of store would you like to own and operate?
9. What is your favorite food?
10. Share three things for which you are thankful.
11. Share where you would like to go on a vacation if you could go anywhere in the world.
12. What is one of your hobbies?
13. If you could make a long distance phone call, who would you call? Why?
14. If you could become invisible, where would you like to go?
15. What TV or movie star would you like to invite to dinner?
16. When you are alone and no one can see or hear you, what do you like to do?
17. How would you change the world to make it better, if you had enough power?
18. Tell about the neatest birthday present you ever received.
19. What would you like to do to become famous?
20. What is something you can do really well?
21. What really turns you off?
22. If you had to move and could only take three things with you, what

would they be?

23. If you could only take three people with you on a trip around the world, whom would you take?

24. Name two famous people you would like to have for parents.

25. If you could live any place in the world, where would it be?

26. Of all the material possessions you have, what do you enjoy the most?

27. Give three words to describe how you feel right now.

28. What do you think about when you cannot fall asleep?

29. What is the worst thing parents can do to their children?

SPIDER WEB ICE-BREAKER

OBJECTIVE: To introduce members of the group, point out connection among members, and learn new things about each other.

Procedure:

- Sit in a circle
- The Facilitator will hold one end of this yarn and state his/her name and why he/she is here. Then he/she will toss the ball of yarn to someone else, while holding his/her end. That person introduces themselves and something they hope to get from this YLF experience. They toss it to the next person, holding their end, and so on until everyone has had a turn.
- After the first round is finished, continue the web at least one more time around the circle. Answer these questions:
Where are you from?
What can you contribute to YLF?
What do you hope we remember about you?
- The Facilitator will explain the spider web connection to the YLF and your home group.

GETTING TO KNOW YOU

DIRECTIONS: Throughout the weekend share some “fun and humility” with your new friends. See how many of these goals you can accomplish.

1. Get 10 different autographs on the back of this sheet.
2. Unlace someone’s shoe, then lace it again and tie it back. Have that person sign their name here.

3. Get a hair over six inches long from someone’s head – just ONE HAIR
Have that person sign their name here.

-
4. Get a girl to do five jumping jacks during a meal and have her sign here.
 5. Get a boy to do five jumping jacks during a meal and have him sign here.
 6. Play ring around the rosy with 3 other people and have each of them sign here.

7. Do 25 jumping jacks yourself and have someone count them off for you.
Have them sign here.

8. Say the Pledge of Allegiance as loudly as you can with 2 other people and have them sign here.

9. Leap frog over someone wearing white shoes. Have them sign here. _____

GET TO KNOW YOU BINGO

Find someone who fits each of the descriptions below.

Although someone may qualify for more than one place, a different name must be used in each box.

had a broken bone	last name starts with "F"	donated to a food drive	has a driver's license	owns a computer
sings in choir	jogs	enjoys camping	born outside Florida	played chess
is in scouting	is an only child	has blue eyes	has pizza once a week	loves chocolate
is glad to be here	watches MTV	first name starts with "J"	has a pet	has blond hair
was a cheerleader	drinks unsweet tea	plays a musical instrument	Has two brothers	Speaks two languages

STATISTICAL TREASURE HUNT

_____ 1. Counting January as one point, February as two points and so on through the calendar year, total the number of birthday points in your group – only for months, not years.

_____ 2. Counting one point for each different state, total the score for the different number of birth states represented.

_____ 3. Total all the shoe sizes (one foot for each person)

_____ 4. Total the number of operations everyone in your group has had. Serious dental surgery counts but not just ordinary tooth pulling or fillings.

_____ 5. Total your hair color. Score: black counts for two points; brown counts for one point; blond counts for three points; red counts for five points; gray counts for three points.

_____ 6. Score a point for each self-made article worn or carried by each group member (jewelry and purses count).

_____ 7. Total the number of brothers and sisters group members have.

When you have completed the sheet, give it to your group facilitator.



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RESOURCES

Resources

Helpful Resources in Florida

The Able Trust/Florida Endowment Foundation for Vocational Rehabilitation

The Able Trust serves as the main sponsor for the Florida Youth Leadership Forum. The Able Trust supports the Florida High School/High Tech program and Florida Disability Mentoring Day, as well as provides grant funding to Florida not-for-profit agencies for employment-related support.

3320 Thomasville Road, Suite 200

Tallahassee, FL 32308

888-838-ABLE (2253) Toll-free and TDD/850-224-4493 Voice

www.abletrust.org

Florida Developmental Disabilities Council

The Florida Developmental Disabilities Council was established to help plan individual and family-centered supports for people with disabilities in Florida. The Council also guides the development and administration of services for people with developmental disabilities by planning and funding research, innovations, and programs designed to improve the quality of their lives.

124 Marriott Drive, Suite 203

Tallahassee, FL 32301

850-488-4180 Voice/800-580-7801 Toll-free/888-488-8633 TDD

www.fddc.org

Florida Alliance for Assistive Services and Technology

FAAST envisions a seamless supportive partnership between Florida business and government to provide assistive technology products and services which will enable persons with disabilities to participate in independent living, education, work and recreation from birth to death.

327 John Knox Road, Building B

Tallahassee, FL 32303

850-487-3278 Voice

www.faast.org

Disability Rights Florida

The mission of Disability Rights Florida is to advance the quality of life, dignity, equality, self-determination, and freedom of choice of persons with disabilities through collaboration, education, advocacy, as well as legal and legislative strategies.

2671 Executive Center Circle West, Suite 100

Tallahassee, FL 32301-5092

800-342-0823 Toll-free/850-488-9071 Voice/800-346-4127 TDD

www.advocacycenter.org

Florida Commission for Transportation Disadvantaged

The mission of the Commission for Transportation Disadvantaged is to insure the availability of efficient, cost-effective, and quality transportation services for transportation disadvantaged persons.

605 Suwannee St., MS-49

Tallahassee, Florida 32399-0450

850-488-6036 Voice/800-648-6084 TDD

1-800-983-2435 Helpline

www.dot.state.fl.us/ctd/

Agency for Persons with Disabilities

The primary mission of the APD is to support persons with developmental disabilities in living, learning and working in all aspects of community life.

(850) 488 - 4257

www.apd.myflorida.com



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Congratulations on a
Successful YLF!