



**Globe
Star**

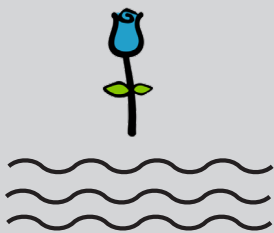
Since 1996

NAVIGATOR

mentoring a spirit of gentleness for individuals with developmental disabilities

a philosophy of Gentle Teaching

In a practice grounded by the four pillars of Gentle Teaching, a *safe* and *loved* environment invites trust and engagement. Interactions that are *mentoring a spirit of gentleness* are resonant with one's intrinsic, human nature to be social, to belong with others; to feel a sense of unity within oneself and a sense of community with others; to feel one has a place to be and interact without judgment (safe and loved) and to feel at home within one's self and in the world (loving and engaged).



stop and smell the roses... making social sense with the tools of Gentle Teaching (hands, eyes, words, presence)

Presense is always in the moment. The idiom, *stop and smell the roses*, suggests a shift in awareness, an interception of sorts; a return to value or, perhaps, an interval of meaning that centers attention on immediate surroundings, connections, and degrees of engagement.

This recognition might stem from mindful, interactive moments within an environment, with or without others, or can develop through an intrinsic, human sense of curiosity that shifts one's attention toward learning and exploration.

A practice of Gentle Teaching is social action and interaction. We rely on "our tools" that cultivate, with others, an inherent, sensory language for weaving together the journey of being and becoming human. Our *hands, eyes, words, and presence* are "**our tools**." What is taught and what becomes learned unfolds through companionship, but all is communicated with how we use our tools for the relationship-building.

With a framework of Gentle Teaching, processes of relationship-building mentor a spirit of gentleness and teach the four main lessons (called "pillars") of Gentle Teaching: how to *feel safe*, how to *feel loved*, how to *feel loving*, and how to *feel engaged*. The

active relationship becomes "the rose," the flowering friendship that unfolds trusted companionship for creating meaningful connections throughout the learning/growing processes.

To the unknowable degree that one is able to engage in opportunities that make social sense and that cultivate, for one's experience, feeling safe and loved, loving and engaged, a framework of Gentle Teaching creates accessibility for one's growth in self-awareness through social interaction (companionship) and integration (community).

Elements of companionship cultivate and deepen connections for one's sense of self (feeling safe and loved), sense of belongingness and sense of community. These foundational connections are social, sensory experiences that establish vital pathways for social-emotional awareness and growth.

"Companionship is a sense of connectedness. Connectedness to others is the center of the human condition."

-Dr. John McGee

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stop and smell the roses, continued from page 1

Through the dialogue and interactions of the companionship-relationship, an environment is created that cultivates social sense with opportunities for addressing and exploring value and meaning, especially as they relate to one's self-awareness and feelings of being valued, safe and loved.

With our interactions, we mentor a spirit of gentleness. We use our tools for mentoring; nurturing and challenging an individual's intrinsic curiosity for exploring, discovering, and developing the narrative of their authentic voice and sense of self.

In becoming connected, we can more easily sense when one is considering a change of heart, engaging more in the outer journey of 'the self,' and the paths for social-emotional development that are paved through relationship-building and the creating of meaning.

The foundation for one's self-perception and sense of "I AM" existence is linked to social-emotional connections (or disconnections), created with the social sense of companionship. We learn how to be and become human from other human beings. This is the cultural nature of human development that is shaped by our interactions with one another and by how we are able to experience a sense of belonging (community).

Sensory language is elementary for social-emotional learning and development. A practice of Gentle Teaching focuses on understanding this language that creates impressions



Photos from Ad Verheul's collection of sensory work with individuals with intellectual disabilities. These photos are published in an art book about the art department at the Centre De Hartenberg in the Netherlands, where Ad began working in 1973. In 1979, he and his colleague Jan Hulsege designed and built a permanent Snoezelenroom (multi-sensory environment) at the Centre, that has expanded over the years. The girl at the right is artist Dominique Zoeter, and the painter of "The Rose."

for one's moral memory. Our tools (*hands, eyes, words, presence*), construct "self" images and communicate a universal language that can be sensed or deeply felt by another, connecting or disconnecting one's own self-image and sense of belonging with how one senses their experience in these moments of our interactions.

As a safe and loving environment is cultivated for the relationship-building, images of value and meaning are concretely laid out through dialogue (verbal and non-verbal). This supports one's social sense of learning, and creates an invitation to imagine, hope, and picture oneself as able to feel safe and loved, loving and engaged. The dialogue or meaningful interactions develop, with them, a

sense of possibilities with sustainable support for experiencing quality of life.

In developing human potentials, 'valuing' cultivates receptivity and a safe and loving space and invitation for one to venture on an inner journey of 'the self'. This is why it is so important to reflect on our own style of how and what we are communicating with our tools. We always need to be communicating value.

Through the dialogue of the companionship-relationship, we create, with one, the opportunity to explore self-worth, inner contentment, and a sense of belonging.

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stop and smell the roses, continued from page 2

The vision that inspired the establishment of Globe Star in 1996, was the story of Captain Marvin Creamer, a college geography professor who sailed around the world (1982-'84), relying entirely on primitive navigational skills. His courageous feat was recognized as a meritorious example of seamanship.

In his expedition, Captain Creamer emulated early navigators of the world's oceans, who used their senses as tools for collecting information about the shifting environment, applying their knowledge of certain conditions and environmental elements, as they could. The surroundings at sea are constantly changing, so navigators had to always be vigilant in their watch and prepared. They had a developed sense of understanding about the sun's daytime path and the night's formation of stars. Also, certain textures and colors in the skies were meaningful indicators for calculating changing conditions within the environment.



With a framework of Gentle Teaching, we are creating safe and loved environments with companionship and community; we are navigating possibilities for quality of life with elements of companionship; we are cultivating value and meaning with quality of life values, using a developed sense of understanding about this person's unique path, with all the challenges and gifts that go with growing the social-emotional self.

A basic understanding about social-emotional growth (how one can develop a valued sense of self, a sense of belonging, and a sense of community), helps us in understanding how to use our tools for engaging in these moments, cultivating social justice by making social sense with relationship-building.

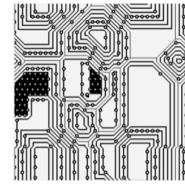
Globe Star's vision is to serve each one in becoming the captain of their own heart, teaching them how to open up present possibilities and navigate the course of their life voyage, with whatever supports are needed.

Heeding the suggestion to 'stop and smell the roses' is about *acknowledging, appreciating and accepting value*. This includes valuing the moments we share with one another and appreciating our own invitation for using our tool of 'presence' bringing our awareness into the experience/interaction.



The philosophy, practice, and promise of Gentle Teaching stems from a relationship-building foundation of unconditional presence. This is the heart of Globe Star's social vision with a Quality of Life Model™ of services. It is "the rose" that gently reminds us of who we are and who we can be.

Indiana Health Coverage Programs (IHCP)



By the end of this year, IHCP will be implementing the Sandata system as the State-sponsored

solution for implementing federal EVV requirements.

The Sandata EVV system is Health Insurance Portability and Accountability Act (HIPAA)-compliant and incorporates verification of the federally mandated data elements.

For Globe Star, the Sandata EVV system will prompt telephonic visit verification (TVV) options and provide an administrative portal for manually managing scheduled visits and data from our direct service providers. Globe Star has been taking steps to prepare and train staff in transitioning to this new system for documentation, billing, and reimbursement purposes, that will be completely in use at all of our locations by the end of December.

The main benefits of this electronic system is real-time documentation, accuracy, and a lot less paperwork and for our service providers. With this new system, we also anticipate an overall improvement in timely communications regarding scheduling changes between our service providers and those receiving services.

On the Road with Gentle Teaching



Globe Star is a learning community, providing training and continuing education for our staff and offering opportunities, and workshops to student interns and others in our local and world-community, for exploring the relationship-building values of Gentle Teaching. Together, we are able to bring opportunities for collaboration with other groups and organizations around the world, with training and workshops that are created and produced by the Quality of Life Institute, Inc., our non-profit organization that provides training and support for caregivers worldwide in their practice of Gentle Teaching.

We are grateful for the traveling and training opportunities of this year, as we share some highlights of these journeys with you.

March

- Globe Star Warsaw participated in the Community Resource and Disability Awareness Fair, providing free, 45-minute workshops to the public, and an interactive activity on brain-mapping, that is being applied in the research and understanding of complex brain functions as they are impacted by ASD, and to advance the treatment of ASD. Workshop I demonstrated how to use a framework of Gentle Teaching for enhancing quality of life, and how to discover the value of sensory activities that enrich social-emotional development. Workshop II shared meaningful tools for problem-solving and for nurturing self-worth and contentment; create new learning opportunities by applying concepts from Carl Rogers and a Gentle Teaching philosophy.

April

- Saudi Arabia was Globe Star's first destination this month and first visit to Hail, Saudi Arabia, when Dr. McCrovitz participated in the training of staff and presenting to about 300 local people who gathered in the middle of the desert for learning about Gentle Teaching applications for relationship-building, within and beyond a Snoezelen-MSE Room. Visits were also made to local universities for roundtable discussions on sharing knowledge and how to teach and train others in the country about Snoezelen multi-sensory environments. This was the fourth training

visit to this country for colleague and president of the International Snoezelen Association, Maurits Eijgendaal, who said of the experience: "As we found out from the beginning, Gentle Teaching is based on a culture of gentleness, fitting to all great regions and religions, including Islam. It's interesting to note that the translation of the word, Islam is peace. I am proud to share this common way of working with good friends in this country, and happy about the fact we can meet across cultures, politics and biasness, with a gentle approach, something we all are connected to by heart. It is always great to be able to travel the world, and find different cultures choosing to work with the principles of gentle Teaching. After several visits to Saudi Arabia, giving lectures n Gentle Teaching and in Snoezelen-MSE, I find the Arab culture gentle, empathic and understanding. When gentle people meet, contacts with new countries are built on personal relationships."



International presenters in Saudi Arabia from ISNA-MSE, being acknowledged for their dedication to learning and sharing knowledge, and cultivating relationship-building applications within multi-sensory environments that are improving the quality of lives. From left to right is Ad Verheul (Netherlands), Hannah Holmer (Denmark), Maurits Eijgendaal (Denmark), Maria Jose Cid (Spain), Anthony McCrovitz (USA).

Working together with the SHARE Foundation, executive director Bill Harmon visited a Lifespan Developmental Psychology class at St. Mary's College, bringing two individuals with intellectual and developmental disabilities with him. The class was taught by Globe Star executive director, Dr. Anthony (Tony) McCrovitz. His students were given the opportunity to hear, firsthand, from the individuals' perspective, about their journeys and challenges in developing self-determination and quality of life. The beautiful discussion brought understanding about the diverse paths of life that people experience, the gifts that can be cultivated, opened and shared with each one's journey, especially as one ages. Minds and hearts were opened to greater possibilities of what this can look like.

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- At the Center for Early Learning Conference at Purdue Northwest, Dr. McCrovitz presented 'Creating a relatable environment for social-emotional growth with a framework of Gentle Teaching,' sharing how an invitational framework of Gentle Teaching guides parents and professionals in the effective use of "our tools" (hands, eyes, words, presence) that construct and shape social-emotional fabric for learning processes, as mentoring relationships cultivate a relatable environment for one's learning and growth.

May

- Three workshop days (May 16, 17, 18) of MSE Spring Training: Foundations and Strategies for Multi-Sensory Environments at Hope Learning Center in Pittsburgh, Pennsylvania. This combined both classroom and sensory room learning in how to use multi-sensory environment (MSE) equipment and integrate relationship-building strategies that promote quality of life outcomes. The panel of speakers included Globe Star's Dr. Anthony (Tony) McCrovitz, founder of "Snoezelen" MSE's, Ad Verheul (Netherlands), and current president of the International Snoezelen-MSE Association (ISNA-MSE), Maurits Eijgendaal (Denmark), and was produced in collaboration with TFH USA, leading distributor of special needs toys and top international designer and installer of multi sensory environments (See Globe Star's "Snoezelen" MSE Room in South Bend!)
- Three workshop days (May 21, 22, 23) on practical planning and applications for a practice of Gentle Teaching were given at SHARE Foundation's St. Timothy Center in LaPorte, Ind. A foundational understanding of Gentle Teaching was presented, in its philosophy, practical planning for interactions, and essential applications for mentoring a spirit of gentleness. Presented by Dr. (Tony) McCrovitz and Maurits Eijgendaal, former president of Gentle Teaching International. We accommodated a full house of participants, and were so grateful to once again collaborate with our friends at SHARE, founder Fr. Blaney and Director Bill Harmon.

August

Globe Star was represented in Ann Arbor this month at the 8th Annual Culture of Gentleness (COG) Conference. Dr. McCrovitz presented: How ONE PERSON's dream narrated the social story with the possibility of an alternative future, calling for a present justification of human value, human rights with all ~ here ~ now.



Some of Dr. McCrovitz' students from St. Mary's College visiting Globe Star's Snoezelen-MSE Room in South Bend on Nov 26.

September

- In his work with the International Snoezelen-MSE Association, Dr. McCrovitz traveled to Padova, Italy, in early September, to co-present more than a dozen topics with colleague and ISNA-MSE board president, Maurits Eijgendaal (Denmark). Besides training in how to use equipment and incorporate mse materials into the Snoezelen approach that is used for educational, therapeutic, and recreational purposes, presentations were given on topics such as: Breathing/Relaxation/Research/Pre-Frontal Lobe Assessment, Teaching Materials based on a Sensory Processing Assessment, Teaching Self-Regulation in the Classroom, Using Assessment Tools to Accelerate One's Learning and Growth, How to create meaningful moments within the MSE environment, The Active Relationship Component, Sensory Processing and Autism, Working with Dementia and other Memory Disabilities, and Creating sensory environments and experiences with the Medically Fragile and/or Physically Restricted.
- Mid-September took Globe Star to Ghent, Belgium to present at the annual Gentle Teaching International Conference, on the topic: The Relation in Support and Care, in the direction of Gentle Teaching.

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from the desk of the executive director

In traveling these past months and sharing Globe Star's model of providing quality of life services with a framework of Gentle Teaching, I'm reminded of the everyday opportunities we have for cultivating our capacity for presence, for becoming aware of the value of being in the moment, wherever we are in the world, especially with others whose paths we cross. Presence communicates value and meaning to others and is one of our tools in a practice of Gentle Teaching (our hands, our eyes, our words, our presence).

In moments of interacting with others, a practice of awareness invites us to be present to the relationship-building value and potential that creates meaning and connectedness with others. A moment of mindfulness holds our attentive and present capacity to recognize and acknowledge one's existence as a valued social being.

Stopping and connecting with one another is an essential aspect of our role in mentoring a spirit of gentleness. The simple suggestion to "stop and smell the roses," reminds us to slow down and notice the everyday expressions and acts of gentleness within ourselves that we can be thankful for each day; thankful for the moments we are given to mentor and share a culture of gentleness.

Gentle Teaching is a philosophy, a practice, and a promise (3 P's), and is the centering, social vision and foundation for Globe Star's Quality of Life Model™ of services. The relationship-building gifts of Gentle Teaching are mentored through Acts of Gentleness that teach the four pillars of Gentle Teaching (how to feel safe and loved, and how to feel and become loving and engaged). In a practice of Gentle Teaching, we value these "roses" of social-emotional development that take root in a culture of gentleness, unfolding through each one's presence in the moment, opening up each one's unknowable capacity for awareness

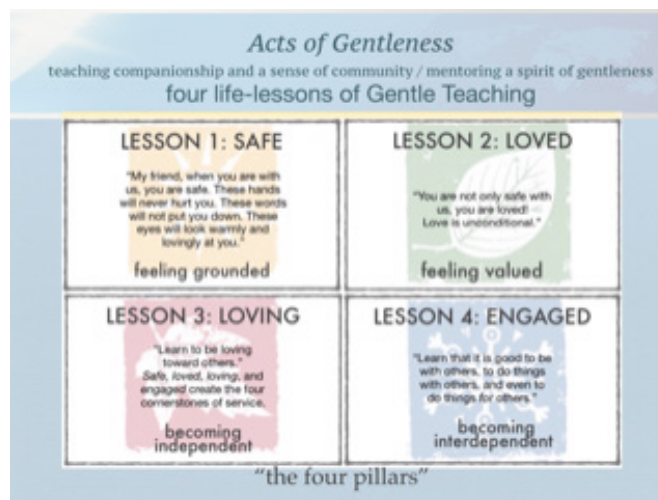
of value and meaning and feeling loved, unconditionally.

The social vision of Gentle Teaching is an important one to understand and hold in our awareness, especially during moments of difficulty and turbulence. There are times when our internal dialogue reminds us that it's not the right moment or that 'Gentle Teaching doesn't work.' This inner dialogue provides us with an illusion for a better place, a better time because this moment isn't right. This is a moment we need to (quickly) stop and smell the roses; to be present with ourselves and aware of our social vision. Will we react? Or will we respond? A relationship-building framework of Gentle Teaching is responsive to the challenges of social-emotional awareness and growth.

It is these times that we must begin to understand the true meaning and value of our role and responsibility in one's life. The action to stop a reaction and see the invitation that one offers in the moment, provides the foundation of hope.

How do we let them know that being with them is important? By placing high value on these moments with them, not linking these moments to the accomplishment of a skill or task, but creating an emotional meaning of safe and loved. One can trust us

and learn that we're here to help them, but what becomes most important is how they can begin to understand unconditional love---which they can learn by becoming unconditionally loved by our unwavering presence that accepts them. This is learned and experienced by doing things with us, with others and for others. Our presence that remains without conditions throughout these



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moments, is focused on one's feeling safe, loved, loving and engaged, not on fixing or controlling. This presence and teaching creates meaningfulness that becomes experienced through the processes of the framework that mentor a spirit of gentleness.

The list of continuous demands placed upon us from required paperwork, meetings, program development, training, etc., can create barriers to our true invitation to walk side-by-side with the person we serve. I find this in my journey with my own caseload as I continue to run the model as the director of Globe Star. As my colleagues share with me their own struggles in running their agency, I still ask them why don't you have a caseload to better understand the internal challenges with their model? As they share with me their barriers or reasons why they shouldn't have an individual workload, I am reminded of how much the role of being a direct care worker needs compassion, training, and support, so excuses can't manifest as to why one can't provide the intended service of the model.

As we develop our own sense of awareness through self-assessment and self-reflection, and incorporate daily planning for how we will teach and mentor, we develop the skills that engage our presence and our focus with the social vision of Gentle Teaching, especially during times of difficulty. We begin to identify, in these more difficult moments, our own opportunity to 'stop the madness' and listen to another's needs and to stand with them as they struggle through their own beliefs of assimilation

(meaning), to a new understanding of themselves as they engage in this process of learning through accommodation (creating meaningful moments).

Sharing with others is a journey filled with opportunities for reflection and realization, and for learning how important it is to see and understand how we can hold on to and harmonize both the heart and mind, as two friends collaborating in cultivating

For those in a mentoring role, a personal teaching plan (or 'planner') is a useful tool for reflecting and writing out your steps for navigating a course of Gentle Teaching with an Individual. This becomes your personal plan and reference for mentoring and teaching the four main lessons.

the natural blossoming of the gifts of relationship. Gentle Teaching invites this unity between the heart and mind with self-reflection on how we are using "our tools." At Globe Star, we use a Personal Teacher Plan (aka 'Planner') that provides an effective way to create coherence between the heart and mind, following a path of self-reflection that deepens self-awareness and supports our engagement in moments that present challenge, so we can readily recognize and cultivate 'the rose' of social-emotional awareness and growth with relationship-building.

I feel passionate, and at times obsessed with this passion, that we must strive to be the very best with our God-given tools (hands, eyes, words,

presence), welcoming the invitation of unconditional love to shine. With a framework of Gentle Teaching, the directive to 'stop and smell the roses' is about connecting with ourselves and unifying our own heart and mind; connecting what we can feel in our hearts (purpose, empathy, self-worth) with what we can learn and know with our minds (how to achieve goals of integration, how to create a sense of companionship and community with others, how to use exercises of self-reflection to master the skills of caregiving).

A clear connection between our heart and mind lets us sense when to stop and smell the roses. This inner connection cultivates the patience, beauty, and grace of relationship-building in our presence with another. As we continue mentoring a spirit of gentleness and holding true to the principles and practices of Gentle Teaching, we can hold on to the promise of the invitation, the true blessing we are given for creating these moments of meaningful presence.

With a framework of Gentle Teaching, 'stop and smell the roses' suggests our daily opportunities for noticing, learning, and paying attention to what can unfold in relationship-building through conditions of safe, loved, loving and engaged. In our practice, we remain present to this knowledge through Acts of Gentleness that teach and mentor through our presence.

Tony

Bridget Lively, a graduate student at University of Notre Dame who has been doing an internship with us this fall semester at our South Bend office, found an opportunity to sit down with an Individual and their direct service provider for an interview.

She met with service provider Brandon “K,” who mentors Brandon “S,” the individual receiving care, and asked them about how they got connected with Globe Star and what kind of impact it has had on their lives.

She shares some of their conversation, below, and says of the interview process: “through the interview I see many ways Globe Star has had a positive impact on both parties. It has led to a new friendship and to self-improvement on both ends. We are proud of these two faces of Globe Star.”

Bridget learned that Brandon K. grew up in Elkhart, Ind. His mom was also a caregiver at Globe Star for a few years, so he somewhat followed in her footsteps. Brandon S. grew up in Fort Wayne and moved to South Bend to live in a group home that his family helped to arrange for him a few years ago. He later moved into his own place, and has been receiving Globe Star quality of life services for at least four years.

Bridget: (to Brandon K) How did you get involved with Globe Star?

Brandon K: My mom was a caregiver here first. She was going through another company that I don’t remember the name of, but Globe Star offered better pay. They met through a friend of a friend I think or something like that, and she got on board.

Bridget: And then she got you

Faces of Globe Star



Pictured left is Brandon S. with service provider, Brandon K., pictured right.

involved?

Brandon K: Yeah

Bridget: Can you describe what a typical day is like for each of you?

Brandon S: Some days we’re more active, some days we’re just kind of laid back, doing things around the house. There’s been times we do actually go to the gym and work out, we lift weights at the gym a little. Trying to get back in shape, trying to get my muscle back.

Brandon K: I love the gym.

Bridget: What else do you guys have common ground on?

Brandon K: We go for walks a lot. We go out to eat sometimes. We go to the store. We go look around the UP (University Park) Mall. We do stuff. We play video games together kind of, or at least I watch him sometimes. We

throw the football around.

Bridget: So what are some ways that you have seen Globe Star be a benefit in each of your lives?

Brandon S: They took me off the streets and actually offered to help me improve my living situation.

Bridget: How is it having a caregiver? Do you enjoy knowing you have someone to talk to?

Brandon S: I do. It helps me out a lot. In my times I’m down, he talks to me and I help him out sometimes, too. He’s more like a brother to me. We’re close like that.

Brandon K: For me, I would say Globe Star has helped me out. They provided me with a job. It got me out of the factory life, I kind of got burnt out a little bit with that. I would have kept going, of course, can’t be without work, but it was a nice change in pace and similar pay that was offered, and Tony helped me out by just opening these new doors for me, meeting new people, experiencing a new way of life, a new job, and a cool guy here.

Bridget: Is there a set schedule that you have for when you are together?

Brandon K: Not really. It’s different for every caregiver and individual. His (Brandon S) needs and situation is different and might be a different type of caregiving than what someone else might need, and scheduling needs can be different, too. Brandon (S) does a lot for himself and others; he can cook; he can bake and sew, and even scrub toilets occasionally.

Brandon S: Yeah, I can do everything. And I love to work.

CARF accreditation renewal for Globe Star



Every three years, Globe Star prepares for an internal survey by the Council on Accreditation of Residential Facilities (CARF), that thoroughly inspects and evaluates our service delivery model against national standards. With all of our processes receiving high marks,

Globe Star services continue to be CARF-accredited. This includes a review of all aspects of our business model (a Quality of Life Model™ of services) that centers on the relationship-building framework of Gentle Teaching for quality of life outcomes.

Last August, Globe Star once again met the Aspire to Excellence® challenge of CARF when their regional surveyors visited our four main offices for a week of review, concluding with the complete renewal of our accredited services.

What do they look for? CARF looks for Globe Star to be relevant and responsive in a rapidly changing environment. As an organized agency, Globe Star must demonstrate being vigilant of the context in which it conducts its business affairs. Environmental assessments provide the foundation for development and implementation of organizational strategy. The CARF surveyors review includes looking at Globe Star's purpose, locations and sphere of influence and how these factors relate to our vision and mission, and also how both of these areas fit into the social, economic, competitive, legal, regulatory and political environments in which Globe Star operates and provides services.

During "CARF" week, our whole team participates in the evaluation processes, with self-reflection and shared inquiry. We asked some of our group about their experience with the CARF evaluation processes, and here's what they shared:

"It was great meeting the people from CARF. What I loved about it was that they work in the same field as us and understand the struggles we may have. They were able to provide some feedback on some of the struggles we were having and offered some amazing suggestions. I really enjoyed working with them and seeing how the CARF process works." (Alana Brown, BS, Chesterton QOL Mentor)

"It was a great experience, getting to meet the CARF surveyors & understand what their process is and what they do for organizations like Globe Star. It was great to hear feedback on what we need to accomplish, and to also hear about what we're doing well and how we are going about doing things as a group." (Brandon Haines, Warsaw QOL Mentor)

"We were together at an individual's house where I was providing service. They were supportive of everything we were doing, and happy with what we were doing, especially with Gentle Teaching that they'd not heard of before. From that point on, a lady took special interest in the approach, and I felt proud that we are doing a good job. I was nervous at first, but it was perfect." (Kim, Chesterton QOL Mentor)

"I had lunch together with one of the CARF people who interviewed me. The day she arrived, we had a young man come by to put in his application, and, another young boy stopped in, seeking guidance about whether to stay in school or not, so I engaged in a mentoring dialogue with him. The CARF person was able to observe these interactions. The week was a lot of learning and meeting new people. I've worked in Indiana for three years and heard about CARF, but never really understood what they did until now." (Marcus Williams, BS, QIDP, South Bend QOL Mentor)

"They were supportive and gave us some good advice on ways to improve even more. Once we got started with them and going through the processes, it felt more like a collaboration rather than 'testing' us or surveying us. We were discussing some internal issues, and they gave us advice on how we could approach them, and I've already begun implementing some new ideas. As another person said, they were very affirming of what we were doing, that made me feel good about the job we've been able to do over the course of the past few years I've been with the company. I joined Globe Star right after the last CARF survey, so it was interesting to see the full circle. A lot is done in preparation, but ultimately, I thought it was a good experience. They were very strength-oriented and supported us in our learning." (James Boyd, Director, Quality of Community Life Program, Indianapolis)



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October

The week of October 14th was spent in Prague, Czech Republic, when Dr. McCrovitz once again joined his colleagues for the Worldwide International Snoezelen-MSE Conference. Tony presented *An Introduction to the Neurological Systems of Self-Regulation and Executive Functioning*, discussing how to identify one's processing level and effectively adapt a Snoezelen-MSE environment for social-emotional learning and growth, using a simple assessment tool. A Snoezelen Room can teach about

self-regulation and benefit others by improving focus, attention, and memory, by expanding one's awareness and understanding about their own feelings and about the feelings of others, and by developing a positive mindset. As an individual learns new ways to cultivate a positive mindset, they prime their brain and body's capacity for learning and for building healthy relationships. Visits were also made to local universities for roundtable discussions on sharing knowledge and how to teach and train others in Snoezelen multi-sensory environments.



At the International Snoezelen Association Conference in Prague, Czech Republic, a building, created as a center for Snoezelen-MSE, was ceremoniously dedicated to Snoezelen founder, Ad Verheul (seen 'testing' out some Snoezelen equipment in the photos.)



making a difference!

The Indiana agency of Globe Star offers quality of life services and programs, based on a relationship-building philosophy and practice of Gentle Teaching. This social vision and framework supports all of our staff in the mentoring of companionship and cultivating a sense of community with others, adding value to our services and programs and to the lives of individuals. Developing companionship and a sense of community with others is essential for one's sense of self-awareness and social well-being. This is making a difference!



Introductory and ongoing training and support is provided for our staff. We are an equal opportunity employer and a learning culture that provides opportunities for student internships, program and vocational coordinators, mentors and direct care providers.

For students, both full-time and part-time positions are available, with flexible hours to accommodate a study schedule.

Students employed by Globe Star will work in the homes and communities of individuals with autism and other persons with intellectual disabilities.

Join us!
Grow with us!
Learn with us!

“This is an excellent opportunity for a student to further their education, build a portfolio for their future and explore career opportunities. We believe that students who are staying home to attend a local university need jobs—Globe Star needs people who want to change their life while valuing, teaching, and protecting others. The individuals served will reciprocate back to the student ten-fold what is given,” says executive director, Dr. Anthony M. McCrovitz.

INTERESTED? Applicants must have valid driver's license and vehicle, and can apply at our website: <https://globe-star.org/now/employment-opportunities/>

Social Security's Ticket To Work Program offered at Globe Star

Globe Star has become an approved agency for the *Employment Network Ticket to Work* program. This is an employment support program for individuals with disabilities who want to work and earn enough to become self-supporting.

The Ticket Program is sponsored by the Social Security Administration. It is a voluntary program, free of charge to those who qualify and participate.

To receive services from an Employment Network, an SSA beneficiary, by choice, assigns the



Ticket to a selected EN, with whom services can be coordinated and delivered to help the individual prepare for, locate and maintain employment.

Vanessa Willis, MBA, ES,
Quality of Work Life Mentor

who is based in our Chesterton office, is Globe Star's certified employment specialist who is trained, experienced, and knowledgeable in working one-on-one with a ticket holder. She is a gifted teacher and mentor, with a background in general and special education. Vanessa is dedicated to changing the lives of Individuals for

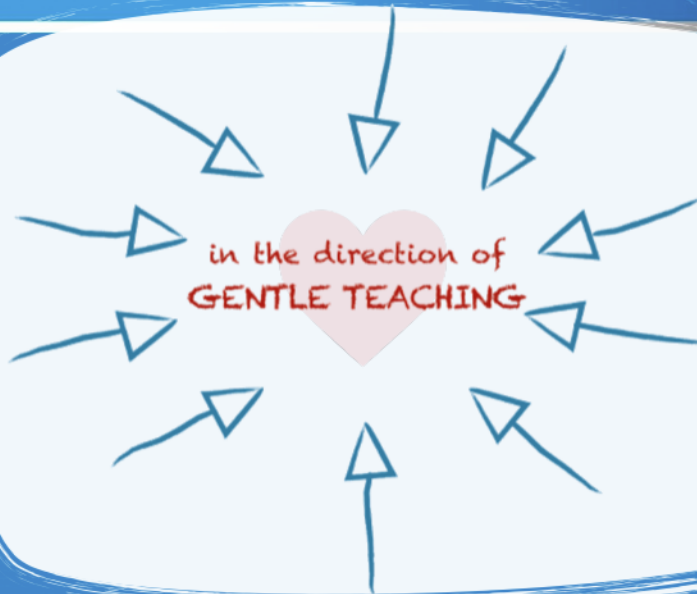
the better, cultivating their potentials. She is involved in job coaching and mentoring individuals at Globe Star, who have mild, moderate, and severe needs. Committed to maintaining close, working relationships with state and local community agencies, she makes sure that individuals receive all the help that is afforded to them for getting and retaining work life services, without undue stress of excess paperwork.

If you are interested in learning more, you may contact her at (219) 921-5492 ext. 104.





“There is no single answer...



only a direction we need to take.”

~Dr. John McGee

Newsletter Crew

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