



UNIVERSITY OF MINNESOTA

CEHD COLLEGE OF EDUCATION  
+ HUMAN DEVELOPMENT

ICI INSTITUTE *on*  
COMMUNITY INTEGRATION

Ensuring that all people with disabilities have the opportunity to be participating members in their communities of choice

FEBRUARY 2016

Follow us on [Facebook](#) :: [Learn about us](#)

---

## FEATURE STORIES

### DIAMOND: NCEO Launches Assessment Grant Project

The Institute's National Center on Educational Outcomes (NCEO) has launched an Enhanced Assessment Grant project called [Data Informed Accessibility - Making Optimal Needs-based Decisions](#) (DIAMOND). The project's goal is to improve the validity of assessment results and interpretations for students with documented needs by developing guidelines for making informed decisions about accessibility features and accommodations. It will promote a decision-making process that moves beyond the use of a



checklist approach (which often results in the identifying tools and accommodations that do not provide access to the student), to an approach that relies on the use of classroom progress data and other measures charted over time to evaluate individual student needs.

[Martha Thurlow](#) is DIAMOND's principal investigator and [Laurene Christensen](#) and [Vitaliy Shyyan](#) are co-investigators. DIAMOND is a collaboration between the state departments of education in Minnesota (lead), Alabama, Connecticut, Maryland, Michigan, Ohio, West Virginia, Wisconsin, the Virgin Islands, and NCEO. The \$2.9 million, 33-month subcontract from the Minnesota Department of Education to NCEO began January 1 and is funded by the U.S. Department of Education.

## ICI Receives Department Grant from U of M

ICI has received a \$7,500 Engaged Department Grant from the University of Minnesota's Office of Public Engagement. The 18-month grant, one of nine awarded at the university, is designed to infuse community engagement more fully into the programmatic features of university departments and centers. ICI's [Engaged](#)

[Department team](#), led by [Jennifer Hall-Lande](#) and [Kelly Nye-Lengerman](#), will use the grant to develop and expand the Institute's Act Early work in culturally and linguistically diverse communities. Act Early is building a network of agencies, organizations, and professionals that utilize the Centers for Disease Control's "Learn the Signs. Act Early." message. The Act Early materials promote early identification, screening, and intervention for Autism Spectrum Disorders and related neurodevelopmental disabilities in culturally and linguistically diverse communities across Minnesota.



## ICI Hosts Pattee Hall Exhibit by Student Artists

On February 11, ICI hosted the opening reception for the work of student artists (pictured here) from Minnesota Life College featured in the latest exhibit of the Institute's [Changing Landscapes](#) arts initiative.



Last spring, members of ICI's Changing Landscapes Arts committee visited Minnesota Life College (MLC), a postsecondary life-skills training program for young adults with learning disabilities, to explore exhibiting MLC artwork in Pattee Hall, where ICI is based. Committee members loved what

they saw, and MLC students began preparing for the show by spending extra time at art museums and centers learning new artistic techniques. "Preparing for the show has been highly impactful on MLC students," said MLC art instructor Erin Boe. "They were required to exhibit high levels of professionalism and artistry."

The prints, dioramas, drawings, and paintings are on display (many of them for sale) in [Pattee Hall](#) until April 2016. Building hours are 8 a.m. - 4:30 p.m. Monday through Friday.

## ICI Hosts Professor from Spain

ICI and its [Global Resource Center on Inclusive Education](#) are hosting a visiting professor,

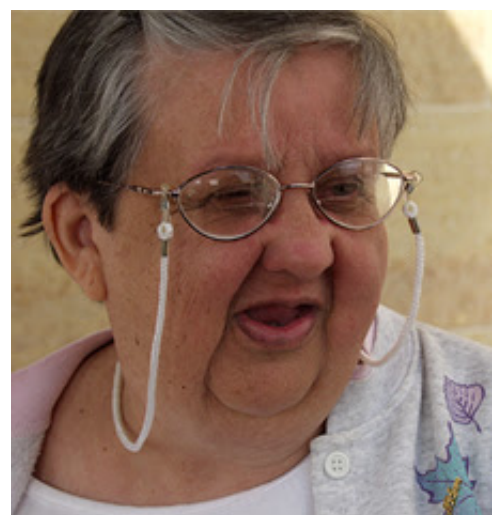
[M. Cristina Cardona](#), PhD, a Professor of Research Methods in Special and Inclusive Education at the Faculty of Education, University of Alicante, Alicante, Spain. Her research interests include teacher education in diversity and inclusion, special education, instructional/curricular adaptations and diversification strategies, co-teaching, and collaboration. Diversity and inclusion have become critical to teacher education in Spain as the country adapts to Europe's process of higher education

convergence. Dr. Cardona's work at ICI, in collaboration with the University of Minnesota (U of M), will compare syllabi, teacher education models, course content and practices in pre-service teacher training programs at the U of M, other Minnesota universities, and her university in Spain. Dr. Cardona also plans to survey/interview teacher educators and students for their perceptions about how well Minnesota university programs prepare teachers for diversity and inclusion in classrooms and schools.



## Remembering Gloria Steinbring

On January 11, 2016, Minnesota lost a powerful voice in the disability community. Gloria Steinbring was a longtime friend to ICI and an informal advisor to many. From the early 1970s, Gloria Steinbring fought for the rights of people with developmental disabilities, organizing underpaid workers at a sheltered workshop and, in 1979, co-founding Advocating Change Together, one of the first independent self-advocacy groups in the country. Gloria was a well-known presence at the state capitol, where



she was a key player in passing Rule 40, a law that limited how restraint could be used, and in the Remembering with Dignity project, honoring those who lived and died in Minnesota's institutions with proper grave markers. Learn more about [Gloria's life in her own words](#).

---

## NEW RELEASES

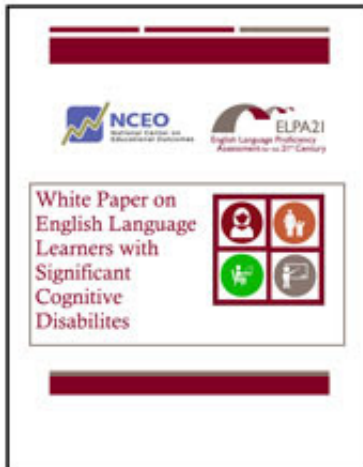


### Lessons Learned About Instruction from Inclusion of Students with Disabilities in College and Career Ready Assessments

Authors: Margaret Heritage and [Sheryl S. Lazarus](#)

Recent surveys of teachers found that students with disabilities like many of the features of the new college- and career-ready (CCR) assessments that were recently rolled out by states and consortia, but that there are challenges related to instructional issues that need to be addressed to improve student outcomes. To help meet

this need, ICI's [National Center on Educational Outcomes](#) (NCEO), and the National Center on Systemic Improvement, recently co-published [this Brief](#) . It highlights four main challenges identified by the teachers, and then addresses the implications for instruction, the relationship to CCR standards, and the implications for technical assistance providers. (January 2016)



### White Paper on English Language Learners with Significant Cognitive Disabilities

Authors: [Martha L. Thurlow](#), [Laurene L. Christensen](#), and [Vitaliy V. Shyyan](#)

The Institute's [National Center on Educational Outcomes](#) (NCEO) developed [this white paper](#) to address approaches that states might take for an alternate assessment of English Language Proficiency (ELP) for students with significant cognitive disabilities.

This paper was jointly published by NCEO and the English Language Proficiency Assessment for the 21st Century (ELPA21) consortium, which is developing an assessment of ELP. This assessment is designed for all ELLs except those who have the most significant cognitive disabilities. (January 2016)

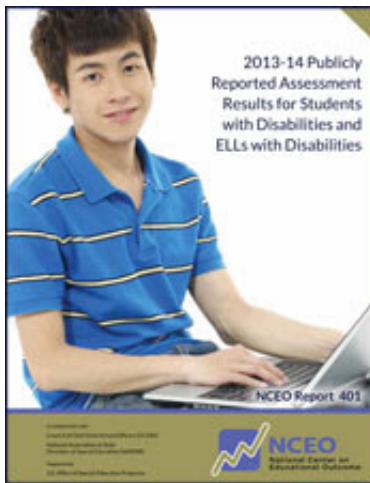


## NCEO Newsletter: February 2016

Editor: [Martha Thurlow](#)

This [NCEO Newsletter](#) issue highlights new products and activities from the Institute's [National Center on Educational Outcomes](#) (NCEO). Products include a Brief developed in collaboration with the National Center for Systemic Improvement and a White Paper developed in collaboration with the English Language Proficiency Assessment for the 21st Century (ELPA21) consortium. Two new Enhanced Assessment Grant (EAG) projects are summarized –

DIAMOND and ALTELLA (those acronyms are explained in this issue of *FYI*). Finally, this issue mentions some presentations and meetings at the upcoming conferences in April (CEC and AERA). (February 2016)



## 2013-14 Publicly Reported Assessment Results for Students with Disabilities and ELLs with Disabilities (NCEO Report 401)

Authors: [Sheryl Lazarus](#), [Deb Albus](#), and [Martha Thurlow](#)

This is the 17<sup>th</sup> report by ICI's [National Center on Educational Outcomes](#) (NCEO) that describes how states publicly report online assessment data for students with disabilities in K-12 schools in the United States. The Individuals with Disabilities Education Act

(IDEA) and the Elementary and Secondary Education Act (ESEA) require states to disaggregate participation and performance data at the state level. The ESEA flexibility waivers that many states received also require states to report for the "all students" group as well as for all of the subgroups, including students in special education, as long as the number of students in a subgroup is equal to or above the minimum reporting number defined by the state. This report presents information on publicly reported participation and performance data for the 50 regular states and the 11 unique states. Recommendations are offered to states for the public reporting of disaggregated data for students with disabilities. (February 2016)

## Journal Article Published

**“Employment in the Community for People with and without Autism: A Comparative Analysis”** (April 2016). By [Derek Nord](#), [Roger Stancliffe](#), [Kelly Nye-Lengerman](#), and [Amy Hewitt](#). Published in *Research in Autism Spectrum Disorders*, 24, pp. 11-16.

---

## EVENTS

### March is National Developmental Disabilities Awareness Month

In an effort to spread awareness about developmental disabilities, the National Association of Councils on Developmental Disabilities (NACDD), Association of University Centers on Disabilities (AUCD), and National Disability Rights Network (NDRN) are partnering to launch a social media campaign (Side-by-Side) to highlight the many ways in which people with and without developmental disabilities come together to form strong, diverse communities. The campaign seeks to raise awareness about the inclusion of people with developmental disabilities in all facets of community life, as well as awareness of the barriers that people with disabilities still may face in connecting to the communities where they live.



Partnering organizations – like ICI – will distribute a Social Media Calendar containing 23 (the number of work days in March) unique links to statistical information, resources, and stories related to developmental disabilities. Councils, Centers, organizations, and individuals are invited to use the information directly or to inspire their own personal "Side by Side" social media posts next month. Please [follow ICI on Facebook](#) throughout March for more information about how you can participate and support.

### Check & Connect Comprehensive Implementation Training



**April 7-8, 2016, 8 a.m. - 3:30 p.m.**

**University of Minnesota Continuing Education and Conference Center, St. Paul**

[Check & Connect's Comprehensive Implementation Training](#) is a two-day training blending elements of both the Preparation and Implementation Training and the Mentor Training. This training provides participants with a thorough overview of [Check & Connect](#) and its background; how to prepare their site for implementing Check & Connect; and the information, competencies, and skills needed to be an effective Check & Connect mentor at their site. **Cost:** \$575 per participant. [Register by March 17.](#)

### NCEO Presentations at Upcoming

## CEC Convention

Council for Exceptional Children (CEC) Annual Convention  
April 13-16, 2016, St. Louis, MO



Staff from the Institute's [National Center on Educational Outcomes](#) (NCEO) will give the [following conference sessions](#) at the upcoming CEC annual convention:

"Formative Assessment: A Powerful Tool to Improve Student Learning." An all-day pre-conference workshop co-led by [Sheryl Lazarus](#).

"IEPs and State Standards: Results From an Evaluation of a Web-Based Decision Support Tutorial." Co-presented by [Martha Thurlow](#).

"Assessment Today: How We Got Here and Where We are Going." Presented by [Martha Thurlow](#).

"Update on AA-AAS: What We Now Know about Expectations and Instruction." Presented by [Rachel Quenemoen](#) and [Martha Thurlow](#).

---

### STAFF UPDATES



**Kelly Nye-Lengerman:** On January 15, [Kelly Nye-Lengerman](#) presented "Predicting Vocational Rehabilitation Outcomes for Individuals with Autism Spectrum Disorder" at the Society of Social Work Research (SSWR) national conference in Washington, DC. On February 3, Kelly gave the keynote address - "All Means All: Making the Case for Community Living" - at the Arc of Nebraska's 45th annual Senatorial Dinner in Lincoln.

**Laurene Christensen, Vitaliy Shyyan, and Martha Thurlow:** On February 8-9, [Laurene Christensen](#), [Vitaliy Shyyan](#), and [Martha Thurlow](#) facilitated discussions about English learners with significant cognitive disabilities at the [Alternate English Language Learning Assessment](#) (ALTELLA) kickoff meeting in Arizona. ALTELLA is a project of ICI's National Center on Educational Outcomes (NCEO). The project will apply lessons learned from the past decade of research on assessing English language learners (ELLs) and students with significant cognitive disabilities, as separate groups, to develop an English Language Proficiency assessment based on alternate performance standards for ELLs with significant cognitive disabilities.

This email was sent by:  
Institute on Community Integration, University of Minnesota, 6 Pattee Hall, 150 Pillsbury Drive SE,  
Minneapolis, MN, 55455, USA

Email: [icipub@umn.edu](mailto:icipub@umn.edu) :: Website: [ici.umn.edu](http://ici.umn.edu) :: Phone: 612-624-4512