



ICI INSTITUTE *on* COMMUNITY INTEGRATION

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

JULY 2017

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FEATURE STORIES

New *Impact* Focuses on the Justice System and People with Disabilities

People with intellectual and developmental disabilities can face unique challenges, with potentially serious consequences, when involved with the juvenile or criminal justice systems. In community encounters with law enforcement, courtrooms, detention centers, or prisons individuals may have difficulty responding to questions, explaining what happened, or understanding and following instructions. Justice professionals may misinterpret behaviors as an intent to harm others, an admission of guilt, or defiance when, in fact, the person is expressing fear, distress, or lack of understanding, or is attempting to comply with social norms.



The new *Impact: Feature Issue on the Justice System and People with Intellectual, Developmental, and Other Disabilities* offers justice professionals, disability professionals, people with disabilities, and their families powerful and practical articles that help communities work together to address the challenges, and support equal access to justice for all. In this issue of *Impact* readers will find:

- What justice system professionals need to know about people with intellectual and developmental disabilities
- Models for identifying barriers to equal access and providing accommodations in courtrooms, prisons, and precincts
- Training for de-escalation and diversion in encounters between law enforcement and people with disabilities

- Creative strategies for supporting positive relationships between justice professionals and the disability community
- Why families, educators, and disability service professionals need to discuss sexual nuances with youth and young adults
- Models for supporting successful re-entry of youth with disabilities from juvenile justice facilities into the community, and for disrupting the school-to-prison pipeline
- Prisons, the death penalty, and the rights of people with disabilities
- Powerful personal stories, interactive related content, resources, and more!

The [*Impact series*](#) is published by ICI and the Research and Training Center on Community Living, University of Minnesota.

RTC-CL Developing Online Training for MN Professionals in Mental Health and Substance Abuse Service Delivery



A major sea-change in how services and supports are delivered to people with long-term support needs has been occurring both nationally and in Minnesota as policy and other changes have emphasized community living and participation, self-direction, and person-centered practices. Yet despite these improvements, a recent report from the Minnesota Governor's Task Force on Mental Health noted that there are still gaps in services and fragmentation in service delivery for individuals experiencing mental health conditions and/or substance abuse. This means that engaging the system can be difficult and the coordination of supports, services, and treatments do not always make sense to the person receiving them or their families.

To help address those shortcomings, ICI's Research and Training Center on Community Living (RTC-CL) began a two-year, \$249,000 contract with the Minnesota Department of Human Services in April called Developing and Engaging Training on Person-Centered and Family-Centered Approaches in Mental Health and Co-occurring Disorders. Under the contract, RTC-CL will design and implement a culturally-responsive e-curriculum for professionals that will include interactive modules and will embed evidence-based practices vetted in the mental health and behavioral health service delivery system in Minnesota such as Motivational Interviewing, Illness Management and Recovery, Trauma-Informed Care, and Integrated Treatment for Co-occurring Disorders. Using the curriculum, the RTC-CL will train a minimum of 300 Mental Health-Targeted Case Management (MH-TCM) professionals, including MH-TCM lead agencies in metropolitan, rural, and diverse communities.

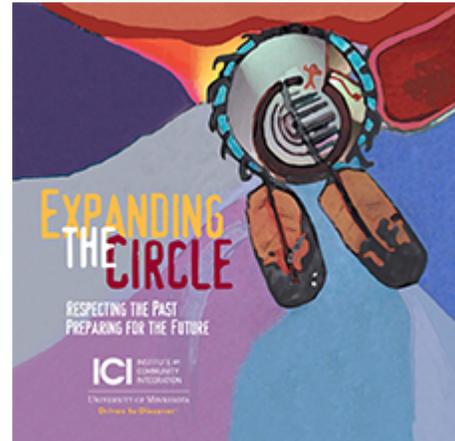
"The project will deliver training in person- and family-centered practices to professionals who work with people who need support for community living due to mental health conditions and/or substance use," says principal investigator Amy Hewitt. "Training professionals in these practices will help realize

the vision of person-centered and family-centered support expressed in the Minnesota Olmstead Plan."

Project manager [Susan O'Neil](#) (second from left) is pictured telling a visitor about the project at the African Mental Health Summit in St. Paul, July 7-8, accompanied by project coordinator [Merrie Haskins](#) (third from left) and staffer Macdonald Metzger (right). Other project staff include Anab Gulaid and Erin Watts. At the summit, O'Neil and Haskins were among the presenters of, "Promoting Person-Centered Practices: A Holistic Perspective in Wellness and Recovery."

ICI Releases Second Edition of Popular Transition Curriculum for American Indian Youth

ICI's Expanding the Circle project has just released the 2017 edition of [*Expanding the Circle: Respecting the Past - Preparing for the Future: A Transition Curriculum for American Indian Youth*](#). The new edition of this curriculum for



grades 9-12 includes the culturally-relevant transition skills

and project-based learning presented in the first edition, which

has been in use across the U.S. since 2002, and adds to them. "The revised curriculum provides updated and expanded information to prepare students for transition to postsecondary education and employment, as well as new activities about leadership, budgeting, planning, and more. We've also increased the emphasis on social-emotional learning, and added related tools to measure and support that learning," says Jean Echternacht, who co-authored the second edition with [Jana Hallas](#).

The content of the curriculum is based on work with thousands of American Indian high school and tribal college students, paraprofessionals, teachers, and administrators. Curriculum activities, which were created with students' varying strengths and interests in mind, include family and community members in the transition process. The curriculum package includes the instructional manual for use by educators and others who work with this age group, as well as one Nigaan-Ozhiitaa System (NOS), which is a personal portfolio filing system designed to help students plan their future after high school in an organized and structured way. The NOS, whose name is derived from Ojibwe words that mean "prepare for the future," features artwork by American Indian artists on each of the 12 file dividers, and sets can be purchased for multiple students. To learn more about the research and principles behind the curriculum visit the [Expanding the Circle website](#).

ICI's Gulaid Among Panelists for Voice of America Town Hall on Autism and Vaccines

[Anab Gulaid](#), a public health expert at ICI, was a panelist for Vaccine and Autism: Myths and Facts, a recent town hall forum held to address Somali parents' concerns about the Measles, Mumps, and Rubella

(MMR) vaccine, autism, and the measles outbreak affecting the Twin Cities' Somali community. Held on July 8 at the University of Minnesota's Humphrey School of Public Affairs, the forum was hosted by the Humphrey School and the Voice of America news network, which broadcast the two panel discussions - one in Somali and one in English - to its worldwide audience. The gathering, which was covered by numerous media (e.g., [Minnesota Public Radio](#), [Fox 9 News](#)), was prompted by the measles outbreak tied to low MMR vaccination rates among Minnesota's Somali community.



Gulaid shared the Somali-language panel with a local imam, a family doctor, and a registered nurse consultant from the Minnesota Department of Health. Parents in the audience asked if injecting young children with the MMR vaccine was linked to autism - a common misperception in the Somali community that panelists sought to dispel. Gulaid, herself a Somali American parent and researcher who has worked on health issues in her community for more than a decade, said some parents, fearing autism, still hesitate to vaccinate their children. Gulaid recommended further investment in outreach, vaccine education, and research to learn more about autism. Overcoming skepticism in the close-knit community is a slow process, but she sees community leaders gradually persuading parents about the benefits and safety of vaccines. "We have faith leaders who want to know what they can support," she said. "What I have seen is people want to know how they can help and get the message out in the community not only about what's going on, but also about the importance of vaccines." She also highlighted the results of ICI's [Minneapolis Somali Autism Spectrum Disorder Prevalence Project](#) from 2013, a project that studied autism prevalence among Minneapolis children to determine whether children of Somali descent have higher rates of autism than non-Somali children, and the current [Minnesota Autism and Developmental Disabilities Monitoring Network \(MN-ADDM\)](#), which follows-up on that earlier study.

ICI's Community Living Program Area Shares its Expertise at AAIDD Conference

Seven staff members from ICI's Community Living program area attended the American Association on Intellectual and Developmental Disabilities (AAIDD) Annual Meeting in Hartford, Connecticut, June 26-29, participating in the conference's educational sessions, exhibits, poster presentations, and networking events. The gathering provides researchers; clinicians; practitioners; educators; policymakers; local, state and federal agencies; and advocates with cutting edge research, effective practices, and valuable information on important policy initiatives. "AAIDD is an essential organization through which we disseminate our research and knowledge translation products" says [Amy Hewitt](#), director of the [Research and Training Center on Community Living \(RTC-CL\)](#). "They are one of the oldest and most trusted organizations regarding intellectual and developmental disabilities and play critical roles in the distribution of research, providing



sound information to the judicial system regarding court cases that involve persons with intellectual disability and they are the leading organization on diagnosis and classification of intellectual disability in the world."

Highlights of RTC-CL staff participation in the conference included:

- Filmmaker [Jerry Smith](#) received AAIDD's 2017 Hervey B. Wilbur Historic Preservation Award for significant contributions to historic preservation of the archives of the intellectual and/or developmental disabilities field and/or AAIDD. Smith has worked in disability history since the mid-1990s.
- Hewitt presented on "Effective Recruitment and Retention Strategies of Direct Support Professionals" at the conference's Administration and Community Services Divisions Joint Breakfast Meeting.
- [Heidi Eschenbacher](#) presented a poster titled, "How Have Residential Settings Changed for People with IDD and How Does Institutionalization Compare between the Overall U.S. Population and People with IDD?" that she and [Sherri Larson](#) created.
- [Angela Amado](#) and [Jody Van Ness](#) presented a poster titled, "Conducting Research with Families: Recruitment Strategies and Intervention Experiences," co-created with [Kelly Nye-Lengerman](#) and [Renáta Tichá](#).
- Barb Kleist attended the Advocacy and Law Interest Group meeting and Julie Kramme attended the Spiritual Interest Group meetings.
- Kleist, Kramme, and Smith staffed the RTC-CL booth at the conference.

SOCIAL MEDIA SPOTLIGHT



Featured on [ICI's Facebook](#) on June 29, 2017

Our *Impact* magazine has been published since 1988. Recently, we have dedicated much time and resources to re-imagining this publication. From the very beginning we have wanted to create an insightful resource that provides best practices for readers nationwide. That's right, *Impact* is about

the issues, not about ICI. For each issue, Vicki Gaylord, ICI's Publications Coordinator, works with ICI leaders to identify topics and issues that matter to people with disabilities and those who support them. Next, we convene experts in the field to contribute and author articles containing leading-edge practices, research and information supporting the full participation of people with disabilities in all aspects of life. We hope you enjoy our latest issue on the [Justice System and People with Intellectual, Developmental, and Other Disabilities](#).

NEW RELEASES



Policy Research Brief: State of the States in Self-Direction for Individuals with Intellectual and Developmental Disabilities

Authors: Matthew DeCarlo, [Jennifer Hall-Lande](#), Matt Bogenschutz, and [Amy Hewitt](#)

This [new issue](#) from the *Policy Research Brief* series describes how self-directed long-term services and supports (LTSS) are implemented in the United States. Self-direction provides individuals with intellectual and/or developmental disabilities (IDD) and/or their families the opportunity to direct and manage their supports. Over the past decade, states across the U.S. have transitioned from pilot projects to statewide implementations, reaching tens of thousands of new participants. Published by ICI's Research and Training Center on Community Living.

Briefs Published

[How is Guardianship Status Related to Employment Status for People with IDD?](#) (2017). By [Kelly Nye-Lengerman](#), Caro Narby, and [Sandra Pettingell](#). Published by the RRTC on Advancing Employment for Individuals with Intellectual and Developmental Disabilities at the Institute for Community Inclusion, University of Massachusetts Boston.

[What is the Relationship Between Gender and Employment Status for People with IDD?](#) (2017). By [Kelly Nye-Lengerman](#), Caro Narby, and [Sandra Pettingell](#). Published by the RRTC on Advancing Employment for Individuals with Intellectual and Developmental Disabilities at the Institute for Community Inclusion, University of Massachusetts Boston.

Journal Article Published

"Phenotypic Characteristics of Autism Spectrum Disorder in a Diverse Sample of Somali and Other Children." (July 2017). By [Amy N. Esler](#), [Jennifer Hall-Lande](#), and [Amy Hewitt](#). Published in the [Journal of Autism and Developmental Disorders](#), 1-16, doi:10.1007/s10803-017-3232-z.

EVENTS

Healthy Aging with Intellectual and Developmental Disabilities

July 19, 1:30-3 p.m.

Roseville [Minnesota] Public Library
2180 Hamline Avenue North



This policy forum will be a community discussion on healthy aging among people with intellectual and developmental disabilities, with an emphasis on new opportunities afforded by Minnesota's new ABE Policy made available in 2017. The forum will include experts [Roger Stancliffe](#) (pictured at ICI in 2016) and Colin Stemper. Stancliffe is partner staff at ICI and Professor of Intellectual Disability at the University of Sydney's Centre for Disability Research and Policy. He has over 35 years of research in the disability field, and he has internationally-recognized expertise in retirement and community living. Stemper is a Fiscal Policy Analyst at the Minnesota Department of Human Services, where he has led ABE Plan implementation since 2015. Space at the forum is limited, so [please register](#). Questions? Email [Lynda Anderson](#).

Transition to Retirement Community Training Event

August 1, 9 a.m. - 12:30 p.m.

University of Minnesota Robert J. Jones Urban Research and Outreach-Engagement Center (UROC)
2001 Plymouth Avenue North
Minneapolis, Minnesota

This training event details a pathway to active and inclusive retirement for adults with intellectual and developmental disabilities (IDD). Led by Roger Stancliffe, the training is intended for practitioners, Direct Support Professionals, community members, and anyone interested in helping older people with IDD participate actively in the community as they choose. Space at the training is limited, so [registration is required](#). Admission is \$25 for advocates and family members; and \$50 for all others. The registration deadline is Friday, July 28. A copy of the [Transition to Retirement](#) ebook on Google Play is included with each registration. The event is sponsored by ICI's Research and Training Center on Community Living, The Arc MN, The Arc Greater Twin Cities, and Living Well Disability Services.

Larson to be Panelist at HCBS Waiver Conference

August 28-31

Baltimore Marriott Waterfront
Baltimore, Maryland



ICI's [Sherri Larson](#) will be a panelist on "Trends in HCBS Services for People with IDD: Policy Implications" at the HCBS Waiver Conference in Baltimore in late August. Her fellow panelists will be Mary Sowers from the National Association of State Directors of Developmental Disabilities Services (NASDDDS) and Brittany Taylor from the Human Services Research Institute (HSRI). [Registration is required](#).



STAFF UPDATES



Jennifer Hall-Lande: On June 7-8, [Hall-Lande](#) was in training at the Centers for Disease Control and Prevention (CDC) in Atlanta for her appointment as CDC's Act Early Ambassador to Minnesota. On June 19-21, she was in Collegeville, Minnesota, serving as a Faculty Representative at the MN Early Intervention Summer Institute, which was sponsored by the University's Center for Early Education and Development (CEED) program and the Minnesota Department of Education. Hall-Lande also presented on MN Act Early and ASD Prevalence at the Minnesota Age & Disabilities Odyssey conference in Duluth, June 22-23.



Angela Amado: On June 14, [Amado](#) presented at the 25th annual Canadian Conference on Developmental Disabilities in Winnipeg. On June 21, she presented on community engagement at the Minnesota Age & Disabilities Odyssey conference in Duluth.



Kelly Nye-Lengerman: On June 19-22, [Nye-Lengerman](#) presented four sessions at the National APSE conference in Portland, Oregon. They were: "Full Speed Ahead: Promoting Youth Readiness for Employment and Education with PROMISE", "How Are We Doing with Implementing Good Practice in Employment Supports?", "Power of 5: Moving the Needle: The Words We Use Matter", and "Bringing Employment First to Scale: State of the Science."



Angela Amado, Claire Benway, Rachel Freeman, Amy Gunty, Jeffrey Nurick, and Erin Watts: On June 22, [Nurick](#) (pictured) was a panelist on "Living the Dream: Employment First in Action" at the Minnesota Age & Disabilities Odyssey conference in Duluth. [Amado](#), [Freeman](#), and [Watts](#) led a pre-conference workshop at Odyssey on organizational change toward Person-Centered Practices. In addition, [Benway](#) and [Gunty](#) staffed ICI's Research and Training Center on Community Living (RTC-CL) booth at the conference.



Anab Gulaid: On July 5, the FIND (Focus in Neurodevelopment) Network newsletter published an interview with [Gulaid](#) in its "Minnesotans Making a Difference" section. The interview covers her career, background in the Somali community, and how she is helping her community cope with autism, concerns about vaccinations, and the current measles outbreak. Based in the University's College of Education and Human Development, FIND is a region-wide network connecting individuals in the neurodevelopmental community with research opportunities, educational resources, and events.

Joseph Angaran: On July 5-6, [Angaran](#) conducted the Check & Connect Comprehensive Training in Strathfield, Australia. Australian Catholic University hosted the training with participants from Australia and New Zealand.



Rebecca Dosch Brown, Anab Gulaid, and Amy Hewitt: On July 10-11, [Dosch Brown](#), [Gulaid](#), and [Hewitt](#) attended the 2017 Autism CARES Meeting in Bethesda, Maryland.



Renáta Tichá: On July 11, [Tichá](#) (pictured during the broadcast), who co-directs [Enhancing the Inclusion of Children and Youth with Disabilities in Armenia: University of Minnesota - Armenian State Pedagogical University Partnership](#), was interviewed about the project with two of her Armenian colleagues on Armenian television. The morning talk show on Kentron TV was broadcast in Armenian without English subtitles.

ALUMNI UPDATES

Danneka Halverson: Halverson is a speech-language pathologist at PACT Institute in Hopkins, Minnesota. She has been a clinician there since completing her master's degree in Speech-Language Pathology (SLP) and the certificate program in Autism Spectrum Disorders at the University of Minnesota in 2014. But back in 2013-2014, she was a [LEND Fellow](#). As a pediatric SLP, she helps children with neurodevelopmental disabilities acquire, understand, and use the language and social communication behaviors they need to successfully interact with their environment and develop relationships. "As a LEND Fellow, I recall learning how to listen to the experiences and perspectives of others outside my own discipline and to better collaborate with professionals from a wide variety of healthcare fields," she says. "The skills and experience I gained in LEND gave me the knowledge and experience needed to navigate the complex relationships between families and systems. That was very useful when I started my career working with individuals with neurodevelopmental disabilities. Now at PACT Institute, I try to combine my growing clinical experience with the latest research in language development and effective language interventions. This helps me provide the most individualized, evidence-based, and effective services to the children and families I serve."



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 :: Website: ici.umn.edu :: Phone: 612-624-4512 :: [Privacy Statement](#)