



ICI INSTITUTE *on* COMMUNITY INTEGRATION

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

DECEMBER 2017 Follow us on [Facebook](#) :: [Learn about us](#) :: [Forward to a friend](#) :: [Subscribe](#)

FEATURE STORIES

ICI Releases New Report on Youth with Disabilities in Juvenile Justice System

The Institute on Community Integration (ICI), University of Minnesota, has released [A Better Path, A Better Future](#) a report describing three innovative projects that have developed and tested strategies for improving the community reentry of youth with disabilities incarcerated in juvenile justice facilities. The featured projects are Project RISE at Arizona State University, Project STAY OUT at the University of Oregon, and the [MAP Project](#) at ICI.



On November 28, the three Principal Investigators ([David R. Johnson](#), Minnesota; Sarup R. Mathur, Arizona; Deanne K. Unruh, Oregon) presented the report and discussed the work and findings of the projects with an invited gathering of representatives from several federal agencies that was organized by the project funder, U.S. Department of Education, Office of Special Education Programs (OSEP). "It is more than evident that far too many incarcerated youth with disabilities continue to fall through the cracks and go unserved or underserved upon release," says Johnson. "In the report we share some of the lessons learned over the past four years that might be useful to others in improving the reentry."

The report includes an overview of youth with disabilities in the juvenile justice system, description of the role of IDEA in ensuring they receive special education and related services while incarcerated, strategies and findings of the three four-year model demonstration projects, and 10 lessons learned through the projects that can help inform improvements to services and supports for youth with disabilities during and following their incarceration.

A [webinar](#) on the findings of the three projects titled, "Lessons Learned from Three Reentry Programs for Young Offenders with Disabilities" was presented on December 14 by the National Technical Assistance

Center on Transition, the TA Center funded by OSEP.

Minnesota DHS Renews Positive Supports Contract with RTC-CL



The Minnesota Department of Human Services (DHS) has renewed its contract with ICI's [Research and Training Center on Community Living \(RTC-CL\)](#) for continuation of training and technical assistance to build capacity for implementing positive support practices across the state. The \$1.2 million contract extends the current work begun in 2012 by RTC-CL's [Minnesota DHS Systems Change and Capacity Building Through Research, Training, and Technical Assistance Projects](#), work that enhances Minnesota's capacity to support community living for individuals with disabilities and/or mental illness. Minnesota DHS has made a new five-year commitment to working with RTC-CL, beginning with a two-year agreement for Fiscal Years 2018 and 2019. The project directors at ICI are [Amy Hewitt](#) and [Rachel Freeman](#). "This DHS contract provides an important vehicle for building the capacity for person-centered practices and positive supports across the state of Minnesota and to improve the lives of people with intellectual and developmental disabilities using large-scale systems change," says Freeman.

The new contract's primary areas of focus include expanding implementation of statewide person-centered practices and positive behavior support through regional training and technical assistance; building service professional capacity using [DirectCourse](#), the online competency-based training system operated by a partnership of the RTC-CL and Elsevier; facilitation, coordination, and implementation support for Minnesota's statewide plan for building effective systems for implementing positive practices and supports; technical assistance and training for organizational change to promote the use of person-centered practices within Minnesota DHS; building and sustaining in-state training capacity for person-centered thinking and person-centered planning; development of Web-based resources on best practices in implementing person-centered and positive behavior supports; and coordination of communities of practice for person centered practices and positive behavior supports.

RTC-OM Measures HCBS Outcomes for People with Disabilities



ICI's Research and Training Center on HCBS Outcome Measurement (RTC-OM) has introduced a new website detailing the center's work. The [website](#) was launched in November and describes the six phases of RTC-OM's work, as well as staff and main activities. Ultimately, it will house the HCBS (Home and Community Based Services) tools database and a variety of resources.

Co-directed by [Brian Abery](#) and [Amy Hewitt](#), RTC-OM evaluates measures of the quality of life experienced by people with disabilities as a result of receiving services and supports. Policymakers emphasize the effectiveness ("outcomes") of public investments in services for persons with disabilities and they want information about outcomes that are measured in a consistent and accurate manner nationwide. Center staff are confident they can deliver. "We have a great team, including our colleagues

from Temple University, Ohio State University, the University of California-San Francisco, and the National Council on Aging, to be able to conduct cutting-edge research that will have a national impact of measuring HCBS outcomes for people with disabilities," says [Renáta Tichá](#), an investigator at the center.

Funded by the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR), U.S. Department of Health and Human Services for 2015-2020, RTC-OM has completed the first two phases of its work, including a validation of the National Quality Forum (NQF) framework and cataloging of existing instruments of HCBS outcomes for people across different types of disabilities. The NQF framework identifies the areas in which state Long Term Services and Support programs funded by Medicaid would be held accountable; RTC-OM will use that framework for the next several years to address the context and definition of quality in service provision with stakeholders from around the United States. Phase 1 of the project resulted in a refinement of the NQF framework that guided the process for Phase 2, which in turn led to developing a database of existing HCBS instruments, their items and related characteristics that is being finalized for the new RTC-OM website. The team is developing measures in the areas of meaningful activity, social connectedness, transportation, and others to be piloted in early 2018. RTC-OM has conducted several technical assistance activities, including working with Regional Quality Council to develop an assessment of HCBS quality outcomes for Minnesota and conducting a series of [webinars on the results of Phase 1](#).

Transition Spotlight: Helping Youth Succeed

The path from youth to adulthood is exciting, full of opportunities and challenges, but navigating this life transition can be difficult. ICI's Transition program area works to improve access and success for at-risk students and students with disabilities in secondary and postsecondary education, as well as employment, independent living, and community participation. [Check & Connect \(C&C\)](#) - the evidence-based student engagement intervention that has been adopted and implemented around the U.S. and internationally since ICI developed it in the 1990s - remains a cornerstone, but program area director [Eileen Klemm](#) (pictured), notes that the program area also encompasses projects as varied as [Making a Map: Finding My Way Back \(MAP Project\)](#), [Expanding the Circle: Transition Resources for American Indian Students](#), and [Using Check & Connect to Improve Graduation Rates in Minnesota for Black and American Indian Students with Disabilities](#).



ICI Transition has scored many "wins" this year, including:

- Awarded a \$2.5 million, 5-year [Stepping Up Technology Implementation](#) grant in October from the Office of Special Education Programs, U.S. Department of Education.
- Hosted the biennial [Check & Connect Student Engagement Conference](#), welcoming to campus 45 presenters and 150 conference participants from 17 states and 1 Canadian province.
- Published [Expanding the Circle \(2nd ed\)](#). The 2017 edition offers a structured process and culturally relevant activities for American Indian high school students as they transition to adult

life.

- Launched the new [Check & Connect App](#) during the 2017 conference, a tool that helps Check & Connect mentors and coordinators document, monitor, and report on student progress using a web browser on their computer or tablet.
- Published [A Better Path, A Better Future](#) (see related Feature Story above) in November, the final report of the MAP Project, presenting strategies for supporting community reentry of youth with disabilities in the juvenile justice system.
- Over 1,000 registrations to use the [Student Engagement Instrument](#), a web-supported intervention that establishes reliable and valid measures of students' cognitive and affective engagement. This instrument is free and publicly available on C&C's website, but people need to register to gain permission and access.
- Conducted 150 Check & Connect implementation trainings since C&C's national conference in October 2015 through open enrollment, contracts, and sponsored projects in 22 states and 3 international locations. Eight states have participated in a train-the-trainer process and now have local certified Check & Connect trainers who can train within their state.
- Sold 2,298 copies of the manual, [Check & Connect: A Comprehensive Student Engagement Intervention: Implementing with Fidelity](#), between the October 2015 conference and October 2, 2017.

Klemm acknowledges these accomplishments, but she is looking forward. "In 2018, we plan to develop online training modules to support implementation of the Check & Connect model and use of the Check & Connect App," she says. "And we will soon release to the public a web-based application for the Student Engagement Instrument." Like the young people it serves, the focus of ICI Transition is on the future.

Learn more about the team's approach [here](#).

ICI Staff Lend Their Leadership to Influence the Lives of People with Disabilities Everywhere

As an extension of their work at ICI, Institute staff contribute their expertise to the committees and boards of national and international organizations, advancing the rights and quality of life for people with disabilities in countless ways. Some of the current ICI staff appointments include:



- [Amy Hewitt](#), [Sherri Larson](#) (pictured), and [Roger Stancliffe](#) are newly-appointed to the advisory committee for the next iteration of the American Association on Intellectual and Developmental Disabilities' (AAIDD) terminology and classification manual, the foundation upon which clinical, policy, and legal standards are built.

- [Barb Kleist](#) is Interim Vice-Chair (soon to be Chair) of AAIDD's Legal Process and Advocacy Network, which engages members in activities that reduce barriers to justice and fair treatment in the civil and criminal justice systems for people with intellectual and developmental disabilities.
- Hewitt is president-elect of the board of directors of the Association of University Centers on Disabilities (AUCD), a membership organization that supports and promotes a national network of university-based interdisciplinary programs, such as ICI. These programs bridge the university and the community, bringing together the resources of both to achieve meaningful change for people living with developmental or other disabilities or special health needs.
- [Kristin Dean](#) is on the National Alliance for Direct Support Professionals (NADSP) board of directors. NADSP envisions a world with a highly-qualified and professional direct support workforce that partners with, supports, and empowers people with disabilities to lead a life of their choosing.
- [Angela Amado](#) is on the Community Living Committee of TASH, an international association that advocates for human rights and inclusion for people with significant disabilities and support needs through research, professional development, policy, and information and resources for parents, families, and self-advocates.
- [Kristi Rudelius-Palmer](#) serves on two national committees and one international coalition: (a) Human Rights Educators USA (HRE USA), which she co-founded in 2011, is a network building a human rights culture by providing a forum for HRE practitioners and supporters to learn, network, and exchange professional expertise; (b) the University and College Consortium for Human Rights Education (UCCHRE), which she co-founded in April 2016, furthers human rights education, research, and learning by promoting engagement, collaboration, innovation, and mentorship within higher education; and (c) Human Rights Education 2020, where she is a board member, supports and strengthens the implementation of international human rights education commitments.

SOCIAL MEDIA SPOTLIGHT



Featured on [ICI's Facebook](#) on November 20, 2017

Global Resource Center on Inclusive Education Passes \$1 Million in Funding. Read more at <https://ici.umn.edu/news/global-resource-center>.

NEW RELEASES



In-Home and Residential Long-Term Supports and Services for Persons with Intellectual or Developmental Disabilities: Status and Trends Through 2015

Authors: [Sheryl Larson](#), [Heidi Eschenbacher](#), [Lynda Anderson](#), Brittany Taylor, [Sandra Pettingell](#), [Amy Hewitt](#), Mary Sowers, and Mary Lou Bourne

This [report](#) describes the status of, and trends in, long-term supports and services for people with intellectual or developmental disabilities in the U.S. on June 30, 2015. It is based on an annual nationwide survey of directors of state intellectual and developmental disability agencies and large state residential facilities conducted by the National Residential Information Systems Project (RISP) at ICI's Research and Training Center on Community Living. The report presents data on individualized and congregate settings, utilization and expenditures for Medicaid's Home and Community-Based Waiver (HCBS) and Medicaid's Intermediate Care Facilities for Individuals with Intellectual Disabilities program, national longitudinal trends in the utilization of and expenditures for long-term services and supports, and services and supports provided in state-operated facilities serving 16 or more people with intellectual and developmental disabilities. Published by RISP.



Institute on Community Integration (ICI) Brochure

Want a quick introduction to ICI? This [informational brochure](#) describes the mission, program areas, and work of ICI. It profiles each of ICI's five program areas - Early Intervention and Autism Spectrum Disorder, Educational Assessment and Intervention, Educational Systems Improvement, Transition, and Community Living - and describes the research, training, and outreach emphases of our projects and centers. Published by ICI.



Educators' Experiences With and Attitudes Toward Accessibility Features and Accommodations

Authors: [Martha Thurlow](#), [Erik Larson](#), [Sheryl Lazarus](#), Vitaliy Shyyan, and Laurene Christensen

This [report](#) from the DIAMOND project explores the results of an online survey about educators' familiarity with and attitudes toward accessibility features and accommodations. Most of the 2,000 respondents reported that they work with students who use accessibility features and accommodations, which they believe to have a positive impact on educational

outcomes. However, the survey results also show noticeable differences between different groups of educators and suggest that teachers in general education and English learner education may need more support in making and implementing decisions about accessibility features and accommodations. Published by the DIAMOND project at ICI's National Center on Educational Outcomes (NCEO).



Frontline Initiative: Choice, Direction, and Control

Editor: [Claire Benway](#)

Managing Editor: [Julie E Dahlof Kramme](#)

The latest from the *Frontline Initiative* series, this [newsletter issue](#) for Direct Support Professionals (DSPs) focuses on how they can encourage the people they support to exercise choice, direction, and control over their lives. Published by the National Alliance for Direct Support Professionals and ICI's Research and Training Center on Community Living (RTC-CL).

EVENTS

RTC Policy Forum on Employment First



January 17, 2018, 1:30-3 p.m.

Roseville Public Library Community Program Room

2180 Hamline Avenue North

Roseville, Minnesota

Many adults with intellectual and developmental disabilities are either unemployed or underemployed, despite wanting to work in their community. The U.S. Department of Labor's Office of Disability Employment Policy has prioritized Employment First policies. Employment First is a framework for systems change that is centered on the premise that individuals with disabilities are capable of full participation in integrated employment and community life.

Panelists for this forum are [Jeffrey Nurick](#), project specialist at ICI's Research and Training Center on Community Living (RTC-CL); Ryan Merz, coordinator for employment efforts for people with disabilities at the Minnesota Department of Human Services; and Andrea Zuber, director of Social Services for Dakota County Community Services. [Registration is open.](#)

Changing Landscapes Reception for Authors from Cow Tipping Press

January 18, 4-6 p.m.

Pattee Hall

150 Pillsbury Drive SE

Minneapolis, Minnesota

This reception will honor the authors with disabilities from Cow Tipping Press featured in "Aliens in the Group Home: A Neurodiverse Literary Landscape," an exhibition from ICI's [Changing Landscapes](#), which supports artists with disabilities. The 15 authors in the exhibit study at Cow Tipping Press, an organization that teaches inclusive writing for adults with developmental disabilities, giving this group a chance to speak for themselves in a medium usually used to speak about them. As in human variations, these authors with disabilities use limited



characters to compose distinct vocal imagery through an uncommon form of art: words and graphic design displayed on raw wooden frames, built by [Nik Fernholz](#), that seem identical but feature subtle differences. Exhibitions in Pattee Hall are sponsored by the Stephanie Evelo Arts & Disability Memorial Fund. The reception will include hors d'oeuvres and a cash bar; all proceeds go to supporting artists with disabilities. The reading and awards ceremony starts at 5 p.m. The reception is free, but please [RSVP](#).

STAFF UPDATES



Kristi Rudelius-Palmer: In October, [Rudelius-Palmer](#) (pictured, right, with fellow ADA mentor Nolan Patrek and ADA Fellow Valentina Malanchii), traveled to Ukraine as a mentor on ICI's [ADA Anniversary Fellowship Program on Inclusive Education project](#). She met with educators, principals, parents, and community advocates on strategies and tools for inclusive and human rights education

policies and practices. At the National Council for the Social Studies annual conference in San Francisco, November 14-19, Rudelius-Palmer gave a workshop on "Making Human Rights Real: From Classroom to Community" and presented two human rights education awards. During the International Conference on Human Rights Education in Montreal, Canada, from November 30-December 3, she presented, "Successes and Challenges in Promoting and Measuring the Impact of Human Rights Education in Non-Formal Settings", "Museums: A Space for Human Rights Education in Action", and "New Frontiers in Interdisciplinary Human Rights Programs: Challenges and Opportunities."

Julie Kramme, Kelly Nye-Lengerman, and Roger Stancliffe: In November, two publications by [Kramme](#), [Nye-Lengerman](#), and [Stancliffe](#) were submitted into the U.S. Congressional Record for a hearing on aging and disability. One publication was a journal article, "Retirement Trajectories for Individuals with Intellectual and Developmental Disabilities," that *Intellectual Disabilities* has accepted for publication. The other publication was a poster, "How do People Who Are Aging with Intellectual and Developmental Disabilities Spend Their Days? Retirement Trajectories for People with IDD," that was presented at the Association of University Centers on Disabilities (AUCD) Annual Meeting in Washington, DC on November 6.

Norena Hale: In November, the College of Education and Human Development honored [Hale](#) as a 2017 Distinguished Alumna.



Kelly Nye-Lengerman: On November 19-21, [Nye-Lengerman](#) attended the Ruderman Inclusion Summit in Boston. On November 28, she presented research on developing and supporting the employment consultant workforce for people with intellectual and developmental disabilities at the State of the Science conference in Washington DC. In addition, she presented, "Lessons from the Field: Engaging Families in Research to Improve Outcomes and Services," at the TASH conference in Atlanta, December 12-15. At TASH, Nye-Lengerman also presented the poster, "Better Workforce Means Better Outcomes: Supporting Employment Consultants," which she co-authored with [Amy Guntz](#).



Amy Hewitt: On November 29, [Hewitt](#) was quoted in the article, "Why Autism Seems to Cluster in Some Immigrant Groups: Cultural Barriers Lead Clinicians to Misdiagnose or Miss Children with Autism in Immigrant Communities," published in *Spectrum*, a source of news and expert opinion on autism research. The article was reprinted in [Scientific American](#). Hewitt, who directed the Institute's [Minneapolis Somali Autism Spectrum Disorder Prevalence Project](#), discussed the project's findings from 2010 in the article and explained that her team is working with the Centers for Disease Control and Prevention to gather and analyze more recent data on ICI's current project on autism prevalence: [Minnesota Autism and Developmental Disabilities Monitoring Network \(MN-ADDM\)](#). Hewitt was also an invited panelist on "Going to Scale: Research on Systems Change for Persons with Severe Disabilities: Education, Employment, Community Living, and Family Support" at the TASH conference in Atlanta, December 12-15.

Claire Benway and Barb Kleist: [Benway](#) and [Kleist](#) just finished working with the Lewin Group on the MFP Workgroup: Developing A Business Case For Direct Service Workforce (DSW) Innovation Project, which ran January 1 through November 2017. This workgroup provided an opportunity for states to work together to develop a compelling message to advance DSW transformation. Benway and Kleist worked with the Lewin Group to facilitate seven virtual learning community sessions to support participating states in developing a business case focused on DSW workforce solutions. The participating states were Georgia, Massachusetts, Minnesota, North Dakota, Texas, Vermont, and Wisconsin.



Erin Watts and Rachel Freeman: On December 4, [Watts](#) (left) and [Freeman](#) (right) presented at a conference in Seoul, South Korea. The following day, they began a two-day training on organization-wide person-centered and Positive Behavior Support practices, also in Seoul. Their presentations were, "Getting Started: Using a Team Approach to Implement Person-centered Practices", "Key Features of Universal Person-centered Practices", and "How Person-centered Practices are Expanding Across the United States: Trends and Challenges Encountered."

Angela Amado, Julie Kramme, and Anab A. Gulaid: On December 13, [Amado](#), [Kramme](#), and [Gulaid](#) presented during "Dancing with the Spirits: Initiatives by UCEDDs to Address Spiritual Supports (and Lessons Learned)," a [webinar](#) sponsored by the Collaborative on Faith and Disability.



Angela Amado: [Amado](#) presented on "Families Supporting Social Inclusion for Their Adult Children: Lessons About Family Research" at the TASH conference in Atlanta, December 12-15.



Xueqin Qian: On December 14, [Qian](#) presented on "Lessons Learned from Three Reentry Programs for Young Offenders with Disabilities," a [webinar](#) hosted by the National Technical Assistance Center on Transition. See the related Feature Story above, "ICI Releases New Report on Youth with Disabilities in Juvenile Justice System."

Jennifer Hall-Lande, Kelly Nye-Lengerman, and Xueqin Qian: Beginning January 1, 2018, [Hall-Lande](#), [Nye-Lengerman](#), and [Qian](#) will work on an 18-month contract with the Minnesota Life College around Autism Spectrum Disorder (ASD) and transition that will evaluate the college's career certificate program. Hall-Lande and Nye-Lengerman will co-direct, while Qian will be the research manager.

ALUMNI UPDATES



Shadé Osifuye: Osifuye is an Accessibility Specialist in the Accessibility Resource Center at Minneapolis Community and Technical College. She meets with students to discuss accessibility barriers or concerns that impede their education, connecting them with internal and external resources, maintaining required documentation, determining reasonable and appropriate accommodations, mediating between students and the college for disability-related circumstances, and collaborating with faculty and staff on accessibility issues and concerns. But before all that, in 2014-2015, she was a [Minnesota LEND \(Leadership Education in Neurodevelopment and Related Disabilities\) Fellow](#).

While working on campus as a TRIO McNair Advisor, her colleague [Rebecca Dosch-Brown](#) encouraged Osifuye to apply to the Minnesota LEND Fellowship. She was accepted. As a LEND Fellow, Osifuye shared her perspective as a human rights advocate for people with disabilities. Even before she entered the program, her experience included working cross culturally within the United States and across African countries such as Kenya and South Africa. Yet the Fellowship broadened Osifuye's vision still further. "Being a MN LEND Fellow challenged my perceptions, allowed me to see beyond the scope of what I thought I knew, and gave me the opportunity to establish and build connections with children and their families," she recalls. "I was also able to partake in meaningful practical and research opportunities in the context of disability and diversity, which had a profound impact on my career goals."

This email was sent by:

Institute on Community Integration, 109 Pattee Hall, 150 Pillsbury Drive SE,
Minneapolis, MN, 55455, USA

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