



ICI INSTITUTE *on* COMMUNITY INTEGRATION

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

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FEATURE STORIES



New Database of Instruments that Measure HCBS Outcomes for People with Disabilities

ICI's [Rehabilitation Research and Training Center on Outcome Measurement](#) (RTC-OM) has [developed a database](#) that catalogs instruments commonly used to measure the outcomes of recipients of home and community based services (HCBS). Consistent with the HCBS Settings Rule, these services are intended to support persons with disabilities to live, work, and recreate within inclusive communities. HCBS programs serve persons with a variety of disabilities supporting their self-determination, community inclusion, and overall quality of life. "The database is a key component of the Center's work in improving measurement of HCBS outcomes," says [Renáta Tichá](#), one of the Center's Co-Principle Investigators.

The RTC-OM's HCBS Outcome Measurement Database includes information on over 120 instruments, allowing users to access information related to whether an instrument's items correspond to the critical domains and subdomains of the National Quality Forum's HCBS Outcome Measurement Framework; whether questions are person-centered; who responds to items as well as their response options; and the instrument's psychometric properties (i.e., reliability, validity, sensitivity to change). "The database is designed to aid policymakers, providers, and researchers in selecting instruments most appropriate for answering questions with respect to the outcomes experienced by the recipients of HCBS and the quality of the supports they receive," says Tichá.

The database is available in two versions, one of which can be [accessed by the public](#) and the other whose use is restricted to developers of measures and staff from federal agencies who administer HCBS programs. RTC-OM Co-Director, [Brian Abery](#) indicates that, over the next several months, the Center will be providing a series of training webinars to potential users of the database. Individuals interested in

participating in these sessions should check the RTC-OM's website for the training schedule.

The RTC-OM is co-directed by Brian Abery, who serves as the Principle Investigator, and [Amy Hewitt](#).



International Symposium to Mark Completion of ICI Project with Armenia

On September 28, the work of [Enhancing the Inclusion of Children and Youth with Disabilities in Armenia: University of Minnesota - Armenian State Pedagogical University Partnership](#), a project of ICI's [Global Resource Center for Inclusive Education](#) (GRC), culminates in the "Path to Inclusion" international symposium in the Armenian capital of Yerevan. The symposium will mark the official end of the

project, present its achievements, highlight jointly-developed products, and help chart a path forward for inclusive education in the country.

The symposium, like the project, is sponsored by UNICEF Armenia and will be attended by officials from UNICEF, federal and local government, universities, nongovernmental organizations, and schools, as well as parents. ICI's [Renáta Tichá](#), who co-directs the project with [Brian Abery](#), will deliver the keynote address, along with her Armenian counterpart, Marianna Harutyunyan. "This is the first time that UNICEF Armenia has funded a university-to-university partnership to address the lack of inclusion in the Armenian schools," says Tichá. "It will provide faculty, teachers, and parents with best practices for including students with disabilities, based on strategies initially implemented in the U.S. educational system and adapted for the Armenian context."

The focal point of the symposium will be the unveiling of the products developed through the project. These include: (1) *Inclusive Education Strategies: A Textbook*, an Armenian/English language publication written by 13 U.S. and 12 Armenian authors; (2) revision of four Armenian State Pedagogical University (ASPU) courses on inclusion for general and special education personnel; (3) three webinars that focus on supporting students with mild and more significant disabilities, as well as peer-assisted learning strategies; (4) three learning modules, one each on co-teaching, Universal Design for Learning, and instructional strategies for inclusive classrooms; and (5) *The Path to Inclusion*, a 27-minute documentary film by ICI's [Jerry Smith](#) about the project and Armenia's progress in including students with disabilities.

ICI Welcomes Fulbright Scholar from South Korea

On September 4, ICI welcomed Fulbright Scholar [Kyung Mee Kim](#) for a year of study in person-centered practices and individual budgeting, working alongside Rachel Freeman at ICI's [Research and Training Center on Community Living](#) (RTC-CL). Dr. Kim is a professor from the Department of Social Welfare at Soongsil University in Seoul, South Korea. Her country is considering individual budgeting in its disability policies and she wants to inform those policies with what she learns in Minnesota. "I want to learn



person-centered practices: the concept, how to practice them, and how to implement them," she says. "Actually, I have worked very closely with the Korean disability community. They want me to learn this deeply so I can apply it when I get back to Korea."

A visit to ICI last year with Korean colleagues prompted her to apply for a Fulbright scholarship at the Institute. "I was impressed with how well Minnesota is doing with individual budgeting and person-centered practices, so I planned to learn about these practices at the personal, organizational, and state levels. I will also conduct my own research about individual budgeting through reading the materials and by interviewing people such as state staff, case managers, organizational staff, and service users."

SOCIAL MEDIA SPOTLIGHT



Featured on [ICI's Facebook](#) on August 30, 2018

What a lovely evening last night at The Minneapolis Club. Our "Art for All: The Stephanie Evelo Fund for Art Inclusion" initiative enjoyed our biggest audience yet - thanks to everyone who came out in support! New friends were made, more art was sold, and most importantly our 5 artists enjoyed your support. Thank you. Stay tuned for our next public event featuring new and exciting artists!

NEW RELEASES



Frontline Initiative: The Changing Roles of the Direct Support Professional

Editors: [Julie Kramme](#) and [Chet Tschetter](#)

[This newly-redesigned issue of Frontline Initiative](#) recognizes the changing role of the Direct Support Professional (DSP). It highlights public policies that can support the changing role of DSPs, and ways they support brighter futures. It focuses on the successes of self-advocates, DSPs, and others who have taken and are taking action to improve quality of life for those they support through implementing person-centered practices and advocating for needed change. [Frontline Initiative is a series](#) covering the issues important to DSPs and supervisors who support people with intellectual and developmental disabilities and other disabilities in a variety of community settings. Each feature issue contains resources, perspectives, and strategies to advance the profession of direct support.

This issue also pilots new accessibility technology called "Read-it-to-Me!," which was designed to increase access to web content for users with reading challenges, and for anyone who would like a break from reading. "Read-it-to-Me!" was conceived of and developed by [Shawn Lawler](#), with support from ICI's Information Technology team and graphic design by [Connie Burkhart](#). *Frontline Initiative* is jointly published by the National Alliance for Direct Support Professionals and ICI's [Research and Training Center on Community Living](#).

Journal Articles Published

"Alignment between the Convention on the Rights of Persons with Disabilities and the National Core Indicators Adult Consumer Survey." (2018). By [Renáta Tichá](#), [Xueqin Qian](#), [Roger J. Stancliffe](#), [Sheryl A. Larson](#), and Alexandra Bonardi. Published in the [Journal of Policy and Practice in Intellectual Disabilities](#), *15*(3), 247-255.

"Association of state-level and individual-level factors with choice making of individuals with intellectual and developmental disabilities." (2018). By [James Houseworth](#), [Roger J. Stancliffe](#), and [Renáta Tichá](#). Published in [Research in Developmental Disabilities](#), *83*, 77-90.

"Implementation of self-directed supports for people with intellectual and developmental disabilities in the United States." (2018). By Matt Bogenschutz, Matt DeCarlo, [Jennifer Hall-Lande](#), and [Amy Hewitt](#). Published in the [Journal of Disability Policy Studies](#).

"Building an evidence-based, holistic approach to advancing integrated employment for individuals with IDD." (2018). By Allison Cohen Hall, John Butterworth, Jean Winsor, [Kelly Nye-Lengerman](#), and Jaimie Timmons. Published in [Research & Practice for Persons with Severe Disabilities](#).

"Exploring the role of prevocational services for people with intellectual and developmental disabilities in Medicaid HCBS waivers." (2018). By Carli Friedman and [Kelly Nye-Lengerman](#). Published in the [Journal of Vocational Rehabilitation](#), *49*(1), 127-138.

"Strengthening employment services for job seekers with intellectual and developmental disabilities." (2018). By Alberto Migliore, [Kelly Nye-Lengerman](#), Oliver Lyons, and John Butterworth. Published in [Bringing Employment First to Scale](#), *15*.

EVENTS

ICI Staff to Present at MN APSE State Conference

October 2

Edinburgh USA

8700 Edinbrook Crossing
Brooklyn Park, Minnesota



[Jody Van Ness](#) and [Laurie "Chet" Tschetter](#) are presenting on person-centered practices at this statewide gathering of employment professionals, advocates, families, and policymakers. ICI's [Kelly Nye-Lengerman](#) is a MN APSE board member and the Institute is co-sponsoring the event. This year's conference tracks include: Employment and Mental Health; Employment Services; Employment Updates and Resources; and Development for Employment Professionals. [Register here.](#)

Check & Connect Mentor Training

November 29-30, 8:30 a.m. - 3:30 p.m.

University of Minnesota Continuing Education and Conference Center
1890 Buford Avenue
St. Paul, Minnesota



[Check & Connect](#)'s two-day Mentor Training is an in-depth, competency-based training designed to provide Check & Connect mentors with the information, competencies, and skills needed to be an effective Check & Connect mentor at their local site. Check & Connect is a student engagement intervention model designed to promote students' engagement with school, reduce dropout, and increase school completion. Participants will learn about and understand: the core components and elements of Check & Connect, the role and expectations of the Check & Connect mentor, the population of students they are mentoring and how to best meet their needs, how to implement the "Check" and "Connect" procedures with fidelity, and the competencies and skills needed to be an effective mentor. [Register by November 8.](#) The early bird rate is good until September 29.

STAFF UPDATES

Jessica Simacek and **Adele Dimian**: [Simacek](#) and [Dimian](#) presented, "Telemedicine as an Early Intervention Modality to Address Barriers to Intervention Access Across Minnesota for Young Children Receiving Services Under the Early Intensive Developmental Behavioral Intervention (EIDBI) Benefit," on July 13 at the Minnesota Department of Human Services and July 27 at the Minnesota Department of Education. The audience included providers for, and families of, children with autism, as well as stakeholders from the two state agencies.

Stephanie Benson, **Jessica Simacek**, **Adele Dimian**, and **Nichole Meyer**: Beginning July 23 and ending on August 21, [Benson](#), [Simacek](#), [Dimian](#), and [Meyer](#) conducted the first three of six trainings in "Applying Positive Behavior Supports (PBS) in Minnesota Human Service Settings" for the Department of Human

Services (DHS). This is the second series of six trainings in PBS being offered by DHS/ICI this year. Providers and practitioners across the state attended in person or via webinar. Attendees include providers around the state for adults and children with intellectual and/or developmental disabilities and/or mental health needs.

David Johnson, Kelly Nye-Lengerman, Maureen Hawes, and Amy Gunty: On July 23-25, [Johnson](#), [Nye-Lengerman](#), [Hawes](#), and [Gunty](#) hosted a number of focus groups at the OSEP Project Directors conference in Washington, D.C. to collect data from PROMISE directors from around the U.S. This data will be used to create a "lessons learned" report for federal partners of ICI's [PROMISE Technical Assistance Center](#).

Lynda Anderson, Sandy Pettingell, and Amy Hewitt: In August, [Anderson](#), [Pettingell](#), and [Hewitt](#) completed a project with the Association for Residential Resources in Minnesota (ARRM) on an annual workforce/provider survey to use in their legislative work. Also in August, the Family Support Research and Training Center (FSRTC) at the University of Illinois at Chicago published a research brief by Anderson, Hewitt, and T. J. Sutcliffe of The Arc of the United States, titled, *Support Services for Adult SSI Recipients with IDD*. In September, FSRTC published two briefs by Anderson, Pettingell, Hewitt, and Sutcliffe, titled, *Employment Outcomes and Paid Leave for Caregivers of Children with Intellectual or Developmental Disabilities* and *Employment Outcomes and Paid Leave for Caregivers of Adults with Intellectual or Developmental Disabilities*.



Susan O'Neil: On August 8, [O'Neil](#) completed an eight-week session of Wellness Recovery Action Planning (WRAP©) with a cohort from Community Integrated Work Program, Inc. (CIWP) in Antioch, California. WRAP is an evidence-based, person-directed, peer-led person or family-centered planning process that comes from the mental health field. On August 17, O'Neil presented the process, outcomes, and next steps on the Minnesota Department of Human Services (DHS) contract for developing training in person- and family-centered approaches in mental health and co-occurring conditions to the Cultural and Ethnic Communities Leadership Council (CECLC) in St. Paul. The council advises the DHS commissioner on reducing disparities that affect racial and ethnic groups in DHS programs.



Kelly Nye-Lengerman: On August 14, [Nye-Lengerman](#) presented at the Iowa APSE conference in Des Moines on, "Are Effective Employment Practices Being Implemented?" Her presentation focused on research conducted with employment consultants nationwide, in partnership with University of Massachusetts Boston.

Laurie "Chet" Tschetter and Claire Benway: On August 14, [Tschetter](#) and [Benway](#) presented a webinar for The Arc of the United States on how to structure a hiring interview and use a Scoring Guide and other considerations in order to select appropriate staff and reduce turnover. The intended audience were

members of The Arc from across the country.

Sheryl Lazarus, Kristi Liu, Martha Thurlow, and Terri Vandercook: On August 17, [Lazarus](#), [Liu](#), [Thurlow](#), and [Vandercook](#) of ICI's [TIES Center](#) (a National Technical Assistance Center on Inclusive Practices and Policies) held the first in-person meeting of the Center's expert panel in Washington D.C. to develop plans for technical assistance initiatives with states and districts. Technical assistance efforts will support sustainable changes in K-8 educational systems so that students with significant cognitive disabilities can fully engage in the same instructional and non-instructional activities as their general education peers while being taught in a way that meets their individual learning needs.

David Johnson, Eileen Klemm, Jana Hallas, and Joe Angaran: In late August, [Johnson](#) (PI) and [Klemm](#) (Co-PI) secured two new development schools for year two of the Systematic Support for Promoting Graduation sponsored project. This project is funded by OSEP's Stepping Up Technology Implementation grant program. The two sites are Cooper High School in Robbinsdale Area Schools in Minnesota and Woodlands Middle School in The School District of Palm Beach County in Florida. Training on implementing Check & Connect and using the Check & Connect App began the week of August 20 at both sites. [Hallas](#) is site lead for Cooper High School and [Angaran](#) is site lead for Woodlands Middle School.

Pang Chaxiong and Isabella Xiong: On August 22, CanChild released two posters -- one for cerebral palsy and one for childhood disability in general -- that [Chaxiong](#) translated into Hmong, supported by [Xiong](#). The posters are based on Peter Rosenbaum's November 2017 lecture to MNLEND Fellows, including Chaxiong, on the Six F Words of Childhood Disability: Function, Fitness, Friends, Future, Fun, and Family. Rosenbaum invited MNLEND Fellows to translate the poster into different languages to help with dissemination and Chaxiong and Xiong accepted the opportunity.

Rebecca Dosch Brown, Amy Hewitt, Beth Fondell, and Barb Kleist: On August 23-24, [Dosch Brown](#) and [Hewitt](#) oriented the 31 MNLEND Fellows of the 2018-19 year. [Fondell](#) and [Kleist](#) led the Fellows through a Person/Family-centered Thinking two-day training. Both events occurred at Open Book in downtown Minneapolis.



Barb Kleist: On August 28, [Kleist](#) presented as part of a panel on, "The Direct Support Professionals Workforce Crisis: How Data Can Inform Retention and Recruitment Solutions to Stem the Turnover Tide," at the Annual National Home & Community Based Services Conference in Baltimore, Maryland.



Amy Hewitt, Julie Kramme, Mark Olson, Jerry Smith, and Laurie "Chet" Tschetter: On September 7-8, several ICI staff participated in the NADSP (National Alliance for Direct Support Professionals) annual conference in St. Louis, Missouri. [Hewitt](#) delivered a plenary session and co-presented John F. Kennedy, Jr. Awards to seven pioneering Direct Support Professionals (DSPs)

who have tirelessly advocated for DSPs to be recognized as professionals, one of whom was [Olson](#) (pictured). [Smith](#) presented on his documentary film about DSPs. [Kramme](#) and [Tschetter](#) staffed an exhibit. NADSP was a partner in producing this year's *Impact* issue on the direct support workforce and included a copy of the issue in each participant packet at the conference.

Heidi Eschenbacher and **Beth Fondell**: On September 8, [Eschenbacher](#) and [Fondell](#) staffed the ICI table at the Down Syndrome Association of Minnesota's 2018 Transition Through Adulthood: A Conference for Parents and Caregivers in Bloomington. They shared resources and information related to the needs of teens and adults with developmental disabilities and their families.

ALUMNI UPDATES



Elisabeth Seburg: Elisabeth Seburg, a Senior Research Project Manager, has worked at the HealthPartners Institute for six years. But before that, she completed the [Certificate in Disability Policy and Services](#) at ICI and she was also a [MNLEND Fellow](#) in 2011-12. "In both MNLEND and the Certificate program, I learned the importance of collaboration," she says. "At 'Tuesdays at the Capitol,' I saw people and organizations from across Minnesota coming together to work toward the common goal of improving services and policies affecting people with disabilities. These experiences helped me strengthen the skills needed to excel in collaborative situations. As a research project manager now, interdisciplinary collaboration is an essential part of my job; I need to be able to work effectively with diverse teams from various disciplines."

"The Certificate in Disability Policy and Services was a valuable part of my educational experience and professional formation. The coursework provided a strong foundation in disability policy. I learned about disability-related services and policies, and I gained a deeper understanding of how people and community groups can advocate for policy change.

"Participating in MNLEND and the Certificate program also gave me the opportunity to learn directly from the disability community in Minnesota. Through an internship with the Minnesota Brain Injury Alliance and participating in 'Tuesdays at the Capitol,' I saw first-hand the power of self-advocacy and how people with disabilities, their families, and allies can influence policy through advocacy work. I also learned the importance of understanding and valuing a person's experience and background in order to create a strong working relationship. Establishing strong working relationships is key to my current position in research, in which I interact directly with study participants and their families."

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