



ICI INSTITUTE *on* COMMUNITY INTEGRATION

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

NOVEMBER 2018

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FEATURE STORIES

Johnson Receives George S. Jesien Distinguished Achievement Award from AUCD



On November 13, ICI's [David R. Johnson](#) received the George S. Jesien Distinguished Achievement Award at the Association of University Centers on Disabilities (AUCD) Annual Meeting in Washington, DC. This national award recognizes an executive, faculty or staff member from a University Center for Excellence in Developmental Disabilities (UCEDD), Leadership Education in Neurodevelopmental and Related Disabilities (LEND) program, or Intellectual and Developmental Disability Research Center (IDDRC) who has demonstrated a distinguished career of excellence and leadership in support of AUCD's mission to advance policy and practice for and with people living with developmental and other disabilities, their families, and communities.

"I have enjoyed a wonderful, fulfilling career," said Johnson (pictured at right with George Jesien) as he accepted the award. "And I have come to fully recognize that my work with the members of this organization influenced my conviction that our great universities are essential partners in advancing the public good through our interdisciplinary research and education, and sustained community engagement. It is important for us all to recognize that the work we do makes a difference in people's lives."

Johnson, who directed ICI from 1997 until June 2018, was nominated by the current director, [Amy Hewitt](#), and David O'Hara of the Westchester Institute. "Dr. Johnson has a lifetime of leadership, service, scholarship, published authorship, as professor and mentor," they wrote in their letter to the AUCD

Award Committee. "For nearly 40 years, Dr. Johnson has devoted his career to improving education and transition services for people with intellectual and developmental disabilities through research, demonstration, teaching, and education. Without question, Dr. Johnson has made significant contributions to dissemination of knowledge in the field of intellectual and developmental disabilities that have made an impact at a national and international level. His resume could come in chapters but has a simple theme: equality, access, and opportunity for all persons with disabilities."

Other UCEDD directors lauded Johnson. "David is generous in both time and spirit. He is the colleague we all turn to when we need to discuss anything related to transition... In his low key and unassuming manner, he shares information and empowers others to come to better and more reasoned and productive strategies," wrote Deb Spitalnik, the UCEDD/LEND Director at Rutgers University. Additionally, George Jesien, the former AUCD Executive Director for whom the award is named, said, "David is the iconic scholar and gentleperson who has always been ready to help, to listen, and to offer support to friends, colleagues, and students alike. His engagement in any discussion invariably raises the level of discourse, bringing new information, relevant historical facts, along with the rare ability to focus in on details while maintaining a thorough recognition of the big picture. David Johnson is an accomplished researcher, effective teacher and mentor, a highly respected administrator, and incredibly productive professor who is eminently qualified to be recognized for his commitment and contribution to the field of disabilities and to the AUCD network of centers."

Johnson continues to work on ICI research and development projects focused on the transition of youth with disabilities from school to further education, employment, and community living. He is also professor and coordinator of graduate programs in evaluation studies at the University's Department of Organizational Leadership, Policy, and Development.

Massachusetts Community Remembers Soldier Through Check & Connect



On November 11, our nation commemorated Veterans Day in many ways. Earlier this fall, one community in Amesbury, Massachusetts, came together to remember a local soldier by starting a [Check & Connect](#) (C&C) program at his former school. Sgt. Jordan Shay, a 2005 Amesbury High School graduate, was killed in Iraq. In one of his last letters home, he asked his mother to start a scholarship in his name should anything happen to him. In the letter, he specifically requested that the scholarship be need-based, and that recipients of the scholarship be those who want to change the world, such as students pursuing a career as a firefighter or police officer. His legacy lives on through the Jordan Shay Memorial Scholarship Fund, which has been administered by the Amesbury Educational Foundation, Inc. since 2009.

The Jordan Shay Memorial Scholarship Fund has now funded a project called Champions For Children - Check And Connect. Project staff from the Amesbury Police Department and the Amesbury Public School district are being trained to implement C&C, a research-based intervention that ICI developed for K-12 students who show warning signs of disengagement with school and who are at risk of dropping

out. At the core of C&C is a trusting relationship between a student and a caring, trained mentor who both advocates for and challenges the student to keep education relevant. The goals are to decrease truancy, behavior referrals, and dropout rates while increasing attendance, school persistence, school completion, and quality of life. The work of C&C brings communities together to support students' success, while providing structured mentoring for students and families for at least two years, functioning as liaisons between home and school and striving to build constructive family-school relationships.

"I was very fortunate to be able to work with the staff of Amesbury Public Schools as they began their work with Champions for Children," says C&C trainer [Jana Hallas](#) (pictured in front row, third from left). "This training was not only unique in its funding source, but also with the inclusion of police officers to serve as Check & Connect mentors. I look forward to my continued work with them as they work to improve education outcomes for the students of Amesbury. I was honored to work with the Amesbury Educational Foundation, Inc. to fulfill the wishes of Sgt. Shay."

MNLEND Now Accepting Fellowship Applications

ICI's [Minnesota Leadership Education in Neurodevelopmental and Related Disabilities](#) (MNLEND) program is recruiting its next cohort of [MNLEND Fellows](#) for 2019-20. This year-long graduate-level interdisciplinary program trains emerging leaders to advocate for, and improve the quality-of-life outcomes of, infants, children, and adolescents with

neurodevelopmental disabilities, such as autism spectrum disorders, fetal alcohol spectrum disorders, cerebral palsy, epilepsy, and Down syndrome. MNLEND will offer 28-30 fellowships to self-advocates with disabilities, family members, community practitioners, graduate students, and post-doctoral students. Fellows receive generous award stipends. Applicants from under-represented racial and ethnic/linguistic communities are strongly encouraged to apply.



MNLEND Fellows vividly recall what the program has meant to them. John ("Jack") Reagan, from the 2017-18 fellowship class (pictured), wrote, "I think that overall LEND is the most incredible experience of my life, being able to network and develop evidence-based practice to influence systems. I value every aspect of LEND." His classmate, Pang Chaxiong, agreed and added: "LEND instilled in me this 'can-do' vibe...this 'I-am-the-one-to-do-it' attitude. As a growing leader, I will continue to think not only of the way things are, but also of the way things could be." Another classmate, Yusuf Samatar, reflected: "I learned about different leadership styles, and that a leader has to inspire and bring others together and create a positive environment. Meeting with professional people from different disciplines and fields was the opportunity of a lifetime. I learned about ASD/NDD from different researchers and professors... and each one of them was like a walking library. I also learned how to assess Positive Behavior Supports and how to manage problems behavior positively."

[Applications are online.](#) Inquiries should be directed to [Rebecca Dosch Brown](#), MNLEND Program Coordinator. The deadline is March 1, 2019.

ICI Film About School Inclusion in Armenia Receives Award

The documentary film [Education for Every Child: Armenia's Path to Inclusion](#), directed by ICI's [Jerry Smith](#), has received a Gold Award at the 2018 MarCom Awards, an international creative competition that recognizes outstanding achievement by marketing and communication professionals. The film explores the work of University of Minnesota researchers collaborating with UNICEF-Armenia and Armenian State Pedagogical University (ASPU) in developing fully inclusive schools for children with disabilities. "Beyond strategies for promoting full inclusion, this film shows the value of building strong partnerships and underscores ICI's international reach," says Smith.



The 28-minute film is part of [Enhancing the Inclusion of Children and Youth with Disabilities in Armenia: University of Minnesota - Armenian State Pedagogical University Partnership \(ASPU\)](#), a collaborative project between ICI and ASPU. The documentary features ICI researchers [Brian Abery](#) and [Renáta Tichá](#), and Christopher Johnstone from the University's College of Education and Human Development, who along with Smith and Associate Professor Susan O'Connor from Augsburg University in Minneapolis worked with their Armenian counterparts. Armenia is making education more inclusive, triggering a critical need for training, knowledge dissemination, and technical assistance to support this endeavor, and ASPU is the only university in the country that trains both general and special education personnel. Besides the film, the project has also: (1) published *Inclusive Education Strategies: A Textbook*, an Armenian/English language publication written by 13 U.S. and 12 Armenian authors; (2) revised four ASPU courses on inclusion for general and special education personnel; (3) hosted three webinars on supporting students with mild and more significant disabilities, as well as peer-assisted learning strategies; and (4) produced three learning modules, one each on co-teaching, Universal Design for Learning, and instructional strategies for inclusive classrooms.

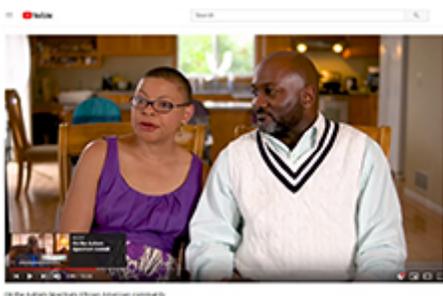
ICI Researchers Promote Inclusive Education in Denmark and Ukraine

[Renáta Tichá](#) (standing at right) and [Brian Abery](#) of ICI's [Global Resource Center on Inclusive Education](#) traveled to Denmark and Ukraine in late October to continue their international work supporting research on, and implementation of, inclusive education practices. In Denmark,



Abery and Tichá shared their work on the implementation of Response to Intervention, as well as the use of curriculum-based measurement to drive instructional decision-making for students who experience significant cognitive disabilities, with faculty, researchers, and students at the 1st Annual Inclusive Education Summit sponsored by the University College of Northern Denmark and Aalborg University. The pair then traveled to Ivano-Frankivsk, Ukraine, and presented on a variety of evidence-based inclusive education teaching practices to students, area teachers, and faculty at the Inclusion Without Borders Conference supporting the inclusive education community at Ivano-Frankivsk College, Carpathian National University. While in Ivano-Frankivsk, Abery and Tichá also met with ICI's former Inclusive Education Fellows (funded by the U.S. Department of State [ADA Anniversary Inclusive Education Fellowship Program](#)) from Ukraine in planning sessions designed to help launch a recently awarded inclusive education training grant funded by the U.S. Embassy in Ukraine. "Our work in Denmark was enriched by an opportunity one afternoon to provide feedback to students from the University College planning to conduct their senior theses on the topic of inclusion" says Abery. "The trip to Ukraine is an example of sustained collaboration that began with the ADA Fellowship Program on Inclusive Education and now focuses on inclusive education practices in different settings across Ukraine, supported by a U.S. Embassy grant awarded to fellow alumni from the country," says Tichá.

SOCIAL MEDIA SPOTLIGHT



Featured on [ICI's Facebook](#) on November 13, 2018

Minnesota mom Sheletta Brundidge, a longtime media personality in the Twin Cities, is hoping a new series of videos funded by the MN Department of Human Services and produced by the [RTC on Community Living](#) will promote greater understanding of Autism Spectrum Disorder and the services available to Minnesota families.

NEW RELEASES

Journal Articles Published

["A Longitudinal Study of Parent-reported Sensory Responsiveness in Toddlers at-risk for Autism."](#) (2018). By Jason J. Wolff, [Adele F. Dimian](#), K. N. Botteron, S. R. Dager, Jed T. Elison, A. M. Estes, H. C. Hazlett, R. T. Schultz, L. Zwaigenbaum, and J. Piven. Published in *The Journal of Child Psychology and Psychiatry*.

["Educational Practices and Strategies that Promote Inclusion: Examples from the U.S."](#) (2018). By [Renáta Tichá](#), [Brian Abery](#), and [Laurie Kincade](#). Published in *Sociální pedagogika/Social Education*, 6(2).

EVENTS

Frontline Initiative Webinar

November 28, 2 pm Eastern Time

National Alliance for Direct Support Professionals Webinar



Webinar host John Raffaele, Director of Educational Services for the National Alliance for Direct Support Professionals (NASDP), will dive into the latest issue of *Frontline Initiative* about the changing roles of the Direct Support Professional (DSP). *Frontline Initiative* is co-published by ICI and NADSP. Raffaele will interview contributing author, Alison Barkoff, Director of Advocacy at the Center for Public Representation in Washington, DC. She will provide insight into the Home and Community Based Service Settings Rule and how it relates to DSPs in the United States. Raffaele will also offer a glimpse into the latest issue of *Frontline Initiative*. [Registration is now open.](#)

STAFF UPDATES

Amy Hewitt, Kelly Nye-Lengerman, and Renáta Tichá: On October 18, [Hewitt](#) and [Nye-Lengerman](#) presented a poster, "Engaging Families in Research: Experiences and Lessons Working in Young Adults and Adults in Family Home Settings," which they co-authored with [Tichá](#), at the 40th anniversary celebration of the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR) in Washington, DC.

Amy Gunty, Kristin Dean, and Kelly Nye-Lengerman: On October 18, the *Policy Research Brief*, "[Employment First: An Update on National Progress](#)," by [Gunty](#), [Dean](#), and [Nye-Lengerman](#) was used by United States Senate HELP committee staffers to develop a clearer understanding of the adoption of Employment First policies around the U.S.

Lynda Anderson and Kelly Nye-Lengerman: On October 22, [Waiver Reimagine](#) project staff [Anderson](#) and [Nye-Lengerman](#), in partnership with Minnesota Department of Human Services (MN DHS) and the Human Services Research Institute, presented findings to Minnesota stakeholder and county leadership groups on new priorities and planning by MN DHS to update Home and Community Based Services (HCBS) waivers. As a result of the Waiver Reimagine project, MN DHS is developing a long-range plan to modernize and integrate the four HCBS waivers (Developmental Disabilities, Community Access for Disability Inclusion Waiver, Community Alternative Care, and Brain Injury) to more fully support community living and integration for Minnesotans with disabilities.



Macdonald Metzger: On November 1, [Metzger](#) co-presented at the 35th NADD Annual Conference in Seattle on "Addressing the Changing Needs of Frontline Staff" and "Roadmap for NADD DSP Credentialing," emphasizing the growing importance of lifelong learning in the field of intellectual/developmental

disabilities and mental illness.

Kristi Liu and Yi-Chen Wu: On November 2, [Liu](#) and [Wu](#) presented, "Assessment Accommodations for English Learners with Disabilities: What Do We Know and What Do We Need to Know?" The presentation was on campus at the monthly Educational Measurement Speaker Series hosted by the University of Minnesota's Department of Educational Psychology.



Brian Abery and Renáta Tichá: On November 7, [Abery](#) and [Tichá](#) presented a webinar hosted by the Administration for Community Living. The webinar focused on the [Rehabilitation Research and Training Center on Outcome Measurement \(RTC-OM\)](#) database of instruments that measure the outcomes for people with disabilities of the home and community based services that they receive.



Kelly Nye-Lengerman: On November 8, [Nye-Lengerman](#) delivered the keynote address, "Tapping into Potential with Expectations: Making Employment and Post-Secondary Education the New Norm for Individuals with Disabilities," at the Equity, Access & Inclusion: A World Usability Day Event at the University of Maine. She also presented, "Collaborative Approaches to Promoting Post-secondary Education and Employment for Youth on SSI."



Brian Abery, Rebecca Dosch Brown, Amy Esler, Jennifer Hall-Lande, Libby Hallas-Muchow, Amy Hewitt, Anab Gulaid, Kelly Nye-Lengerman, Jen Poynter, and Renáta Tichá: On November 11-14, numerous ICI staff presented and co-presented sessions and posters at the Association of University Centers on Disabilities (AUCD) Annual Meeting in Washington, DC. Among them were ICI director [Hewitt](#), who is AUCD Board President-Elect and 2018 AUCD Conference Chair; she also served on the conference planning team. Hewitt co-presented sessions on community living, working with state agencies to influence policy and practice, and the intersection of disability identity and science. [Nye-Lengerman](#) presented a poster and co-presented three sessions on employment for people with disabilities. [Dosch Brown](#) was a panelist and co-presented a poster on Design Thinking Framework applied to disability community-based action research. [Abery](#) and [Tichá](#) co-presented on developing international leadership in inclusive practices. [Hallas-Muchow](#), [Poynter](#), [Esler](#), [Hall-Lande](#), [Gulaid](#) all joined Hewitt in a presentation on the prevalence of autism in immigrant communities in Minnesota. ICI was among the sponsors of the conference.

Claire Benway and Chet Tschetter: On November 15, [Benway](#) and [Tschetter](#) began a series of five monthly webinars for ANCOR members on use of the DSP Toolkit that will extend into March 2019. Guest community providers will share how they use a specific tool. The webinars are hosted by ANCOR and ICI's [Research and Training Center on Community Living](#).



Matthew Bogenschutz: Bogenschutz is an assistant professor at the Virginia Commonwealth University School of Social Work, where he has been on faculty since 2013. At VCU, Bogenschutz teaches courses in social welfare policy, serves as the social work core faculty for the Virginia Leadership Educational in Neurodevelopmental Disabilities program, and conducts research aimed at understanding and enhancing community living outcomes for people with intellectual and developmental disabilities (IDD). In his current research project, Bogenschutz is working with colleagues at the Partnership for People with Disabilities (Virginia's University Center for Excellence in Developmental Disabilities) to combine Medicaid claims data, the National Core Indicators, and the Supports Intensity Scale to create a novel method of evaluating statewide IDD system performance at a time of substantial change in Virginia's systems of support for people with IDD. That research project is funded by a field initiated grant from the National Institute on Disability, Independent Living, and Rehabilitation Research, a federal agency.

But before all that, while earning his Ph.D. in social work at the University of Minnesota from 2006 to 2010, Bogenschutz worked as a Graduate Research Assistant at ICI on several projects, including the [Research and Training Center on Community Living \(RTC-CL\)](#). He also earned his [Certificate in Disability Policy and Services](#) and was a post-doctoral fellow in the [Minnesota Leadership Education in Neurodevelopmental and Related Disabilities \(MNLEND\)](#) program in the 2010-2011 academic year. These ICI experiences remain important for Bogenschutz. He says the research skills he learned at the RTC-CL directly translate to his current research endeavors, and his experience as a LEND post-doc has shaped his role as a LEND faculty member today. Many of his colleagues and fellow students at ICI are now among his most valued colleagues and collaborators, and he has found that his affiliation with ICI gives him instant credibility with disability researchers and leaders from across the country.

"I would certainly not be in the position I am in today if it were not for my time at ICI," says Bogenschutz. "The skills I gained at ICI for leadership, interdisciplinary collaboration, and conducting research that helps to shape policy and services for people with IDD are all very important to my career. Most importantly, the vision that ICI has for communities that fully include people with IDD is what drove my work at ICI and continues to be my motivator today."

Bogenschutz recently contributed the latest issue of Impact, writing an article titled, "[Self-Directed Services: Tradeoffs and Benefits for People with Disabilities and Their Families.](#)"

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