



# ICI INSTITUTE *on* COMMUNITY INTEGRATION

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

JUNE 2017

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

---

## FEATURE STORIES

### International Fellows Visit ICI to Bring Home New Energy for Inclusive Education

Twenty Fellows from Ukraine, Kazakhstan, Armenia, and India arrived at ICI in late April 2017 to participate in a six-week intensive fellowship program at a variety of Minnesota organizations supporting the educational inclusion of children



with disabilities. It was all part of the [2016 Americans with Disabilities Act \(ADA\) Anniversary Inclusive Education Fellowship Program](#) awarded to ICI and designed to develop leadership skills to support the educational inclusion of children with disabilities in those four countries. Sponsored by the U.S.

Department of State, Bureau of Educational and Cultural Affairs, the 18-month project that began in September 2016 is administered by ICI in collaboration with Arizona State University and international partners, including Bilim Central Asia Education Center in Kazakhstan, Armenian State Pedagogical University in Armenia, National Precarpathian University and the Odessa Development Fund in Ukraine, and the Tata Institute of Social Sciences in India.

"Building international communities of learning that support the inclusive education of students with disabilities will go a long way towards supporting life-long inclusion and a higher quality of life for individuals with disabilities," says [Brian Abery](#), who co-directs the project with [Renáta Tichá](#).

In Minnesota, Fellows' experiences were coordinated by mentors from local organizations that support the inclusion of people with disabilities, including The Arc Minnesota, Minnesota Department of Education, Osseo, St. Anthony and Bloomington schools and 17 other sites. Fellows also participated in a number of workshops on different aspects of inclusion at the University of Minnesota and Arizona State University. Project staff as well as mentors will continue to work with Fellows as they implement their Inclusive Education Grand Challenge Projects.

After the Fellows' U.S. visit, 16 U.S. mentors will travel to the respective countries for two weeks to follow-up on each country's grand challenge project; conduct workshops on inclusive education, disability policy, and advocacy; and provide technical assistance.

## Spring Showcase Celebrates ICI's Community Impact

On June 1, the ICI Spring Showcase brought together approximately 80 staff and community partners to highlight the impact of ICI's collaborative work at local, state and national levels. The event was anchored by three feature presentations highlighting speakers from both ICI and the community:



- **Building State and Local Capacity to Improve Outcomes for Black and American Indian Students with Disabilities in Minnesota: Implementing and Sustaining Effective Innovations.** Jana Hallas, Maureen Hawes, and the Minnesota Department of Education's Eric Kloos and Tom Delaney explained how ICI's Check & Connect and Systems Improvement Group are working to improve graduation rates among Black and Native American students with disabilities.
- **ADA Fellows: International Learnings in Inclusive Education.** Brian Abery and Renáta Tichá introduced 20 Fellows from Armenia, India, Kazakhstan, and Ukraine, who are part of the 2016 Americans with Disabilities Act (ADA) Anniversary Program: A University of Minnesota Partnership with India, Kazakhstan, Armenia, and Ukraine based at ICI. They explained the current state of disability supports available in their countries and how they will implement the inclusive education techniques learned in Minnesota when they return home. Most of the Fellows' community mentors were in the audience, including Jeanette Bitzer, Kate Emmons, and Kelli Parpart of Osseo Area Schools; Joan Breslin-Larson, Kursten Dubbels, and Eric Kloos of the Minnesota Department of Education; Mary Beth Kelley and Martha Moriarty of LDA Minnesota; Steve Larson and Don Lavin of The Arc Minnesota; Jennifer Hansen of Special Olympics Minnesota; Kristi Rudelius-Palmer of Youthdrive; Sheila Williams Ridge of the University of Minnesota's Shirley Moore Lab School; and Peggy Martin of the University's Department of Occupational Therapy.
- **Organization-Wide Person-Centered and Positive Behavior Support Practices in Community Settings.** Rachel Freeman and the Minnesota Department of Human Services' Jason Flint and Tim Moore described how ICI is collaborating with human service organizations to integrate person-centered practices, organizational workforce development, and positive behavior support (PBS) in order to improve outcomes for people with disabilities.

This new internal event also featured an hour of ICI "shout outs" where numerous staff briefly highlighted the community impact of their individual work projects. Overall, this segment - and the entire day - demonstrated ICI's wide expertise and passion for making a difference in the lives of many.

The showcase planning committee was Tony Baisley, Nik Fernholz, Maureen Hawes, Amy Kurowski-Moen, and Mark Olson.

## Artist Jon Leverentz Featured in ICI's New Changing Landscapes Exhibit - On Display Now!

The Institute's [Changing Landscapes project](#) - a rotating exhibition of work by artists with disabilities - launched its summer 2017 show on May 31 when ICI staff and volunteers from Hammer Residences hung the paintings of Jon Leverentz in Pattee Hall. "It was an amazing experience hanging the art with Jon; he chose groupings and was instrumental in curating his own show," says [Mark Olson](#), a Changing Landscapes committee member.



Leverentz has been interested in art since childhood, but in 1969, at age 18, he sustained brain stem damage in an automobile accident, resulting in double vision and violent shaking. "Double vision sucks, but it makes for an interesting painting - a sense of humor helps," quips the artist. Despite the setback, he persisted with his art, studying painting at Augsburg College, participating in exhibitions across the country, and pursuing grants and opportunities for artistic growth. He now works as an artist at Interact Center and is also supported by Hammer. His paintings are breathtaking (seriously!) and emphasize perception.

"I am legally blind so it takes a great deal of concentration and determination to make intuitive judgements regarding what is close versus far away," Leverentz says. "Art recreates in my mind what the world looked like before. I use my art to show people that anyone can do anything if they try." To learn more about Leverentz's story, visit [Sun Sailor](#).

The show, which can be viewed during regular business hours (8 a.m. - 4:30 p.m.), is on display now and continues through September.

---

### SOCIAL MEDIA SPOTLIGHT

## Featured on [ICI's Facebook](#) on May 23, 2017

This week we highlight a new page on the ICI website. Chris Rogers has been a member of our National Center on Educational Outcomes (NCEO) team since 2008. A respected researcher and colleague, Chris has been leading the effort to complete national accommodations research reports every two years, including the 2015-16 review due later this summer. Get to know more about Chris Rogers work here: <https://ici.umn.edu/content/christopher-rogers>.



---

## NEW RELEASES



### NCEO Brief 12: Strategies for Meeting the 1% State-level Cap on Participation in the Alternate Assessment

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

The purpose of [this Brief](#) is to assist states in identifying strategies to use to meet the state 1% cap on participation in the alternate assessment. This Brief is published by ICI's [National Center on Educational Outcomes \(NCEO\)](#), which receives funding from the federal government, states, and other organizations.



### NCEO Report 405: 2014-15 Publicly Reported Assessment Results for Students with Disabilities and ELs with Disabilities

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

This is the 18th [report](#) by ICI's [National Center on Educational Outcomes \(NCEO\)](#) that describes how states publicly report online assessment data for students with disabilities in K-12 schools in the United States. This report presents information on publicly reported participation and performance data for students with disabilities for the 50 regular states and the 11 unique states (American Samoa, Bureau of Indian Education, Commonwealth of Northern Mariana Islands, U.S. Department of Defense Education Activities, District of Columbia, Federated States of Micronesia, Guam, Palau, Puerto Rico, Republic of the Marshall Islands, and U.S. Virgin Islands). Information on public reporting for English Learners (ELs) with disabilities is also included in this report.



Editor: [Martha Thurlow](#)

The [June issue](#) of NCEO's e-newsletter highlights recent webinars, products, and upcoming activities. NCEO held a couple webinar conferences recently. One focused on the 1% cap on participation in the alternate assessment. The other, which was jointly hosted with the National Technical Assistance Center on Transition (NTACT), focused on the state-defined alternate diploma. Also highlighted are a new *NCEO Data Analytics*, an interactive report that provides multiple ways of examining participation and performance data for students with disabilities, and a resource, *Formative Assessment for Students with Disabilities* (see below). Finally, there is an article on the forum that will precede the National Conference on Student Assessment (NCSA), titled "Text Readers for Everyone on All Tests - Getting a Handle on What This Means." It includes information on how to register for this late-June event (see the Events section below). Also provided is a summary of all the sessions in which NCEO is participating during NCSA.

## Resource Published

[Formative Assessment for Students with Disabilities](#) (2017). By Susan Brookhart and [Sheryl Lazarus](#). Published by the Council of Chief State School Officers (CCSSO) in Washington, DC.

---

## EVENTS

### NCEO at the National Conference on Student Assessment



June 28-30  
Austin, TX

Staff members from ICI's [National Center on Educational Outcomes \(NCEO\)](#) are participating in a pre-session of the 2017 National Conference on Student Assessment (NCSA) and in several sessions of the conference itself. On June 27, NCEO cohosts the pre-session, "Text Readers for Everyone on All Tests - Getting a Handle on What This Means." On June 28, [Sheryl Lazarus](#) co-presents the conference session, "Monitoring Accessibility and Accommodations Across the Comprehensive Assessment System," and the following day [Martha Thurlow](#) moderates, "ELPA21's Approach to Assessing Students Who Are Blind or Have Low Vision." The pre-session is free and open to the public; [register for the pre-session](#).

### A Deeper Look at the *Frontline Initiative* DSP Newsletter on Person-Centered Support

## Free webinar

July 7, 1 p.m. Central Daylight Time (Note: This webinar was rescheduled from May 30)

The National Alliance for Direct Support Professionals (NADSP) and ICI's Research and Training Center on Community Living (RTC-CL) are offering this webinar to explore topics covered in their recent joint publication, *Frontline Initiative: Person-Centered Practices*. Joseph Macbeth, Executive Director of NADSP; John Raffaele, Director of Educational Services; and author/DSP Isabelle (Bella) Houser will discuss topics raised in the issue. Macbeth will explain the history and partnership between NADSP and ICI. Raffaele and Houser will talk about her journey in becoming the first NADSP-credentialed DSP in Oregon. She will share some of her work samples and experiences in being person-centered and guided by the competencies and ethics of direct support. NADSP is hosting the webinar on its website. [Registration is open.](#)



## Healthy Aging with Intellectual and Developmental Disabilities

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

Roseville [MN] 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 ABLE Policy made available in 2017. The forum will include experts [Roger Stancliffe](#) (pictured at ICI in 2016), Colin Stemper, and Natasha Merz. ICI's Stancliffe is also 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 ABLE Plan implementation since 2015. Merz is from the Office of Ombudsman for Long-Term Care at the Minnesota Board on Aging. Space at the forum is limited, so [please register](#). Questions? Contact [Lynda Lahti Anderson](#).

## From Make it Grow to Creating Blue Space: Connecting Community and Research at ICI

July 27, 10 a.m. - 2 p.m.

New Brighton [MN] Community Center  
400 10th St NW



ICI aims to grow connections between community partners and ICI staff by expanding research partnerships and collaboration. Supported by a grant from the University's Office of Public Engagement, ICI will host this interactive event with Hanns Meissner, CEO of The Arc of Rennselaer County and author of *Creating Blue Space: Fostering Innovative Support Practices for People with Developmental*

*Disabilities*. This event will focus on "wicked problems" and how research can help address the biggest challenges towards making a community authentically inclusive of all its members. ICI partners, community members, and staff interested in community engaged research for positive change are welcome. Space is limited, so [registration is required by July 20](#). Lunch will be provided.

---

## STAFF UPDATES



**Sherry Larson** and **Lynda Lahti Anderson**: On May 10-13, [Larson](#) (pictured) and [Anderson](#) presented their poster, "Characteristics and Needs of Long-term Supports and Services Recipients with Autism Spectrum Disorder Living with a Family Member," at the International Meeting for Autism Research in San Francisco.



**Angela Amado**: On May 19-21, [Amado](#) delivered a keynote address, "Discover New Ways to Take a Giant Step Beyond What You had Considered Possible," at the Conference for Global Transformation 2017 in Monterey, CA.



**Amy Hewitt**: On May 24, [Hewitt](#) delivered the keynote address, "Identifying and Measuring Quality: One Person at a Time," at the Region 10 Quality Council First Annual Stakeholder Meeting and Conference in Rochester, MN.



**Claire Benway** and **Nancy McCulloh**: On June 7-8, [Benway](#) (pictured) and [McCulloh](#) staffed ICI's Research and Training Center on Community Living (RTC-CL) booth at the ARRM Annual Conference in Prior Lake, MN.

**Lynda Lahti Anderson, Heidi Eschenbacher, Rachel Freeman, Amy Hewitt, Barb Kleist, and Erin Watts**: On June 7-9, staff from ICI's [Research and Training Center on Community Living \(RTC-CL\)](#) participated in the National Association of State Directors of Developmental Disabilities Services (NASDDDS) 2017 Directors Forum & Mid-Year Conference in Minneapolis. [Freeman](#) facilitated the presentation, "States' Experiences in Implementing a Comprehensive Positive Behavior Support Model." [Anderson, Eschenbacher, and Kleist](#) staffed the booth during the conference.

---

## ALUMNI UPDATES

**Soo-yong Byun**: Byun is an Associate Professor of Educational Theory and Policy at Penn State University, but back in 2004-2007 he was a Graduate Research Assistant at ICI, working with Charlie Lakin and Sherri Larson in the Research and Training Center on Community Living (RTC-CL) while

earning his Ph.D. His memories of ICI are clear. "I had a chance to learn how to analyze large-scale data with complex survey sampling designs such as the National Health Interview Survey - Disability Supplement," he recalls. The research assistantship prepared him for his duties at Penn State, where, in addition to teaching, he now researches educational inequality for students with low socioeconomic status, and in rural locations. "This [ICI] experience provides me with the foundation for innovative and interdisciplinary research using large-scale national and international data, especially in educational research areas. In addition, it led me to become interested in the rigorous assessment and evaluation of educational policies and school interventions especially relating to unique populations and contexts, such as socioeconomically disadvantaged students, special education students, and rural students."



This email was sent by:

Institute on Community Integration, University of Minnesota, 6 Pattee Hall, 150 Pillsbury Drive SE,  
Minneapolis, MN, 55455, USA

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