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FYI

ICI

INSTITUTE *on*
COMMUNITY INTEGRATION

Ensuring that all children, youth, and adults with disabilities, and those receiving educational supports, are valued by and contribute to their communities of choice.

DECEMBER 2024

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FEATURED STORIES



INSTITUTE *on* COMMUNITY INTEGRATION

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ICI, Gillette Children's Collaborate for Better Services

[Gillette Children's](#) and the University of Minnesota's Institute on Community Integration are partnering on multiple studies aimed at bridging medical, diagnostic, and social aspects of care for children, youth, and young adults living in Minnesota with complex health conditions.

In one study for the Centers for Disease Control and Prevention (CDC), researchers at the Institute who are experienced in autism prevalence and surveillance studies are working with Gillette Children's scientists who specialize in cerebral palsy research to estimate the prevalence of cerebral palsy among 4- and 8-year-old children. For another CDC study, the organizations are collaborating to estimate the [prevalence of spina bifida across the lifespan](#) to better understand its effects within communities and to inform public health policy.

And for the Health Resources and Services Administration, they are partnering to develop better service coordination models for youth transitioning from high school to adult life who live with epilepsy and co-occurring cerebral palsy or other intellectual and/or developmental disabilities. This time of life can be challenging for teens as they move from pediatric to adult care and make decisions about disclosing their conditions at school or work, for example.

"The goal is to develop a Minnesota-specific, youth and family-centered model for service navigation across the education, health care, and vocational rehabilitation systems," said [Renáta Tichá](#), an ICI researcher with extensive experience in transition services and outcomes measurement. "This partnership is very exciting because we're pushing boundaries as we combine the medical and social models of disability to develop a service model that can work better for families."

[Read more about ICI's collaboration with Gillette Children's.](#)



RESIDENTIAL INFORMATION SYSTEMS PROJECT



STATUS AND TRENDS
THROUGH JUNE 30, 2020



RISP Report Available Now

Nearly 8.4 million people in the United States have an intellectual and/or developmental disability (IDD), [a new ICI report](#) shows. The Residential Information Systems Project's (RISP) 2020 technical report and other information and reports from previous years can also be viewed and downloaded on the [RISP website](#).

The report includes more detailed disability prevalence estimates than have been available previously, along with new information about death rates among people with IDD during the first months of the COVID-19 pandemic. It contains detailed information on how many children and adults with IDD get paid supports, in which type of settings they live, and how their support differs depending on the state where they live. It also tracks the number of people with IDD who are on waiting lists to receive services.

"The growth in HCBS waiver funding is especially notable," said [Sheryl Larson](#), RISP principal investigator. She said a 2014 change in federal policy, which took a decade to be fully implemented, requires that settings receiving waiver funding meet standards for person-centered living. "Thus, over time, states have been more aggressive in using Medicaid HCBS funding to support families. It has driven the dramatic increase in the number of people living with their families who are getting supports."

[Read more about the report.](#)

SOCIAL MEDIA SPOTLIGHT

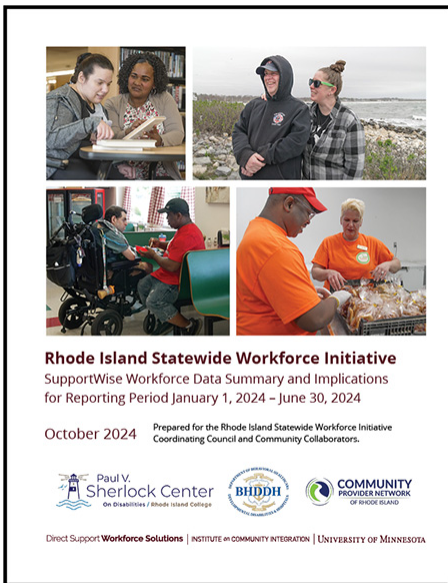


Recently featured on [ICI's Facebook page](#)

"Technology can help end the exclusion and isolation that silence imposes. But there is no substitute for people who listen and make a great effort to understand a person who most others ignore. Listening and understanding is not easy; it takes hard work, time, and empathy." — Bob Williams. Read the article in *Frontline Initiative*. <https://z.umn.edu/a1az>

NEW RELEASES

Rhode Island Statewide Workforce Initiative:
SupportWise Workforce Data Summary and



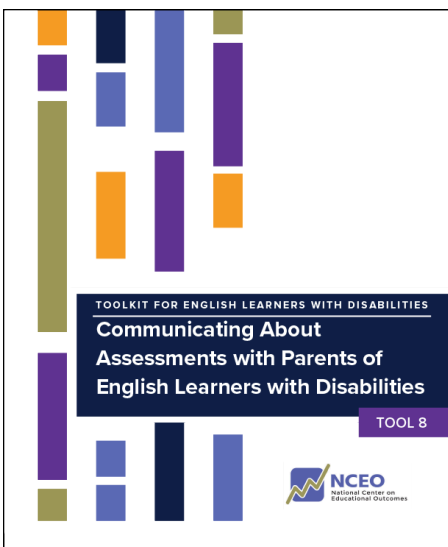
Implications for Reporting Period January 1, 2024 – June 30, 2024

By [Sandra L Pettingell](#), [Julie Bershadsky](#), [Heather C Barcikowski](#), and [Amy S Hewitt](#)

People with intellectual and developmental disabilities (IDD) want to live and work in their communities. They need a committed direct support workforce to support these goals, but this workforce is unstable. [This report](#)

summarizes key workforce metrics for Rhode

Island's direct support workforce for January–June 2024, data trends over time, and implications. These metrics inform efforts to stabilize the direct support workforce within provider organizations and across the state. These efforts will improve supports and services for people with IDD in Rhode Island. Published by ICI's [Direct Support Workforce Solutions](#) group, in collaboration with the Paul V. Sherlock Center on Disabilities at Rhode Island College; the Rhode Island Department of Behavioral Healthcare, Developmental Disabilities, and Hospitals; and the Community Provider Network of Rhode Island.



English Learners with Disabilities Toolkit

The *English Learners with Disabilities Toolkit* is designed to provide states and IEP teams with tools they can use to better understand their students who are English learners with disabilities and to determine in which state assessment (general or alternate) they should participate and whether accessibility features or accommodations are needed for their participation in any assessment. This toolkit,

which is published by ICI's National Center on Educational Outcomes, does not address the development of complete IEPs for English learners with disabilities.

States and IEP teams can modify the tools included in this toolkit to reflect any differences in their English learners with disabilities populations or in their IEPs.

They also can be adjusted to link to a state's own guidelines for participation in ELP and content assessments. The latest tools are:

- [Tool 8: Communicating About Assessments with Parents of English Learners with Disabilities](#)
- [Tool 7: Planning for the Accessibility Needs of an English Learner with a Disability Who Participates in State Alternate Assessments](#)
- [Tool 6: Planning for the Accessibility Needs of an English Learner with a Disability Who Participates in State General Assessments](#)
- [Tool 5: Deciding Whether an English Learner with a Disability Should Participate in State Alternate Assessments of Reading/Language Arts, Mathematics, and Science](#)
- [Tool 4: Deciding Whether an English Learner with a Disability Can Participate in All Domains of an English Language Proficiency Assessment](#)
- [Tool 3: Deciding Whether an English Learner with a Disability Should Participate in the State Alternate English Language Proficiency Assessment](#)



A Closer Look

[A Closer Look](#) is a podcast series for direct support professionals and frontline supervisors who want to learn more about best practices for supporting people with intellectual disability. The series explores the most current and relevant issues covered in [Frontline Initiative](#). Produced by ICI and the National Alliance for Direct Support Professionals, *Frontline Initiative* is a bi-annual online magazine that promotes and elevates the role of the direct support workforce.

The latest episodes of A Closer Look are:

- Episode 10: [Tammy Murner at Black Hills Works](#)
- Episode 9: [Anthony Grindstaff, Larry Williams, and Susan Arwood on Enabling Technology](#)

RISP Data Byte: Before and After the HCBS Rule: Percent of People with IDD in Settings of Seven or



More People

Authors: [Sheryl A Larson](#), [Jon Neidorf](#), and [Brian C Begin](#)

[This brief](#) notes that the 2014 Medicaid HCBS Final Rule aims to improve outcomes for individuals with intellectual and developmental disabilities (IDD) and enhance their rights and choices. The rule coincided with a slower decline in settings of seven or more residents from 2014 to 2020 compared to 2007 to 2013. The reasons for this are unclear, but states should continue reducing large settings. CMS must hold states and providers accountable to the HCBS rule. Part of the RISP Data Byte series. Published by ICI's Residential Information Systems Project (RISP).



ICI Policy Forum: Access and Unmet Needs for Technology for People with IDD: Results from FINDS Survey

[This Policy Forum](#), held on November 13, 2024, discusses the recent Policy Research Brief titled, *Access and Unmet Needs for Technology for People with IDD: Results from FINDS Survey*.

Discussants in this webinar include [Emily Unholz-Brown](#) and Qichao "Zoe" Pan,

MNLEND 2023–2024; Paul Sanft, director of the PACER Center's Simon Technology Center; and ICI's [Lynda Lahti Anderson](#) and [Brian Abery](#). [Julie Bershadsky](#) from ICI facilitated the discussion.

The Policy Forum is hosted by ICI's Research and Training Center on Community Living.

EVENTS AND ANNOUNCEMENTS



Moving Mountains Award

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2025 Moving Mountains Awards: Best Practices in Direct Support Workforce Development

Applications due January 3, 2025

The National Alliance for Direct Support Professionals, ICI, and ANCOR are seeking nominations for the 2025 Moving Mountains Award, which recognizes organizations using leading practices in direct support workforce development to improve outcomes for people being supported in their communities.

Organizations applying for the award must demonstrate how their workforce practices and philosophy align with the key principles of the National Alliance for Direct Support Professionals. The winning organization(s) will be honored and will share their initiatives during the 2025 ANCOR Connect conference on April 7–9 in San Diego. For further information, [visit the awards webpage.](#)

MNLEND Program CALL FOR APPLICANTS



MNLEND Seeks Fellows for 2025–26 Year

ICI's Minnesota Leadership Education in Neurodevelopmental and Related Disabilities (MNLEND) program is [accepting fellowship applications for the 2025–26 year](#). MNLEND is a 10-month interdisciplinary leadership training program focused on policy advocacy and evidence-based research to develop leaders skilled in systems-thinking and effective interventions for improving quality-of-life outcomes for children and youth with neurodevelopmental and related disabilities. There are four types of MNLEND applications, most offering a generous stipend. Other benefits include national networking opportunities, lifelong interdisciplinary connections, and interdisciplinary leadership development. The MNLEND 2025–26 cohort training runs from mid-August 2025 until late-May 2026. People from under-represented or under-resourced communities are strongly encouraged to apply. Funded by the U.S. Maternal and Child Health Bureau. The early admission consideration deadline is January 6, 2025. [Read more about MNLEND.](#)



Charting the LifeCourse Framework (in Spanish)

February 22, 2025

10–11:30 a.m. Central Time

Charting the LifeCourse helps you plan a good life with your child or young adult and develop supports that help them live the life they want. The Charting the LifeCourse session presented on this day will be only in Spanish; English-language sessions will be offered in Spring 2025. Various Minnesota state agencies and school districts are now adopting the Charting the LifeCourse framework into their practices and policies. [Register for this free online session.](#)

STAFF UPDATES

AUCD Conference. On November 3–6, numerous ICI staff participated and presented at the 2024 Association of University Centers on Disabilities (AUCD) conference in Washington, DC. [Julie Kramme](#), [Chet Tschetter](#) (pictured together), and [Amy Hewitt](#) presented a poster titled "*Frontline Initiative* : Using Data to Include More Readers and Listeners in the Direct Support Workforce." Kramme, Hewitt, [Julie Bershadsky](#), and [Sarah Hall](#) were among the co-presenters of the "Exploring Voluntary Credentialing Initiatives for the Direct Support Workforce in



New York" session. Hewitt co-presented "Together is Stronger: Using Evidence-based Interventions at Multiple Levels to Improve Direct Support Workforce Stability." [Jennifer Hall-Lande](#) presented the poster "Partnering to Engage Communities to Promote Early Identification" and co-presented the poster "Autism Spectrum Disorder Prevalence in Immigrant Communities in Minnesota: Data from the MN-ADDM Study."



Sarah Hall. On November 12–13, [Hall](#) co-presented "Training Adult and Youth Volunteers to Create Inclusive Environments" at the National Inclusion Project's Power of Play Virtual Conference. The team also presented two Adapt Sessions at the conference titled "Impactful Training to Support Understanding Youth Behavior" and "Using One-page Descriptions as an Organizational Tool."



Gail Ghere and Jessica Bowman. On November 19–22, [Ghere](#) (pictured) and Bowman presented "Including Students with Extensive Support Needs in School-wide MTSS" at the Ocalicon 2024 conference. Bowman co-presented "Creating Access to Secondary-Level Mathematics Content for Students with Intellectual Disabilities." Ghere also facilitated a session with specialists from the Pennsylvania Training and Technical Assistance Network (PaTTAN) and the Buck County School District about implementing the TIES Center's [Inclusive](#)

[Education Roadmap.](#)



TASH Conference. On December 5–7, numerous ICI staff participated and presented at the 2024 TASH Conference in New Orleans, Louisiana. [Megan Sanders](#) (pictured) co-presented "Go the Distance: Doing the Work to Retain Direct Support Workers." [Jessica Bowman](#), [Gail Ghere](#), [Jennifer Sommerness](#), and [Yi-Chen Wu](#) presented "Supporting Educators to Make Equitable Instructional Decisions for All Students." Wu and Bowman also presented "Evaluating Impact of AA-AAAS 1% Cap Pursuit on Inclusive Education." [Jerry Smith](#) and [Chet Tschetter](#) presented "Addressing

Early Turnover: The Critical Role of Realistic Job Previews for Direct Support Professionals." Sommerness presented "Empowering My Voice: Self-Advocacy and Transition Triumphs." [Amy Hewitt](#) co-presented "Research Evaluation of a Statewide Multi-Level Direct Support Workforce Intervention." [Renáta Tichá](#) participated in an international panel discussion on "Inclusion Around the World."

UPDATE



'Radical Inclusion': Calvit Wraps Long Career at Interact

Interact Center for the Performing and Visual Arts' fall gala last month included a tribute to founder Jeanne Calvit, who retired in February after a long career that included many partnerships with the Institute on Community Integration.

At the sold-out event, Calvit recognized Charlie Lakin, former director of the Institute's Research and Training Center on Community Living; [Jerry Smith](#), ICI's marketing and communications director; and Greg Lais, founder of Wilderness Inquiry, each of whom played significant roles in Interact's success over the years as a theater and visual arts center that challenges perceptions about disability. At the Saint Paul organization, funded by state and other grants and by private donors, artists and actors with and without disabilities create professional visual art and original theatrical performances.

The author and actor Kevin Kling, a longtime Interact performer, said Calvit is a hero of his.

"Jeanne has broken ground in the world of performance and visual arts, and her company in Minneapolis has served as a template for new programs around the world," Kling said. He recalled a sign in the Interact rehearsal space that says, "Work your quirk" and another that says, "Radical inclusion."

[Read more about Calvit.](#)

This email was sent to ICI staff and all building occupants of the Masonic Institute for the Developing Brain, our partners and colleagues by Institute on Community Integration, 2025 East River Parkway, Minneapolis, MN, 55414, USA. The University of Minnesota is an equal opportunity educator and employer.

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The University of Minnesota stands on *Miní Sóta Makhóche*, the rightful homelands of the *Dakhóta Oyáte*. ICI recognizes that the U.S. did not uphold its end of these land treaties. It is the current and continued displacement of the *Dakhóta Oyáte* that allows the University to remain today. At ICI, we affirm our commitment to address systemic racism, ableism and all other inequalities and forms of oppression to ensure inclusive communities.