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UNIVERSITY OF MINNESOTA

**CEHD** COLLEGE OF EDUCATION  
+ HUMAN DEVELOPMENT

**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.

OCTOBER 2024

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## FEATURED STORIES



New! *Impact: Employment and IDD*

The fall issue of [Impact](#) explores the movement to end subminimum wages paid to people with disabilities in group settings and offers strategies for boosting employment rates in the competitive job market. The issue launch coincides with [National Disability Employment Awareness Month](#).

Fewer than one in four people with disabilities were employed last year, and people with intellectual and developmental disabilities (IDD) have made slow progress in transitioning from sheltered workshops to competitive, integrated employment, issue editors Staci Jones and [Danielle Mahoehney](#) note in their article in the issue. They urge employment service providers to blend employment and community engagement services into a broad strategy for helping people with IDD achieve their life goals.

“There is an understanding that having a job can help people build their social connections, gain a sense of purpose, and increase their independence, all of which can contribute to a more robust community life,” they write. “By the same token, people being active in their community through volunteerism, participating in social activities or joining local groups can help people develop skills, build networks, and gain experiences that may improve their chances of finding and keeping a job.”

The issue also highlights promising programs and studies working on employment advancement and stories written by people with disabilities about the work they do and how it has affected their lives.

[Click here](#) to subscribe today.

[Read more about employment and the new \*Impact\*.](#)



## The Path Forward

How would disability services be different if they hadn't started as an alternative to institutions, and what can we do today to make a real difference in the lives of individuals, their families, and communities?

Closing out the 2024 [Reinventing Quality](#) conference in Baltimore last month, Institute on Community Integration director [Amy Hewitt](#) (pictured) challenged a diverse panel of disability professionals to brainstorm some bold ideas. Make the wider community, not the disability service sector, responsible for the inclusion of people with disabilities, they said. Use the racial equity and other social justice movements in recent years to reveal the humanness and amplify the voices of people with disabilities. Stop giving lip service to person-centered thinking if your organization doesn't truly embrace it. Make improvements before regulations demand them.

View a recording of the panel session, [Three Decades of Learning About Community Living and Inclusion – Now What? here.](#)

[Read more about reimagining disability services.](#)





## ICI Staff in Czech Republic

Several Institute on Community Integration staff members were selected to join the American Association on Intellectual and Developmental Disabilities Delegation to the Czech Republic, which concluded October 9.

ICI Director [Amy Hewitt](#) and colleagues examined how the nation's history, culture, and context shaped its approach to intellectual disability. The group also learned about the structure and delivery methods of intellectual and developmental disabilities (IDD) services and to what extent people with IDD themselves participate in the development of their support services.

"Visiting academic programs, government agencies, and community provider organizations validates for me that so many of the issues related to lifelong services and support for persons with intellectual and developmental disabilities are simply universal," Hewitt said, noting that while many countries' disability laws and policies differ, ableism is a common barrier.

For [Renáta Tichá](#), the trip was a homecoming to her native Czechia. The group participated in a research seminar at the Faculty of Education at [Masaryk University in Brno](#), where presenters shared research initiatives focused on behavior challenges of children with autism, tutoring for students at risk of falling behind their peers

academically, and an evaluation framework for service quality in the IDD sector. The delegation also visited a museum where they saw Roma children dancing (pictured).

[Read more about the visit.](#)

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## SOCIAL MEDIA SPOTLIGHT



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

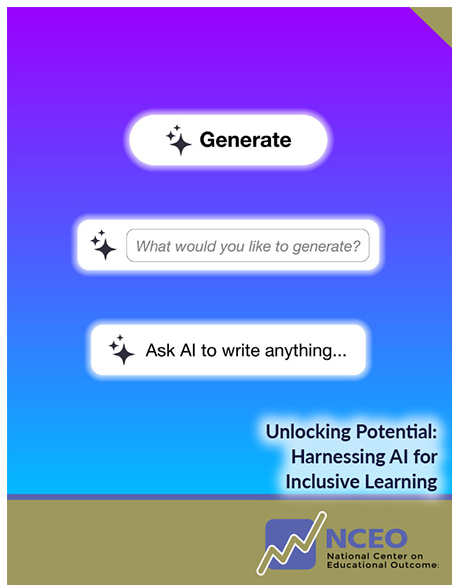
People with disabilities often face barriers to voting in elections, whether voting in-person or by mail. Brian Dimmick and Aaron Madrid Aksoz break down information about your voting rights and advice on accessing them in *Frontline Initiative*. <https://z.umn.edu/9u7x>

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## NEW RELEASES

### Unlocking Potential: Harnessing AI for Inclusive Learning





Authors: [Marianna K Quanbeck](#), [Andrew R Hinkle](#), and [Sheryl Lazarus](#)

[This report](#) contains the proceedings of a forum held on June 26, 2024 in Seattle, Washington to discuss issues surrounding artificial intelligence (AI) and accessibility in education. A specific goal of the forum was to bring together representatives from state education agencies, assessment vendors, AI experts, and others to discuss the implications of AI for accessibility in instruction and assessment. Participants explored current challenges, potential benefits, and key considerations for implementing AI in ways that enhance rather than

hinder accessibility for all students. Published by ICI's National Center on Educational Outcomes (NCEO).



## NCEO Brief 36: Cross-agency Collaboration to Improve Assessments and Outcomes for Students with Disabilities

Authors: [Kathy J Strunk](#), [Andrew R Hinkle](#), [Sheryl Lazarus](#), Carol Seay, and [Kascinda Fleming](#)

Cross-agency  
Collaboration  
to Improve  
Assessments and  
Outcomes for  
Students with  
Disabilities



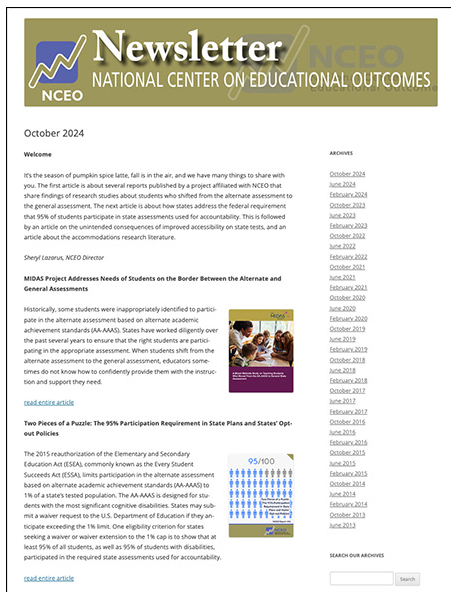
For many years state education agencies (SEAs) have sought to create assessment systems that include all students, including students with disabilities. This is supported by the Elementary and Secondary Education Act (ESEA), commonly known as the Every Student Succeeds Act (ESSA), which requires that all students, including those with disabilities, be included in state assessments used for accountability. Additionally, the Individuals with Disabilities Education Act (IDEA) requires

[This Brief](#) focuses on collaboration between special education and assessment offices, but other offices (e.g., curriculum and instruction, accountability) may also need to be involved. The Brief describes the reasons for

collaboration and its benefits, provides suggestions for who needs to be involved, and provides specific examples of successful collaboration. Published by NCEO.

## NCEO Newsletter: October 2024 issue

[NCEO's October 2024 newsletter](#) features several new NCEO publications. The first article is about several reports published by a project affiliated with NCEO that share findings of research studies about students who shifted from the alternate assessment to the general assessment. The next article is about how states address the federal requirement that 95%



of students participate in state assessments used for accountability. This is followed by an article on the unintended consequences of improved accessibility on state tests and an article about the accommodations research literature. Published by NCEO.



## Policy Forum: The Unrestrained Use of Physical Restraints in Schools

Presenters: [Anna Heinzerling](#), [Nancy Weiss](#), [Jessica Webster](#), [Erin Sandmark](#), and [Khulia Pringle](#)

Facilitator: [Julie Bershadsky](#)

[This Policy Forum](#), held on September 12, 2024, discusses issues and possible solutions raised in the recent Policy Research Brief titled, *The Unrestrained Use of Physical Restraints in Schools*. Students have died

in physical restraints, but no federal laws or standards guide their use in schools, and state regulation is uneven. Yet physical restraints are still used in schools—and more often to restrain students with disabilities and Black students.

Discussants include Anna Heinzerling, MNLEND 2023–2024; Nancy Weiss, Advisor, National Leadership Consortium on Developmental Disabilities; Jessica Webster, Attorney, Legal Services Advocacy Project; Erin Sandmark, Community Advocate, Educator, Coalition Programs Manager, Solutions Not Suspensions; and Khulia Pringle, Community Advocate, Former Educator, Steering Committee Member, Solutions Not Suspensions. The Institute's Julie Bershadsky facilitated the discussion. Policy Forum is hosted and published by ICI's Research and Training Center on Community Living.



## RISP Data Byte: Prevalence of Intellectual and Developmental Disabilities in the U.S.

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

The Data Byte series highlights data points from ICI's Residential Information Systems Project (RISP). Data Bytes are brief, graphical summaries of one RISP research finding, published each month. [This Data Byte](#) reveals that in 2020, there were an estimated 6.1 million children with intellectual disability, autism spectrum disorders, or developmental delays, of whom 11% were known to state IDD agencies. There were an estimated 2.28 million adults with intellectual or developmental disabilities, of whom 44% were known to state IDD agencies.

### Journal Article Published

[Tichá, R.](#), [Pettingell, S. L.](#), [Houseworth, J.](#), [Bershadsky, J.](#), [Stancliffe, R. J.](#), & [Smith, J. G.](#) (2024). Trends in privacy of adults with intellectual and developmental disabilities before and after the Home and Community-Based Services Final Rule. *Journal of Disability Policy Studies*. <https://doi.org/10.1177/10442073241278555>

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## EVENTS AND ANNOUNCEMENTS





## Foundations of Charting the LifeCourse

**October 22**

**9:30–11 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. Various Minnesota state agencies and school districts are now adopting the Charting the LifeCourse framework into their practices and policies. Join ICI's [Claire Benway](#) and [Nicole Duchelle](#) and learn how the Charting the LifeCourse framework, principles, and tools can improve person- and family-centered supports. [Register for this free online session.](#)



## Understanding Customized Employment and the Discovery Process

**November 7**

**1–2:30 p.m. Central Time**

ICI's Minnesota Transformation Initiative (MTI) holds quarterly trainings focused on organizational transformation. These trainings are open to any employment and day service provider in Minnesota. In this particular training, Margie Webb, Customized Employment Specialist with Minnesota Vocational Rehabilitation Services, will explain how to improve employment outcomes for people with disabilities through customized employment and the discovery process. She will highlight how customized employment differs from other methods of supporting individuals in finding competitive, integrated employment, detailing the referral process and funding. Michelle McDonald, Executive Director of Lake County Developmental Achievement Center, will share how her organization has implemented customized employment and discovery into its employment strategy, showcasing successful employment outcomes. [Register for this free online training.](#)

## 2024 Minnesota Gathering for Person-Centered Practices

**In-Person and Online**

**November 12 and 14**

**November 12: Two locations in-person**

**North Region: Cloquet Forestry Center (near Duluth)**

**South Region: South Central College (North Mankato)**

**November 14: Online via Zoom**

Person-centered practices help individuals create a positive and meaningful life by building on their unique interests and strengths. The [Gathering](#) is an annual event where you can meet and learn from person-centered thinkers who are focused on planning, providing, and organizing services based on listening to what people want and helping them live in their communities based on their choices. Person-centered strategies are utilized in settings such as nursing homes, behavioral health organizations, family homes, and other disability and human service programs to enhance the quality of life. Scholarships to the Gathering are available. [Read more about the Gathering and register.](#)



**MINNESOTA  
GATHERING**  
FOR PERSON-CENTERED PRACTICES



MIHEC Learning Community Event: "Think College Policy Advocacy Training"



**November 19**

**6–7:15 p.m. Central Time**

Liz Weintraub (pictured) and Denise Rozell from the Association of University Centers on Disabilities (AUCD) will co-present with policy advocates who have completed the Think College Advocates training. Come and learn about the policy advocacy skills training available to students and staff of inclusive higher education programs for students with intellectual disability. Hosted by ICI's Minnesota Inclusive Higher Education Technical Assistance Center. [Register for this free online training.](#)

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## STAFF UPDATES



**Jon Neidorf.** On September 11–12, [Neidorf](#) presented the Research and Training Center on Community Living study on the 2014 HCBS Rule outcomes at the 2024 ADvancing States HCBS virtual conference. He recalled focus group discussions with the directors and staff of state intellectual and developmental agencies, during which they discussed the successes and challenges that the rule presented to their states. Neidorf also explained how the COVID-19 pandemic hindered states' progress in some respects but accelerated their compliance with the rule in other ways.

**Reinventing Quality.** On September 15–17, ICI co-sponsored the Reinventing Quality conference in Baltimore, Maryland, and numerous ICI staff members presented at the event. [Amy Hewitt](#) moderated "Multi-level Systems Change to Address Workforce Development: RI and NY Initiatives" and the closing plenary session "Three Decades of Learning About Community Living and Inclusion, Now What?" (see feature story above). [Julie Bershadsky](#) (pictured) presented in the sessions "Data-informed Workforce Development Practices and Policy" and "Evaluating Workforce Investments: Lessons from the State of New York." [Brian Begin](#) presented in the session "One State's Approach to Capacity-building and Transformation of Employment Services." [Rachel Freeman](#) presented in the session "Strategies for Enhancing Fidelity of Positive Behavior Support



across Disability Services in Two States." [Janet Stewart](#) participated in the panel discussion "The DSP Role: Beyond a Caretaker Mentality," moderated by [Jerry Smith](#). [Michelle Smith](#) and [Jolene Thibedeau Boyd](#) presented the Moving Mountains Awards to Perspectives Corporation of Rhode Island and Richcroft Inc. of Maryland. [Barbara Kleist](#) and Jerry Smith staffed booths for ICI and Direct Support Workforce Solutions.



**Mary Hauff, Katie Parry, and Nik Fernholz.** On September 25, the Minnesota Inclusive Higher Education Technical Assistance Center held the first Minnesota Inclusive Higher Education Conference. [Hauff](#), [Parry](#), and [Fernholz](#) organized and staffed the hybrid event.



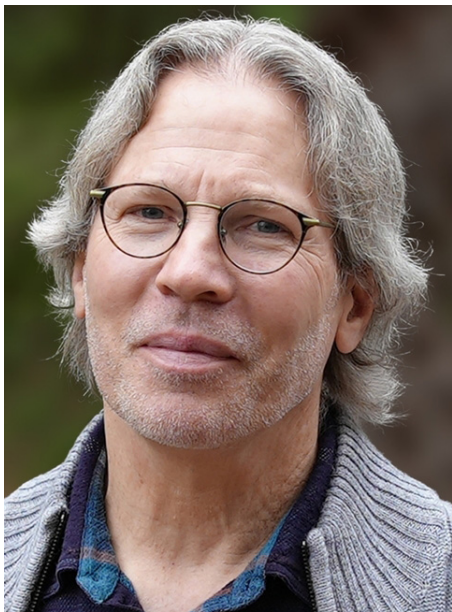
**Megan Sanders** and **Chet Tschetter**. On September 25–26, [Sanders](#) (pictured) and [Tschetter](#) delivered in-person Foundation Skills in Supervision and Developing the Direct Support Workforce Training sessions to supervisors from Rhode Island agencies that provide support and services to people with intellectual and developmental disabilities.



**Sheryl Larson**. On September 26–27, [Larson](#) presented on the Residential Information Systems Project at the President's Committee for People With Intellectual Disabilities online meeting.

**Mary Hauff**. On October 1, [Hauff](#), director of ICI's Minnesota Inclusive Higher Education Technical Assistance Center, [spoke on WDIO television](#) in Duluth about state funding for Minnesota colleges that enroll students with disabilities. On October 3, the *Duluth News Tribune* quoted Hauff and mentioned the center in "[Udac exhibit celebrates access to good jobs for all.](#)"





**Brian Aberly** and **Emily Unholz-Bowden**. On October 3–4, [Aberly](#) (pictured), [Unholz-Bowden](#), and ICI's Global Disability Rights and Inclusion area hosted a Ukrainian delegation that visited Minnesota as part of a U.S. Department of State visit to the United States. The delegation traveled to Minnesota specifically to learn how ICI and the state enhance the inclusion (educational, employment, and residential) of people with intellectual and developmental disabilities.

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UPDATE



## In From Africa

Mary F. Hayden, who spent 15 years earlier in her career as a researcher at the Institute on Community Integration, recently visited ICI's offices on a trip back to the United States from Kenya. There, she's conducting evaluations in the human rights field.

Her passion for disability rights dates back to her high school days when she volunteered at an intermediate care facility for children and adults with developmental disabilities, and almost fainted at the appalling conditions. Stirred by the experience, she went on to college, earning degrees in social work, child development, and behavioral disabilities.

While at ICI, Hayden researched deinstitutionalization. After leaving ICI in 2004, she set her sights on international work, consulting on various humanitarian and development projects with international non-governmental and United Nations agencies, and proving that she could work in the field.

Today, Hayden is heartened by the trend in disability research to incorporate participants with disabilities themselves in all aspects of inquiry.

"Their participation is the only way to ensure that researchers are conducting research that will bring about improvements in our social and economic institutions and structural changes in our social systems," she said. "We all need to listen to them and follow their

lead."

[Read more about Hayden.](#)

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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.

[mass\\_email\\_privacy\\_statement](#)

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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.