



Institute on Community Integration

Annual Report
July 1, 1998 – June 30, 1999

**A University Affiliated Program
on Developmental Disabilities**



The College of Education
& Human Development

UNIVERSITY OF MINNESOTA

The Institute

A computer monitor is the central focus of the page, displaying a website. The website header reads 'Institute for Special & Community College'. Below the header, there are several columns of text and a small image of a person. The monitor is part of a desktop computer system, with a keyboard and mouse visible in the foreground. The background is a soft-focus image of a person's hands, suggesting a focus on human interaction and support.

Overview

• Mission

To improve the quality and community orientation of professional services and social supports available to individuals with disabilities and their families.

• Approach

The Institute's work is based on the premise that it has greater impact by enhancing the capacity of existing agencies rather than by providing direct services itself. To this end it collaborates with service providers, policy-makers, educators, researchers, families, advocacy organizations, and individuals with disabilities throughout the world.

• Activities

The Institute carries out three core activities – interdisciplinary training, service and consultation, and research and dissemination – across four program areas: Early Childhood Services, School-Age Services, Transition Services, and Adult Services/Community Living.

• Affiliations

The Institute, a University Affiliated Program on Developmental Disabilities, is housed in the College of Education and Human Development, University of Minnesota, Minneapolis. Along with its three allied centers – the Research and Training Center on Community Living, the Early Childhood Research Institute on Measuring Growth and Development, and the National Transition Network – it is part of a national federally-supported network of University Affiliated Programs, Rehabilitation Research and Training Centers, Mental Retardation Research Centers, and other funded efforts in major universities across the United States.

From the Director

1998/99 Highlights

Beginning in 1985 with fewer than 20 staff and students officed in the basement of Pattee Hall at the University of Minnesota, today the Institute is home to more than 80 projects staffed by over 150 affiliated faculty, academic and support personnel, research assistants, and students officed on all three floors of Pattee Hall and in buildings across the campus.

The Institute takes an interdisciplinary approach to its work, counting among its affiliated faculty and staff individuals from 23 departments and programs at the University of Minnesota.

The Institute conducts collaborative projects with over 220 community organizations, schools, universities and colleges, service providers, government agencies, advocacy and self-advocacy groups, and professional associations.

Dissemination of information across the country and abroad is a priority of the Institute. During this year the Institute has passed the 1 million mark in the number of its publications sold and given away since it began.

Today, the Institute secures nearly \$8.4 million in external and University funding.

I was attending a school function in my community recently and was approached by a young woman, Stephanie, who graduated from our local high school two years ago. As we talked she told me of all her accomplishments since graduation. Stephanie has multiple disabilities, but attended general education classes during most of her high school career. She let me know that she is currently attending a technical college with an interest in working in the travel industry. She is also working part time and has just moved into a supervised apartment living situation with two other individuals. She commented about her future plans by saying, "I want to someday travel and experience living and working in a different country. I feel I can do this. I may need a little help, but I'll get there."

To me, Stephanie's situation is important to call attention to as we move into the next decade, the next millennium. This young woman's life could have been much different only a few years ago. The opportunities for her to graduate from high school, enroll in a postsecondary education program, and work and live in her community were virtually nonexistent. The level of Stephanie's achievements is certainly not experienced by all individuals with disabilities. We all know and recognize this, and much remains to be done. Progress is being made, however. Increasingly, individuals with disabilities are achieving higher levels of independence and inclusion within communities, schools, workplaces, recreational programs and activities, and other aspects of daily community life.

As an University Affiliated Program, the Institute on Community Integration has played an important role in enhancing the quality of life of persons with disabilities through research, training, technical assistance, and the dissemination of materials and information. In direct partnership with over 220 other organizations, the Institute carries out its commitment to the availability of services and supports that are person-centered and enhance self-determination; that create greater opportunities for education, employment, and community connections; and that increase the economic well-being of individuals with disabilities and their families. The work is challenging, yet filled with opportunities to establish additional new partnerships, address new issues, and hopefully bring about greater improvements in current services and supports.

As we move ahead into the next millennium, the goal is to make Stephanie's situation the norm, rather than the exception. As you read this report think not only about what the Institute has accomplished in the past, but what now needs to be accomplished in the years ahead. Personally, I'm sure I'll encounter Stephanie again someday, and I hope she will be able to tell me more of her accomplishments and the support she has received along the way.

David R. Johnson, Ph.D.
Director

Interdisciplinary Training

Strategies and Projects

The Institute offers interdisciplinary preservice and continuing education training to professionals, paraprofessionals, and students seeking to better serve persons with disabilities. In addition, it offers continuing education workshops specifically for persons with disabilities and their families.

Seven broad strategies are used to provide interdisciplinary training: the Interdisciplinary Studies Certificate Program, specialized preservice training sequences and cooperative curriculum components in various departments, a volunteer service program for college students, Institute conferences and workshops, collaborative curriculum development with other schools and community organizations, and presentations at state and national conferences. Among Institute training activities in 1998-99 were the following:

- **Special Education Leadership Training Grant on Education Reform**, working with four other departments and centers at the University of Minnesota to prepare doctoral students for leadership positions in research, teacher education, program development, policymaking, and administration in the field of special education.
- **Minnesota Paraprofessional Training Project**, developing training and resource materials to improve preparation of and service by paraprofessionals working with students with disabilities.
- **Person-Centered Planning Facilitator Training Projects**, training stakeholders from Minnesota and South Carolina developmental disabilities services to facilitate person-centered planning processes for adults with developmental disabilities.
- **Developmental Disabilities Rotation for Pediatricians**, coordinating the community agency component of the developmental disabilities rotation required of all pediatric residents in the University's Medical School, acquainting them with the design and implementation of community services for persons with disabilities.
- **Parent Case Management for People of Color**, collaborating with the African American and Native American communities to prepare families and individuals with disabilities to participate fully in management of services they receive.
- **State-Operated Services Training Project**, working with Minnesota's state training curricula and programs for lead workers and frontline supervisors to develop and implement train-the-trainer workshops and promote increased competence and career opportunities for direct support workers.
- **Collaborating to Accommodate Performance Standards**, training general and special education teams in creating accommodations for students with disabilities that support achievement of the Minnesota Graduation High Standards.

Training Highlights

Through workshops and conference presentations, the Institute provided over 1,360 clock hours of continuing education in more than 17 topical areas to over 12,300 people.

Institute staff made numerous presentations to conferences and groups across the country, including the following:

- Association of Higher Education and Disability Services Conference
- Minnesota Vocational Association of Special Needs Personnel Conference
- Minnesota School Superintendents Conference
- National Indian Education Conference
- Minnesota Indian Education Conference
- South Carolina Partners in Policymaking
- Louisiana Statewide Transition Conference
- Child Care in Minnesota: Linking Research with Policy and Practice Conference
- American Association on Mental Retardation Region VIII Conference
- Putting People First II Conference
- Association of Residential Resources in Minnesota Conference
- Association of Public Developmental Disabilities Administrators National Conference
- A Call From Unheard Voices – 1999 Child Care Conference
- Minnesota Paraprofessional Conference
- 1999 Children's Mental Health Conference
- National Association of State Directors of Developmental Disabilities Services Mid-Year Meeting
- Purdue University Leadership Development Program

Interdisciplinary Training

Eighty-four University of Minnesota students received extended preservice training and practical experiences through the Interdisciplinary Studies in Developmental Disabilities Certificate Program, Community Service Training Program, and Research Assistantships.

The Institute's Parent Case Management for People of Color project provided consultation, support, and training to 150 African American and American Indian families seeking to become more involved in case management of services for their member with a disability. As a result of the program, participants became more active in advocating for and managing a range of services and supports. In addition, the project collaborated with the Mille Lacs Band of Ojibwe Department of Human Services to develop a train-the-trainer program for staff working on empowerment, disability, and parenting issues with Ojibwe parents.

In 1998-99, 36 pediatric residents participated in the Developmental Disabilities Rotation for Pediatricians. The Institute coordinates the community agency component of the training.

The Research and Training Center on Community Living cosponsored the first Scott Doss Memorial Conference on Positive Behavior Supports. The event, which drew nearly 300 participants, brought together national and state leaders in the development and application of positive behavior supports for persons with developmental disabilities. The focus was on evolving concepts, technologies, and systems for using positive behavioral supports in community, home, and school settings.

Participants in Extended Preservice Training

(By Major - Certificate Program Enrollees, Research Assistants, CSTP Participants)

Major	Participants
Educational Psychology (Special Education, School Psychology, Counseling Psychology)	35
Psychology	13
Educational Policy and Administration	3
Nursing	3
Recreation, Park and Leisure Studies	3
Communication Disorders	2
Early Childhood Education	2
Health Administration	2
Epidemiology	2
Curriculum and Instruction	2
General Education	1
Criminal Justice	1
Social Work	1
African American History	1
Work, Community, and Family Education	1
Human Resources/Industrial Relations	1
Family Social Science	1
Child Development	1
Japanese	1
Other (non-degree students, undecided, unknown)	8
TOTAL	84

Continuing Education Workshops/Presentations

Topical Areas	Hours	Participants
Administrative/management/staff development	258	3731
Advocacy/disability rights/disability information	507	1573
Early intervention/childcare	71	1406
Public policy/planning	38	1220
Inclusive education	15	1060
Transition/school-to-work	160	711
Positive behavior supports	126	673
Intervention/treatment/programming	25	430
Human growth and development	12	335
Social Security/SSI	36	249
Residential/supported and independent living	49	219
Culturally-sensitive curriculum development	16	163
Crime/violence awareness/prevention	7	137
Research and evaluation methodology/findings	10	123
Community inclusion	2	60
Interdisciplinary team process	2	45
Parents with cognitive disabilities	2	19
Other	29	169
TOTAL	1365	12,323

Service and Consultation

Strategies and Projects

The Institute carries out a broad range of service and consultation activities that enhance the capacity of existing agencies to serve persons with developmental disabilities. The primary strategies used in service and consultation activities are experimental programs that demonstrate and test model practices; extensive local, state, and national technical assistance; and ongoing cooperative service programs with local, state, and federal agencies. The Institute's 1998-99 service and consultation efforts included:

- **Enhancing the Self-Determination of Adults with Mental Retardation**, providing training to direct support workers to support self-determination among persons with mental retardation. A collaborative project with Minnesota residential services providers.
- **National Technical Assistance Initiative on School-to-Work**, assisting state and local agencies to improve public policies, programs and services, and collaborative efforts to address the school-to-work learning needs of youth with disabilities.
- **Yes I Can National Outreach and Dissemination Project**, developing and implementing school-based community inclusion programs to enhance the social inclusion of secondary students with developmental disabilities.
- **School-to-Work Outreach Project**, providing assistance and support for the adoption of proven models, components of models, and other exemplary practices related to the transition of young adults from school to work.
- **Evaluation and Support of a Behavior and Crisis Support Services Demonstration Project**, establishing and implementing an evaluation plan for a demonstration project that provides appropriate preventive and crisis response services to persons with severe behavior disorders who are at risk for placement in institutions or psychiatric wards.
- **Bridges Project and Careers Project**, working with schools and vocational services to assist transition-age students with emotional/behavioral disabilities in making the transition from school to work and adult living.
- **National Evaluation of Medicaid Community Supported Living Arrangements**, developing and carrying out process and outcome evaluations of the Medicaid CSLA program.
- **Strengthening the Capacity of American Indian Students in Financial Services Programs at Fond du Lac Tribal and Community College**, developing a culturally sensitive training program to prepare American Indian students, including at-risk students, to function in the financial services field.
- **Dropout Prevention Projects**, developing, demonstrating, and evaluating strategies and services for student, school, and family support that promotes retention, performance, and adjustment of elementary and middle school youth at risk for dropping out.

Service and Consultation Highlights

Institute personnel provided over 22,500 hours of technical assistance to representatives of administrative agencies, service providers, professional organizations, and consumer groups.

Institute staff provided technical assistance to 63 Community Transition Interagency Committees across Minnesota. The committees worked at the local level to improve outcomes for young adults with disabilities as they move from school to work and adult life. Additionally, the Institute supported the formation of new working relationships between the committees and Minnesota's emerging school-to-work local partnerships.

The Yes I Can Social Inclusion Curriculum developed at the Institute was implemented in 63 school districts in 12 states, and project staff trained personnel in each of the states to coordinate implementation of the program statewide and within local school districts.

The SSI Work Incentives Project worked with over 500 families, youth, special education teachers, work experience coordinators and administrators, rehabilitation professionals, county human services staff, Social Security representatives, and independent living staff in New Mexico, Maryland, Minnesota, and Washington, D.C. The focus of the work was to educate and assist those groups in understanding, accessing, and utilizing SSI and the SSI work incentives to improve the employment and quality-of-life outcomes of transition-age youth with disabilities.

Service and Consultation

Staff of the Research and Training Center on Community Living provided support to self-advocates – strengthening the self-advocacy movement – through a variety of efforts. Among them were assisting the national organization Self-Advocates Becoming Empowered to develop two training videos related to direct action and community organization.

Through its nomination process, the All Means All School-to-Work Project identified, and disseminated information about, 21 National Award sites that provided excellent models of doing “whatever it takes” to ensure the inclusion of all learners in school-to-work opportunities and experiences.

The Check & Connect project served nearly 200 students in 19 Dakota county, Minnesota, elementary and middle schools. Staff worked with the schools to keep these students, who showed early warning signs of school withdrawal, actively involved in their education. Of the students who were with Check & Connect for nearly two years or more, 60% had improved their attendance, with another 27% holding stable with no further decline.

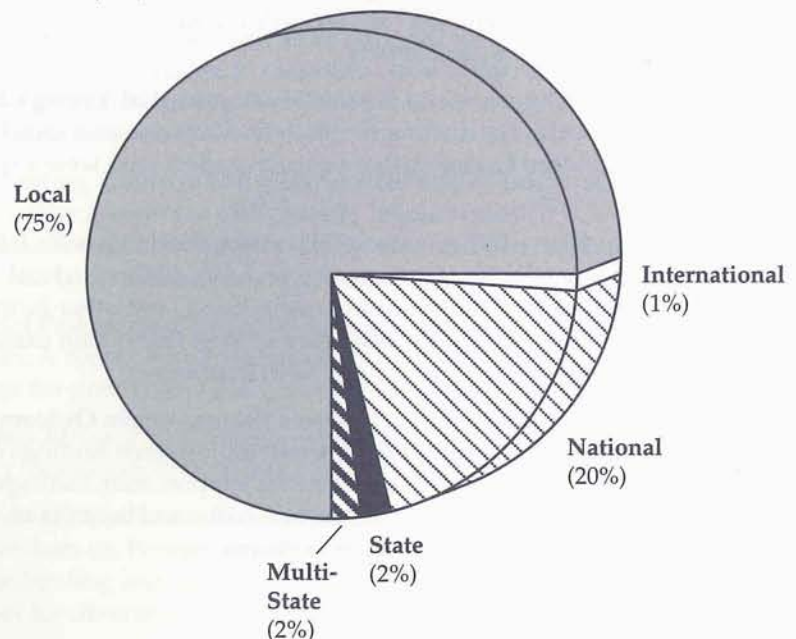
The Institute’s project, Enhancing the Self-Determination of Youth and Young Adults Who Are Deafblind, collaborated with the National Technical Assistance Consortium on Deafblindness in a set of activities designed to facilitate better understanding of the issue of self-determination among youth and young adults who are deafblind, and to incorporate this knowledge into ongoing supports and summer institutes for young people who are deafblind.

Service and Consultation: Type of Agency/Organization by Hours of Assistance

Agency/Organization Type	Hours
Social service	8380
Legal/justice system	6424
Education	4800
Interagency coordinating group	2093
Parent/consumer	132
Advocacy	127
Developmental disability	98
Residential/independent and supported living	79
General public	65
Professional association	61
University/college/UAP	54
Federal and state government	53
Multi-agency	47
Vocational rehabilitation	13
Recreation	4
Health/medical/hospital	4
Non-profit	2
Other	141
TOTAL	22,577

Service and Consultation: Geographic Area Served by Percent of Total Hours

(Total hours = 22,577)



Research and Dissemination

Strategies and Projects

The Institute generates and disseminates a wide array of research findings to improve policies and services related to individuals with disabilities and their families. Research activities are conducted in collaboration with major teaching and research centers across the country and at the University of Minnesota. Dissemination efforts include publication in scholarly journals and books, as well as publication of newsletters, resource guides, training manuals, brochures, and booklets for service providers, families, policymakers, advocates, and persons with disabilities. Among Institute research projects in 1998-99 were the following:

- **National Residential Information Systems Project**, continuing a 19-year series of national data collection and policy studies on residential services, long-term care, and related services for persons with developmental disabilities.
- **Facilitating the Social Inclusion of Adults with Autism**, field-testing a person-centered social inclusion planning approach to enhancing the social inclusion of adults with autism and other developmental disabilities living in the community.
- **Cognitive Intervention for Drug Abusing Adolescents**, examining risk and protective factors associated with adolescent substance abuse, with a special focus on learning disability status and adolescent substance abuse treatment outcome predictors.
- **Cultural Influences on the Definition and Valuing of Self-Determination: A Four-Culture, Three-State Study**, working together with members of the American Indian, Asian American, and African American communities to examine the cultural meaning of self-determination and the manner in which it is expressed by persons with and without disabilities within those cultural communities.
- **Health Factors Associated with Aging with Mental Retardation**, conducting research into health care services for and the health status of older adults with mental retardation.
- **Prenatal Cocaine Exposure and Social Development of Young Children: K-3 Follow-Up**, conducting research on academic and social outcomes for children kindergarten through grade 3 who were exposed prenatally to cocaine.
- **Beacons of Excellence in Secondary Education: Students with Disabilities**, studying how policies, procedures, curricula, staffing, school climate, support services, community involvement, and other factors contribute to student success at secondary schools that obtain exemplary results for all students, including those with disabilities.
- **Supervising and Training Direct Support Professionals: Outcomes, Costs and Benefits**, gathering and synthesizing research findings on recruitment, retention, and training of direct support staff and supervisors, with particular emphasis on outcomes, costs, and benefits of various supervision and training interventions.

Research and Dissemination Highlights

The Institute disseminated over 98,670 Institute newsletters, resource guides, curricula, research reports, booklets, training manuals, brochures, and catalogs worldwide.

Institute personnel published numerous journal articles, book chapters, and books, including the following:

Providing Inservice Training and Technical Assistance to Professionals Who Serve Young Children with Problem Behavior

Relative Effects of Interventions for Supporting the Social Competence of Young Children with Disabilities

Social Interaction, Social Competence, and Social Development of Head Start Children: A Call for Intervention Development and Validation in a Culturally Diverse Context

Challenging Behavior in Your Classroom? Don't React, Teach Instead!

Staff Recruitment Challenges and Interventions in Agencies Supporting People with Developmental Disabilities

A Longitudinal Study of Recruitment and Retention in Small Community Homes Supporting Persons with Developmental Disabilities

Wanting the Unwanted: Keeping Those "Out of Here" Kids in School

Readers of Institute publications maintained an extensive secondary dissemination network, reprinting Institute materials in their newsletters and distributing Institute publications in their academic classes and training courses. Among them were the New Hampshire Developmental Disabilities Council, Idaho Department of Health and Welfare, University of Wisconsin School of Social Work, New York State Office of Mental Retardation and Developmental Disabilities, and the University of Washington School of Law.

The Institute's Website (<http://ici.umn.edu>) was accessed over 200,000 times by visitors from more than 90 countries. In addition to the pages describing the Institute and its activities as a whole, the following projects and centers maintained Web pages specific to their work:

All Means All School-to-Work Project (<http://ici.umn.edu/all>). Interactive question-and-answer forum, technical assistance via the Internet, and other school-to-work information for students, parents, and local school-to-work networks.

Beacons of Excellence Project (<http://ici2.umn.edu/beacons>). Information for educators on the project's process for recognizing schools that are exemplary in educating all students.

Direct Support Professionals Projects (<http://ici2.umn.edu/rtc/dsp>). Online publications and a chatroom for direct support personnel.

Early Childhood Research Institute on Measuring Growth and Development (<http://ici2.umn.edu/ecri>). Online technical reports and conference presentations for researchers and educators.

Minnesota Paraprofessional Consortium (<http://ici2.umn.edu/para>). Online newsletter, resource directory, and chatroom for paraprofessionals in education.

National Transition Network (<http://ici2.umn.edu/ntn>). Publications, NTN teleconference transcripts, and other information for policymakers and program administrators.

Research and Training Center on Community Living (<http://ici2.umn.edu/rtc>). Online research publications, data, and forums for policymakers, service providers, and researchers.

South Carolina Person-Centered Planning Facilitator Training Project (<http://ici2.umn.edu/pcplanning>). Person-centered planning training sessions via a chatroom, success stories submitted by facilitators, and other training information.

1998/99 Major Institute Publications

- **Impact.** A quarterly newsletter of articles on best practices, research findings, and personal experiences. This year's topics were: *School-to-Work and Learners with Developmental Disabilities*, *Person-Centered Planning with Youth and Adults*, *Supporting Transition-Age Youth with Deafblindness*.
- **School-to-What?** A quarterly newsletter of information on including all learners in school-to-work efforts nationwide.
- **MR/DD Data Brief.** A periodic summary of National Health Interview Survey analyses related to persons with disabilities.
- **Parent Brief.** A periodic summary of the new transition requirements of IDEA, vocational rehabilitation, and SSI. Two issues were published in 1998-99: *SSI: So You Have Decided to Apply* and *SSI: Your Right to Appeal*.
- **ParaLink.** A newsletter for educational paraprofessionals in Minnesota.
- **Through Asking the Right Questions...You Can Reach Your Destination.** A pocket guide for families and individuals with disabilities to use when selecting residential service providers.
- **Ensuring Access, Equity, and Quality for Students with Disabilities in School-to-Work Systems: A Guide to Federal Law and Policies.** A guide to key federal legislation and policies that specifically address the participation of youth with disabilities in school-to-work opportunities.
- **Meeting the Needs of Youth with Disabilities: Handbook on Supplemental Security Income Work Incentives and Transition Students.** A resource for understanding how SSI work incentives can be included in the IEP/Transition plan for high school students.
- **A Preferred Future Worksheet: A Process for School Teams.** A planning tool to assist school members or teams in dealing with school problems.
- **Residential Services for Persons with Developmental Disabilities: Status and Trends Through 1998.** A report for policymakers, service providers, advocates, and researchers providing data on persons with developmental disabilities in state, non-state, and Medicaid-funded residential programs.
- **Reinventing Quality: The 1998 Sourcebook of Innovative Programs for the Quality Assurance and Quality Improvement of Community Services.** A report for state agencies and others describing innovative or particularly comprehensive approaches to quality services.
- **District Partnership Approach to Inclusion: A Qualitative Evaluation of Impact.** A report for educators on one approach to educational systems change for greater inclusion of students with severe disabilities.
- **Teacher Efficacy in Heterogeneous 5th and 6th Grade Classrooms.** A report for educators examining teacher efficacy and student outcomes.
- **Lessons for Understanding: A Junior High and High School Curriculum on Perspective-Taking.** A curriculum to increase student understanding and appreciation of different perspectives, leading to respect for diversity and support for truly inclusive school communities.

Funding

External and University Sources

The Institute's activities are funded largely through external grants, contracts, and cooperative agreements from federal, state, and local government agencies, as well as from a variety of private sources. Since 1985, the total amount of annual external funding has grown from approximately \$400,000 to nearly \$8 million. Matching support is provided primarily by the University of Minnesota and its College of Education and Human Development. In 1998-99, the Institute generated approximately \$19 in external funding for every dollar of University support. Funding for Institute operations, projects, and activities came from the following:

- **U.S. Department of Health and Human Services**
 - Administration on Developmental Disabilities
 - Health Care Financing Administration
- **U.S. Department of Education**
 - Office of Special Education Programs
 - Office of Special Education and Rehabilitative Services
 - National Institute on Disability and Rehabilitation Research
 - Office of Vocational and Adult Education
 - National Center for Research in Vocational Education
- **National Institutes of Health**
 - National Institute on Drug Abuse
- **Minnesota Governor's Council on Developmental Disabilities**
- **Minnesota Department of Children, Families and Learning**
- **Minnesota Department of Human Services**
- **University of Minnesota**
 - College of Education and Human Development
 - Department of Educational Psychology
 - Center for Early Education and Development
 - Central Administration
 - Graduate School
- **Parent Advocacy Coalition for Educational Rights (Minneapolis)**
- **Mitsubishi Electric America Foundation**
- **RISE, Inc.**
- **WACOSA**
- **Minnesota School Districts**
- **Mt. Olivet Rolling Acres**
- **South Carolina Department of Disabilities and Special Needs**
- **Dakota County (Minnesota)**

Funding Highlights

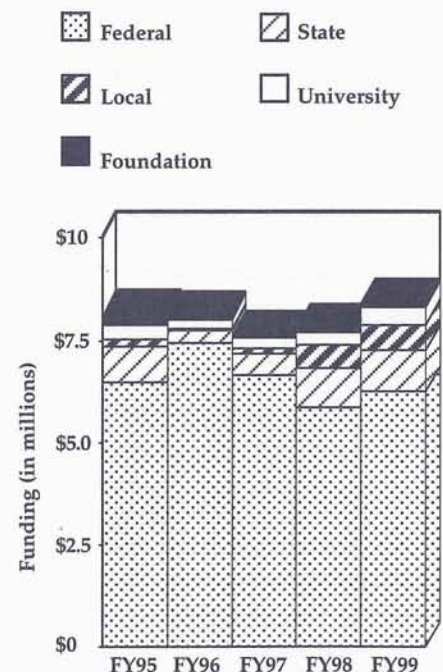
The Institute had an operating budget of \$8,383,386. Of this total, \$7,954,986 was obtained through external grants and contracts, and \$428,400 from the University's College of Education and Human Development, Graduate School, and Central Administration.

The external funding of the Institute was provided by 19 different private, local, state, and federal agencies.

Through its centers, projects, and other activities, the Institute financially supported the work of over 150 faculty, academic staff, support personnel, and research assistants.

In addition to project funding, the Institute successfully leveraged an additional \$536,000 of in-kind project support from agencies, school districts, and collaborating universities.

Funding Sources: 1998-99



Networks and Centers

Network/Center Highlights

The Research and Training Center on Community Living provided technical support to several hundred agencies and individuals regarding strategies to improve recruitment, retention, and training of direct support professionals. Additionally, the center began six new research projects designed to provide greater understanding about these critical direct support staff issues and the effectiveness of intervention strategies such as multimedia interactive computer training, realistic job previews, and orientation practices.

The Early Childhood Research Institute on Measuring Growth and Development studied the features of prospective measures of young children's growth in their expressive language, early literacy, and social interaction skills, working with 50 infants and toddlers, 100 preschoolers, and approximately 500 K-3 students, all with and without disabilities. These measures will allow educators to monitor young children's development more sensitively than currently available instruments, telling them precisely when to intervene on behalf of children whose growth does not meet expectations.

The National Transition Network provided technical assistance and support to all 50 states, the District of Columbia, and Puerto Rico in implementing statewide school-to-work systems. This technical assistance focused specifically on creating opportunities for youth with disabilities to fully participate in a wide range of school-based and work-based learning programs. The National Transition Network promoted systems change in state policies, administrative practices, interagency collaboration, and partnership development, and in developing inclusive service delivery approaches.

The Institute on Community Integration is a federally designated University Affiliated Program on Developmental Disabilities (UAP). With core funding from the Administration on Developmental Disabilities, U.S. Department of Health and Human Services, the UAP is part of a national network of similar programs in major universities and teaching hospitals across the country. These programs carry out large-scale development and coordination of technical and professional resources responsive to the needs of persons with disabilities. In addition to the interdisciplinary training, service, technical assistance, research, and dissemination activities carried out by the Institute as a UAP, it also has three major affiliated centers, each with its own areas of activity:

- **Research and Training Center on Community Living (RRTC).**
The Center focuses on research related to successful community living for persons with mental retardation and related conditions. Training activities include graduate training, national working conferences, and state/multi-state training efforts. The center is one of more than 40 Rehabilitation Research and Training Centers (RRTCs) nationwide funded by the National Institute on Disability and Rehabilitation Research, U.S. Department of Education. The University coordinates its center in collaboration with Syracuse University and the University of Illinois at Chicago.
- **Early Childhood Research Institute on Measuring Growth and Development.**
The Institute develops a comprehensive, individually-focused, developmental measurement system for children with disabilities from birth to age eight, and their families. It is a collaborative effort with Juniper Gardens Children's Project at the University of Kansas, and the School Psychology Program at the University of Oregon.
- **National Transition Network.**
The Network provides technical assistance and evaluation services to states implementing statewide systems change projects on transition, and to states with school-to-work implementation grants. It seeks to strengthen the capacity of those states to improve school-to-work and transition policies, programs, and practices. It is a collaborative effort involving Regional Resource Centers of the Office of Special Education Programs (OSEP), Rehabilitation Research and Training Centers, University Affiliated Programs, the Transition Institute of Illinois, and parent/consumer organizations.

Personnel

Institute Staff and Projects

• Administration

- David R. Johnson
Director

• Core Activity Coordinators

- Joe Reichle
Preservice Training
- Joe Reichle
Continuing Education
- Brian Abery, Mary McEvoy,
Ellie Emanuel
Service and Consultation
- Charlie Lakin
Research and Dissemination
- Kathie Wolff
UAP Data Collection
- Vicki Gaylord
Publications
- Megan Dushin
Web Services

• Program Area Coordinators

- Scott McConnell
Early Childhood Services
- Brian Abery
School-Age Services
- Ellie Emanuel
Transition Services
- Charlie Lakin
Adult Services/Community Living

• Center Directors/Coordinators

- Research and Training Center on
Community Living. Charlie Lakin,
Director; Joe Reichle, Training
Director; Mary F. Hayden, Research
Director
- Early Childhood Research Institute on
Measuring Growth and Development.
Scott McConnell, Mary McEvoy Co-
Directors; Jeff Priest, Coordinator

- National Transition Network. David
R. Johnson, Director; Ellie J. Emanuel,
Associate Director; Patricia Merrill,
Communications Coordinator

• Projects and Project Staff

- Analysis of Data from the Disability
Supplement to the 1994-95 National
Health Interview Survey (subcontract
from the University of Illinois at
Chicago, and ADD Supplement).
Charlie Lakin, Sheryl A. Larson,
Nohoon Kwak, Lynda Anderson,
Deborah Anderson, Jeoung-Hak Lee
- Assessment of the Outcomes
Associated with Consumer-Controlled
Movement From a Large Institution to
Small Community-Based Settings.
Brian Abery
- Beacons of Excellence in Secondary
Education: Students with Disabilities.
Teri Wallace, Susan Hupp, Tom
Bartholomay, Gonzaga da Gama,
Bob Kambeitz
- Bridges Project. David R. Johnson,
Marie Blackburn
- Careers Project. David R. Johnson,
Marie Blackburn
- Cognitive Behavioral Therapy for
Drug-Abusing Youth. Bill Latimer,
Ken Winters, Rebecca Swim, Amanda
Voight, Sarah Jerstad, Lucinda Hahn,
Sarah Green
- Cognitive Intervention for Drug-
Abusing Adolescents. Bill Latimer,
Ken Winters, Marco Vazquez,
Rachel Gustin
- Collaborating to Accommodate
Performance Standards (CAPS).
Lynn Walz, Barbara Stahl (Minnesota
Department of Children, Families,
and Learning)
- Community Inclusion Programs.
Brian Abery, Mitchell Madsen
- Community Building for People with
Mental Retardation and Other Devel-
opmental Disabilities Within Commu-
nity Organizations. Angela Amado

- Consumer Controlled Housing:
Outcomes of a Comprehensive
Education and Counseling Program.
Charlie Lakin, Angela Amado
- Costs and Benefits of Family Care and
Family Support. Darrel Lewis
- Cultural Influences on the Definition
and Valuing of Self-Determination: A
Four-Culture, Three-State Study.
Brian Abery
- Dakota County: Using the Check &
Connect Procedure for Truancy
Prevention. Mary Sinclair, Colleen
Kaibel, Portia McClain, Amy Woods,
Jongho Shin, Lisa Zietlow, Michelle
Gaddy
- Dakota Corrections: Check & Connect
Early Intervention Truancy Program.
Mary Sinclair, Colleen Kaibel,
Jongho Shin, Willa Bates, Michelle
Gaddy
- Dakota Elementary: Truancy Preven-
tion Using the Check & Connect
Procedures. Mary Sinclair, Cammy
Lehr, Sandra Christenson, Jongho
Shin, Ann Arkell, Velma Harris,
Lynne Havsy, Holly Kiecker, Donna
Patterson, Leanne Watrin-Walter,
Michelle Gaddy
- Demonstrating Success: Students with
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Teri Wallace, Tom Bartholomay, Bob
Kambeitz
- Developing an Evaluation System for
Minnesota's Early Childhood Special
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Mary McEvoy, Joan Karp (University
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- Developing Within-Agency Capacity
to Serve Individuals with Challenging
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- Developing and Evaluating a Model of
Inservice and Technical Assistance to
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schoolers. Joe Reichle, Mary McEvoy,
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- Development and Evaluation of Self-Determination Training and Support for Direct Support Staff and Supervisors. **Brian Abery**
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- National Transition Alliance. **David R. Johnson, Mary Mack, Carrie Sword, Megan Dushin**
- National Transition Network. **David R. Johnson, Ellie J. Emanuel, Patricia Merrill, Sun-Young Lee, Hyun-Jeong Park**

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- Nature and Quality of Supports for Families in the Disability Supplement of the National Health Interview Survey. **Sheryl A. Larson, Charlie Lakin, Lynda Anderson, Nohoon Kwak, Jeoung-Hak Lee**
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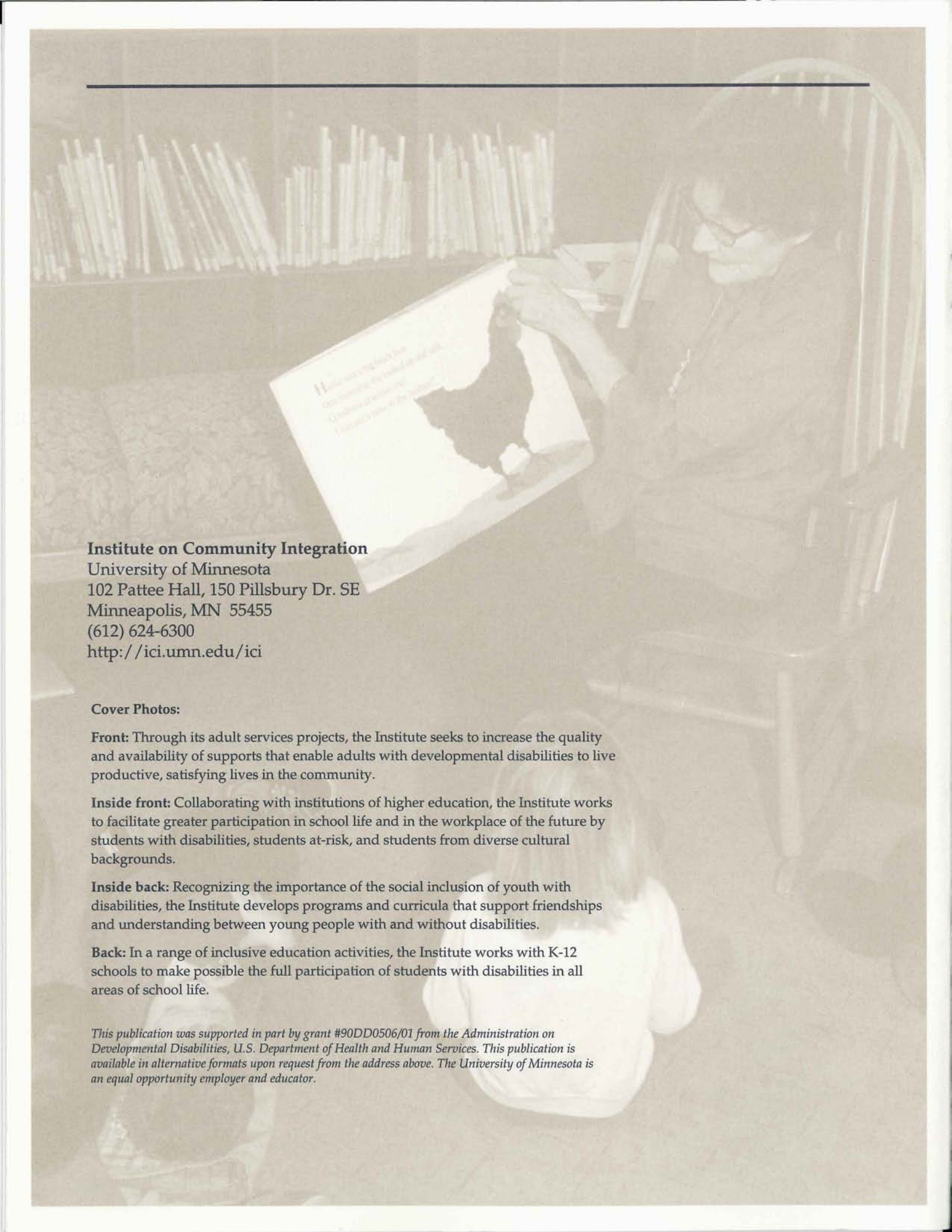
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Front: Through its adult services projects, the Institute seeks to increase the quality and availability of supports that enable adults with developmental disabilities to live productive, satisfying lives in the community.

Inside front: Collaborating with institutions of higher education, the Institute works to facilitate greater participation in school life and in the workplace of the future by students with disabilities, students at-risk, and students from diverse cultural backgrounds.

Inside back: Recognizing the importance of the social inclusion of youth with disabilities, the Institute develops programs and curricula that support friendships and understanding between young people with and without disabilities.

Back: In a range of inclusive education activities, the Institute works with K-12 schools to make possible the full participation of students with disabilities in all areas of school life.

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