



# ICI INSTITUTE *on* COMMUNITY INTEGRATION

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

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## FEATURE STORIES

### NCEO Receives \$10 Million for New Center Supporting Inclusive Practices for Students with Disabilities



ICI's [National Center on Educational Outcomes \(NCEO\)](#) has been awarded a five-year, \$10 million grant from the U.S. Department of Education's Office of Special Education Programs to establish a National Technical Assistance Center on Inclusive Practices and Policies. The new center will be called The TIES Center: Increasing Time, Instructional Effectiveness, Engagement, and State Support for Inclusive Practices for Students with Significant Cognitive Disabilities.

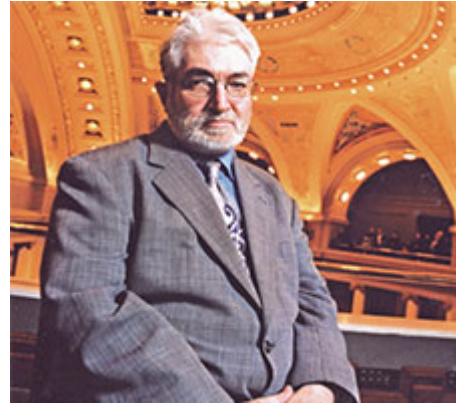
The purpose of the TIES Center is to create sustainable changes in school and district educational systems so that students with significant cognitive disabilities can fully engage in the same instructional and non-instructional activities as their general education peers while being instructed in a way that meets individual learning needs. The primary outcome of the TIES Center is to improve the quality of instruction for students with significant cognitive disabilities in inclusive environments through the use of existing curriculum and instructional materials. The new center will also provide models and coaching to both general education and special education teachers to create more inclusive opportunities. In addition, it will support changes to inclusive practices and policies within partner state and local education agencies. "This is a wonderful opportunity for NCEO and its partners to do important and exciting work on the inclusion of students with significant cognitive disabilities," says principal investigator [Sheryl Lazarus](#), who will lead the project with co-principal investigator [Kristin Liu](#).

Subcontractors for the TIES Center are: University of North Carolina Charlotte, University of North Carolina Greensboro, University of Cincinnati, CAST, University of Kentucky, and the Arizona

Department of Education. Established in 1990, NCEO is a federally-funded technical-assistance center that supports states and districts on issues related to inclusive assessments, particularly for students with disabilities, English learners (ELs), and ELs with disabilities. [Click here for more information](#) about the TIES Center.

## Poetz to Receive National Leadership Award from AUCD

ICI's [Cliff Poetz](#) (pictured at the Minnesota State Capitol) will receive the Leadership in Advocacy Award from the Association of University Centers on Disabilities (AUCD) during the AUCD 2017 conference in Washington, DC on November 5-8. The award is presented to an outstanding individual or family member who has exhibited exceptional leadership and self-advocacy skills in the area of developmental disabilities. "Cliff has always been a front-edge dreamer of and catalyst for change," wrote Charlie Lakin in his nomination letter to AUCD. "He has spoken out early for change and for those who most badly needed it." Lakin, a longtime associate of Poetz, was director of ICI's Research and Training Center on Community Living, and later, of the federal National Institute for Disability and Rehabilitation Research.



Poetz's self-advocacy began in 1970 in the large Minneapolis institution where he lived when he co-founded a group called "Telling It Like It Is." The group traveled throughout Minnesota and neighboring states, educating Arc chapters and others about the experiences of people with developmental disabilities living in large institutions and the pain and discrimination of being labeled "retarded." Poetz found a receptive audience. "I was in [Minneapolis] and the city was alive with talk of social change and civil rights," he recalls. His efforts garnered media attention and an invitation from Sen. Edward Kennedy to testify at the Senate hearing on the "Developmental Disabilities Assistance Bill of Rights Act" in 1973. Poetz became an active and effective advocate, helping launch Advocating Change Together in the late 1970s and People First Minnesota in the 1980s. He went on to serve as a board member of numerous organizations and has had advisory roles with a number of foundations and academic centers, including the University of Illinois at Chicago's Institute on Disability and Human Development (UCEDD).

"I only wish my parents could have seen how my life has turned out," he reflects. "They would not believe how I live on my own, how I travel all over the country, how people with impressive titles and jobs know me and listen to me. Self-advocacy has given me wonderful opportunities. I see my involvement in continuing to organize self-advocacy groups as one way that I can help other people have wonderful opportunities of their own."

## ICI Seeking New Leadership in 2018

In September 2018, [David R. Johnson](#) (pictured) will be stepping down from his role as ICI Director after 20 years. The College of Education and Human Development, University of Minnesota, is currently conducting a nationwide search for ICI's next leader.



"The ICI Director provides leadership in formulating policies and practices; in nurturing the professional growth of individual staff members; in connecting ICI's work to the academic and broader communities of the state, nation, and international sectors; and in improving the quality of interdisciplinary research, training, and outreach in the College and the University," maintains the position posting. "The Director also has broader responsibilities over the administrative affairs of ICI - including budget and long-range planning - and represents ICI in college-wide administrative planning. The individual seeking this position must be qualified to hold a tenured or tenure-track Associate or Full Professorship in one of the College's seven academic departments." For the full posting and application instructions, visit <https://humanresources.umn.edu/jobs>, choose a group (e.g., External Faculty and Staff Applicants), and type the job number 319373 into the keywords search field.

## RTC-CL Co-sponsors Person-Centered Gathering in November



In November, ICI's [Research and Training Center on Community Living \(RTC-CL\)](#) will co-sponsor "[Traveling Together](#)," the [2017 Minnesota Gathering for Person-Centered Practices](#). The Gathering is an opportunity to experience a learning community of people committed to person-centered values who are eager to learn about and share ideas for real implementation and changed practices in both informal and structured conversations. The Gathering will also feature a Gallery Walk, which will be a visual representation demonstrating learning and implementation of person centered thinking and planning. The Gallery Walk is a chance for participants to share how they put their gifts, skills, interests, and dreams into action.

There will be two keynote speakers at the Gathering: Laura G. Buckner and Dan Baker. Buckner, a Licensed Professional Counselor and former special educator from the Texas Center for Disability Studies at the University of Texas at Austin, is an expert in person-centered practices, leadership and advocacy, trauma informed care, and supporting families and individuals with intellectual and developmental disabilities to live lives they find meaningful with access to necessary supports and services. Baker, an Internal Reviewer and Successful Life Project Clinical Supervisor from the Jensen/Olmstead Quality Assurance and Compliance Office at the Minnesota Department of Human Services, is involved with the design, development, and monitoring of treatment programs to align with positive supports and a person-centered culture.

The Minnesota Gathering will take place in Brooklyn Center on November 7 and 8. [Registration is open](#) through October 15. For questions, email [mngathering@umn.edu](mailto:mngathering@umn.edu) or call 612-624-7558.

## Embedding Cultural Diversity in UCEDDs

Over the next year, ICI's [Anab Gulaid](#) (pictured) will help University Centers for Excellence in Developmental Disabilities (UCEDDs) around the country strengthen their diversity and cultural/linguistic competence. Federally-designated UCEDDs, such as ICI, promote independence, productivity, and community inclusion for all, including individuals with disabilities, some of whom belong to diverse racial and ethnic groups. On September 1, the UCEDD at Georgetown University in Washington, DC received a one-year grant from the federal Administration for Community Living to implement an inclusion training action plan for the UCEDD network. Led by Georgetown, ICI will be a member of a consortium of four partner UCEDDs and a Leadership Education in Neurodevelopmental and Related Disabilities (LEND) program that will provide consultation, training, and technical assistance to the UCEDD network on using and implementing the resources developed by the guide, [Embedding Cultural Diversity and Cultural and Linguistic Competence: A Guide for UCEDD Curricula and Training Activities](#). Gulaid will represent ICI, working with Principal Investigator Amy Hewitt.



"Earlier this year, I was on the advisory board of the project that developed that guide," Gulaid says. "Now I'm going to help other UCEDDs on how to use it, doing technical assistance work, in person and online. The project may also show us how other UCEDDs are doing cultural competence while serving people with disabilities."

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### SOCIAL MEDIA SPOTLIGHT



### Featured on [ICI's Facebook](#) on August 21, 2017

In anticipation of our next Changing Landscapes public reception, we thought we'd share with you ICI's personal favorites from this latest exhibition featuring the work of Hammer Residences' Jon Leverentz. Cliff Poetz loves "Beginning of Life" the most because, to him, it speaks of spring. The beauty of the colors appeal to him - the purples complementing what he thinks could be a single daisy rising up

in the background. Please plan to join us on Thursday, Sept. 14 from 4-6 p.m. at Pattee Hall to view Jon's stunning art and meet the artist! [#ICI](#) [#IClart](#) [#art](#) [#ChangingLandscapes](#) [#HammerResidences](#) RSVP

required at <http://bit.ly/2uO69CT>

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## NEW RELEASES



### ANCOR/RTC Realistic Job Preview

Director: [Jerry Smith](#)

[This video](#) illustrates the real, everyday work of direct support professionals (DSPs) in the field of developmental disabilities. This Job Preview is a DSP recruitment strategy designed to give potential employees detailed and balanced information about job expectations, employers, and the worksite, so they can make an informed decision about accepting a prospective job offer. A realistic job preview provides both positive and negative information that potential staff are unlikely to know. DSPs profiled in the video offer first-person advice about this important career choice in the following areas: On the Job, Rewards of Direct Support, Challenges of Direct Support, Qualities of a Great DSP, and Lessons Learned. For information about agency licensing for Web use, contact [Jerry Smith](#). The video is produced by the American Network of Community Options and Resources and ICI's [Research and Training Center on Community Living \(RTC-CL\)](#).



### Forum on Text Readers for Everyone on All Tests: Getting a Handle on What This Means

Authors: Sandra Warren, [Sheryl Lazarus](#), [Kathy Strunk](#), and [Martha Thurlow](#)

[This report](#) recounts the highlights of a forum held on June 27, 2017 in Austin, Texas to discuss the availability of text readers for everyone on all tests, the differences in terminology for text readers, ways to develop common language around text readers, and challenges associated with text readers. The event brought together staff representing state departments of education, school districts, testing and testing-related companies, and other educational organizations. The forum was a pre-session to the Council of Chief State School Officers (CCSSO) National Conference on Student Assessment (NCSA), and was a collaboration of the Assessing Special Education Students (ASES) State Collaborative on Assessment and Student Standards (SCASS), the English Learner (EL) SCASS, and ICI's [National Center on Educational Outcomes \(NCEO\)](#). Published by NCEO.

## Journal Article Published



"Vocational Rehabilitation Service Usage and Outcomes for Individuals with Autism Spectrum Disorder." (September 2017). By Kelly Nye-Lengerman. Published in the *Research in Autism Spectrum Disorders*, 41-42, 39-50. [doi.org/10.1016/j.rasd.2017.08.003](https://doi.org/10.1016/j.rasd.2017.08.003)

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## EVENTS

### Sprout Film Festival Comes to the Twin Cities

October 7, 4:30-6:30 p.m.

Hyatt Regency, Bloomington



The Arc Greater Twin Cities is bringing the [Sprout Film Festival](#) to Minneapolis. The festival's mission is to inspire audiences, promote inclusion, and support transformative filmmaking as an integral part of social change. This event, which focuses exclusively on films that celebrate the diverse lives and creativity of people with intellectual and developmental disabilities, strives to challenge assumptions and break down stereotypes. By introducing powerful, thought-provoking films from around the world to new and ever-more inclusive audiences, it promotes greater acceptance, celebrates difference, and aims to light the spark to help make the invisible, visible. The festival is free and open to the public. [Registration is open.](#)

### Check & Connect International Conference: Spaces Still Available

October 12-13

McNamara Alumni Center

Minneapolis, Minnesota



[Check & Connect](#) (C&C) is hosting its international conference, "Student Engagement: Connection to School, Motivation to Learn," a forum where people who use or intend to use the C&C school engagement model from ICI can network and discuss best practices and implementation methods. The conference's keynote speakers will be Hedy Chang of Attendance Works and Amy Reschly from the University of Georgia. Leading experts and practitioners across the country will explain their C&C practices and current research. [Registration is open now.](#)

### RTC-CL's Policy Forum on HCBS Rule Changes and Minnesota's Olmstead Plan

October 26, 1:30-3 p.m.

Roseville Public Library, Community Program Room

2180 Hamline Avenue North

Roseville, Minnesota



Since the 1990s, Minnesota's out-of-home community supports have relied heavily on residential settings supporting four people and center-based employment/day programs. This forum, sponsored by ICI's [Research and Training Center on Community Living \(RTC-CL\)](#), will discuss how Minnesota's supports system must change to fully comply with updated Home and Community Based Supports (HCBS) rules and the Minnesota's Olmstead plan, and what these changes imply for individuals with high-level support needs. Alex Bartolic, Darlene Zangara, and Alicia Munson will present on what they see as the the key challenges of these changes and will offer possible solutions. Bartolic is director of Disability Services at the Minnesota Department of Human Services, Zangara is Executive Director of the state's Olmstead Implementation Office, and Munson is Senior Policy Director for The Arc Minnesota. [Registration is open](#) to the public.

## MNLEND Public Presentation on Pivotal Response Training

October 27, 8:30-11:45 a.m.

Marriott Courtyard Minneapolis Downtown  
1500 Washington Avenue South  
Minneapolis, Minnesota



ICI's [Minnesota Leadership Education in Neurodevelopmental and Related Disabilities \(MNLEND\) Program](#) is sponsoring this presentation by Dr. Lynn Koegel from the University of California, Santa Barbara, to provide an overview of Pivotal Response Training (PRT). PRT is a naturalistic intervention model derived from applied behavior analysis approaches. Rather than target individual behaviors, PRT targets pivotal areas of a child's development, such as motivation, responsivity to multiple cues, self-management, and social initiations. PRT results in widespread, collateral improvements in other social, communicative, and behavioral areas that are not specifically targeted. This presentation will review research-supported motivational strategies that have been shown to significantly increase child engagement in learning opportunities, thus increasing the speed of new skill acquisition and decreasing disruptive behavior. The event is free, but [registration is required](#).

## MNLEND Forum on the "F-Words" in Childhood Disability

November 16, 9-11:30 a.m.

Weisman Art Museum  
333 East River Road  
Minneapolis, Minnesota



In the 21st century, people are embracing new ideas and new paradigms for the healthcare and disability fields and to explore their implications, ICI's [Minnesota Leadership Education in Neurodevelopmental and Related Disabilities \(MNLEND\) Program](#) is sponsoring this forum, titled, "The 'F-Words' in Childhood Disability: Are We Ready to Shift Gears?" These new ideas and paradigms are guided by the 6 "F-Words" from the World Health Organization's (WHO) International Classification of Functioning

Disability and Health (ICF) framework: Function, Family, Fitness, Fun, Friends, and Future. The "F-Words" have been enthusiastically embraced by parents, families, and colleagues around the world. Peter Rosenbaum of McMaster University in Ontario, Canada will present on the ICF Framework and challenge everyone to think-and speak together about-"Yes but..." and "Now what..." This discussion can show new possibilities about building these ideas into everyday practice and research (and remember, one of the F-Words is 'Fun!'). The public is invited to this free event, but [registration is required](#).

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## STAFF UPDATES



**Barb Kleist:** During the HCBS (Home and Community Based Services) conference in Baltimore on August 28-31, [Kleist](#) presented twice. She was a panelist on direct service workforce strategies on the subject of "Money Follows the Person (MFP) Grantee Meeting: Building Partnerships and Innovation for Community Living," and she was a panelist on "Direct Support Workforce: Stability Strategies and Outcomes."



**Merrie Haskins :** On August 31, [Haskins](#) co-presented "Promoting Person-Centered Practices: a Holistic Perspective in Healing, Recovery and Resiliency" at the American Indian Mental Health Conference in Carlton, Minnesota. This presentation was part of the Developing and Engaging Training on Person-Centered and Family-Centered Approaches in Mental Health and Co-occurring Disorders - a contract between ICI's Research and Training Center on Community Living and the State of Minnesota.

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## ALUMNI UPDATES

**Rande Peyton:** Peyton has been an Autism Teacher/Specialist at Hopkins High School since 2014 and has worked in the autism field since 2005. But back in 2013-14, she was at ICI as a [LEND Fellow](#) and earned her [Certificate in Disability Policy and Services](#). In her current position, Peyton and a multidisciplinary special education team work with high school age students with autism on social cognition, executive functioning, and self-regulation skills. She says the continued development of these skills is crucial for academic success and helps indirectly with expanding the students post-secondary options. And now Peyton is back at the University of Minnesota, continuing her leadership education by earning her Special Education Directors License. "LEND helped me to think more globally on all the different neurological disabilities students may have and it provided different evidence based platforms to help integrate these individuals into the community," Peyton reflects. "The multidisciplinary experiences I had as a LEND Fellow, plus the LEND emphasis on multicultural practice and the person-first and family-first perspective of the program, were all important components. I still use that





knowledge and those skills with the families with whom I work."

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