

Publications

Institute on Community Integration • University of Minnesota
A University Center for Excellence in Developmental Disabilities



New!
Impact issue on
postsecondary
education. See p. 1.

Impact

Focuses Issue on Postsecondary Education and Students with Intellectual, Developmental and Other Disabilities

Published by the Institute on Community Integration (ICCI) and the Center for Community Living

Volume 23 Number 1 Autumn/Winter 2011/11



Blake Walker, student on the left, sitting in the dorm at Oakland University in Rochester, Michigan. See story below.

What's a Parent to Do? Michah's College Dream

By Janet Yulish

My father recently graduated from the University of Michigan in 1988, the first in his family of 11 children. Little did he know he established a generational pattern for the important ones in my life. My two brothers, several cousins, and my husband all claim the name "Michah and Blue." At the age of 5, one day, Michah, attended his first 1 of 11 football game and was immediately enraptured by the "Go Blue!" spirit. I loved the idea destined to follow in the footsteps of his Papa, father, and uncle. He didn't have the words to express this dream - words did not come readily to him then - but his dream was deepened with every 1 of 11 game he attended.

We as parents wanted both our children, Michah and Emma, to have dreams. Dreams motivate our spirit, drive us forward, stretch us to new directions, and compel us to try new things. We wanted our children to gradually feel the pull of passion and purpose. But what if their dreams are over such words like "unrealistic," "impossible," "out of reach," "can't do that," "not of," or simply "Why would he do THAT...?" There were none of the very words we heard when Michah talked about his college dream. "Think of the fact," we were told, even by well-meaning people who cared about Michah. Fact # 1: Michah has a cognitive impairment with a low IQ score. Fact #2: Michah didn't read or write although he could sign his name after years of practice. Fact #3: There were no fully inclusive college programs in our community. Fact #4: Youth like Michah, with an IQ, go to community based programs after high school, not out legal. What's a parent to do?

(Yulish, continued on page 20)

From the Editors

Postsecondary education is a primary goal for the majority of high school students with transition plans. However, only about 10-15% of young adults with disabilities have taken postsecondary education classes since high school. And among those with the lowest rates of participation are students with intellectual disabilities. This Impact issue explores what we know, and what we still need to know, about what works to support increased participation of students with disabilities, especially those with intellectual disabilities, in postsecondary education and why that participation is important. It includes stories about students with disabilities attending higher education, strategies for families and school personnel to create supporting planning for postsecondary education during high school, research findings and historical perspectives on our national journey to support full participation in all areas of life - including education - for individuals with intellectual and other disabilities, and perspectives on the challenges that are unmet and that participation. It is our hope that readers of this issue will find new ways of thinking about the role of high school education in the lives of young people with disabilities, and about the benefits to those young people as well as our communities and nation.

What's Inside

Overview
How to Access
Personal Profiles
Reviews

COLLEGE OF EDUCATION
• HUMAN DEVELOPMENT
UNIVERSITY OF MINNESOTA

This catalog includes resources from the Institute and its six affiliated centers –

- **National Center on Educational Outcomes**
- **National Center on Secondary Education and Transition**
- **North Central Regional Resource Center**
- **Partnership for Accessible Reading Assessment**
- **Research and Training Center on Community Living**
- **Research Institute on Progress Monitoring**

Welcome to the Winter 2011 catalog of publication highlights from the Institute on Community Integration

Dear Friends,

We are excited to share with you this catalog highlighting some of the resources of the Institute on Community Integration, a federally-designated University Center for Excellence in Developmental Disabilities located at the University of Minnesota. The Institute is committed to the work of removing barriers to the full participation of people with disabilities, and those at-risk, in all areas of community life. This catalog's highlighted publications from our collection of over 400 resources provides what we hope will be valuable tools for educators, community service providers, families, advocates, individuals with disabilities, and others. To explore all the publications of the Institute please visit:

<http://ici.umn.edu/products>

To subscribe to ICI Updates, our free monthly e-mail containing information about new resources from the Institute, go to:

<http://ici.umn.edu/subscribe.php>

And if you have questions, you can reach us at:

(612) 624-4512 or icipub@umn.edu

Impact Newsletter

Impact features practical information useful to families, educators, community service providers, policymakers, self-advocates, advocates, and others. Each issue focuses on a different life area in relation to persons with intellectual, developmental and other disabilities.



NEW!

Feature Issue on Postsecondary Education and Students with Intellectual, Developmental and Other Disabilities

Postsecondary education is a primary goal for the majority of high school students with transition plans. However, only about 3 in 10 young adults with disabilities have taken postsecondary education classes since high school. And among those with the lowest rate of participation are students with intellectual disabilities. This *Impact* issue explores what we know, and what we still need to know, about what works to support increased participation of students with disabilities, especially those with intellectual disabilities, in postsecondary education and why that participation is important. (February 2011)

Feature Issue on Sexuality and People with Intellectual, Developmental and Other Disabilities

What does it mean to affirm and support a positive, healthy sexuality for individuals with disabilities? That's the focus of this *Impact* issue. Its articles cover topics ranging from sexuality education in the home

and school, to personal stories of dating and marriage, to legal and ethical issues for service providers, all with the goal of supporting the right and opportunity for people with disabilities to experience and express this essential dimension of human life. (2010)

Feature Issue on Aging and People with Intellectual and Developmental Disabilities

As the number of adults age 60 and over who have intellectual and developmental disabilities grows, there is also a growing need for information about how this population experiences aging, and about promising approaches to quality services and supports. *Impact: Feature Issue on Aging and People with Intellectual and Developmental Disabilities* offers fresh, practical, and challenging perspectives on supporting aging individuals with disabilities and their families. It includes articles on topics ranging from family relationships, spirituality, and health, to community inclusion, futures planning, and Alzheimer's. (2010)

Feature Issue on Early Childhood Education and Children with Disabilities

How can families and early childhood professionals provide quality, inclusive early childhood education for young children with and without disabilities? That's the question posed in this *Impact* issue. In its pages, parents reflect on their experiences with early childhood education and inclusion for their children, and researchers and practitioners discuss strategies for identifying and providing quality, inclusive programs. (2009)

Impact is available in print and online.

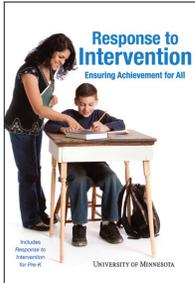
To download online at no charge visit: <http://ici.umn.edu/products/newsletters.html#impact>

To request print copies, or sign-up for a free subscription, call (612) 624-4512 or e-mail icipub@umn.edu.

The first print copy of each issue is free; additional copies are \$4.

For information on all 25+ issues of *Impact*, visit <http://ici.umn.edu/products/newsletters.html#impact>

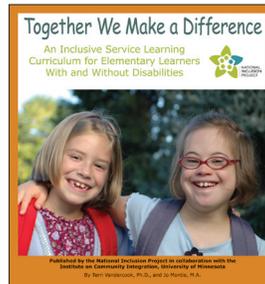
Transition & K-12 Resources



Response to Intervention: Ensuring Achievement for All

Response to intervention (RtI) is a promising reform that leads to increased student achievement and overall school improvement in preK-12 education. This video illustrates the implementation of RtI at the elementary school level as part of a model demonstration project. (An additional short video, *Response to Intervention for Pre-K*, is also included on the DVD). A description of the core components of the 3-tier RTI model is shared, including: screening, core instruction, intensive interventions, progress monitoring, data review meetings, and fidelity of implementation. In addition, the perspectives of those involved in the pilot project featured in the video – a collaboration between the Research Institute on Progress Monitoring at the Institute on Community Integration and Minneapolis Public Schools – are shared. The video was developed by the Research Institute on Progress Monitoring. Length: 16:22. (2010)

• **Cost: \$35 for DVD. Also available for free viewing online at <http://progressmonitoring.net>**

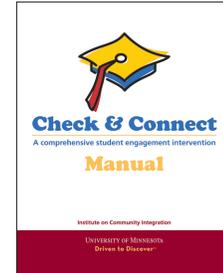


Together We Make a Difference: An Inclusive Service Learning Curriculum for Elementary Learners With and Without Disabilities

By Terri Vandercook and Jo Montie

This innovative curriculum provides educators and youth workers with a new tool for engaging all elementary-age learners in service learning. Its research-based activities guide instructors in helping children with and without disabilities become partners in planning and carrying out service learning projects, while teaching social and life skills to children of all abilities, meeting education standards in a variety of academic areas, and challenging stereotypes about young people with disabilities. The 360-page binder includes an overview of quality service learning, detailed lesson plans, strategies for supporting inclusion during lessons (including adaptation and accommodation ideas, and guidance in aligning lessons with IEP goals and objectives), and master copies of handouts. In addition, national standards in English, social studies, and 21st century skills are infused into the curriculum. *Together We Make a Difference* was developed by a partnership of the Institute and the National Inclusion Project. (2010)

• **Cost: \$59. To preview sections of the curriculum visit <http://ici.umn.edu/products/curricula.html#isl>**



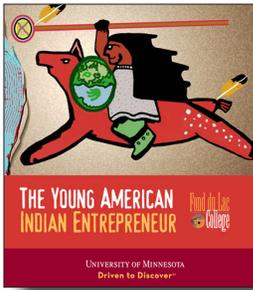
Check & Connect: A Comprehensive Student Engagement Intervention Manual

By Sandy Christenson, Martha Thurlow, Mary Fox Sinclair, Cammy Lehr, Colleen Kaibel, Amy Reschly, Ann Mavis, and Angie Pohl

The *Check & Connect* manual walks users through the implementation process for this comprehensive, targeted intervention designed to enhance K-12 students' engagement at school and with learning through relationship building and problem solving. One of 30 dropout prevention interventions rated by the U.S. Department of Education's What Works Clearinghouse, it is the only program found to have strong evidence of positive effects for staying in school. The manual outlines the key components of *Check & Connect*, describes the steps to implement this research-based model, and presents the underlying theory. Training is offered for school districts and youth organizations desiring additional assistance in implementation (for training information see <http://checkandconnect.org> or call (866) 434-0010). (2008)

• **Cost: \$45 each (1-19 copies), \$40 each (20+ copies)**

To learn more about the Check & Connect model and the research behind it visit <http://checkandconnect.org>



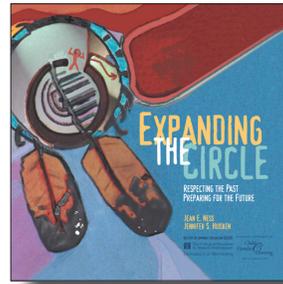
The Young American Indian Entrepreneur Curriculum

By Jean Ness, Bryon Jon Maciewski, and Dennis Olson, Jr.

This innovative curriculum guides American Indian high school students (grades 9-12) in exploring entrepreneurship as a viable vocation. Based on the content of summer programs for transition-age students held at Fond du Lac Tribal and Community College in Minnesota, the curriculum is grounded in the National Content Standards for Entrepreneurship Education (NCSEE) developed by the Consortium for Entrepreneurship Education. It can be implemented as a summer program, or its activities can be components of other courses and programs such as basic business and money management courses, and transition and career advising programs. Its 61 lessons are organized into three modules – Entrepreneurial Skills, Ready Skills, and Business Functions. Each lesson is approximately 30-60 minutes in length, and the manual includes complete lesson plans and handout masters. For schools and organizations desiring to offer it as a summer program, the manual includes planning materials to help them organize, promote, and operate their own summer program. It was developed by Fond du Lac Tribal and Community College and the Institute on Community Integration. (2010)

• **Cost: \$50. For more information and to preview sections of the curriculum visit <http://ici.umn.edu/etc/products/entrepreneur.htm>**

Find more K-12 curricula, resource guides, and other materials at <http://ici.umn.edu/products>



Expanding the Circle: A Transition Curriculum for American Indian Youth

By Jean Ness and Jennifer Huisken

This popular curriculum presents a structured process and a set of culturally relevant activities to facilitate successful transition from high school to adult life for American Indian high school students. It includes activities based on work with hundreds of American Indian high school youth, paraprofessionals, teachers, and administrators. Aligned with the Minnesota graduation standards, and applicable elsewhere, it was developed to include family and community members in the transition process, and created with students' varying and unique strengths and abilities in mind. The curriculum package includes one Onaakonon System (OS), a personal portfolio system designed to help students plan for their future in an organized and structured way. (2002)

• **Cost: \$65 for the curriculum package, \$9 for each additional OS. To learn more about the curriculum visit <http://ici.umn.edu/etc/curriculum>**



• **Also available is the *Finding Our Voice* DVD that tells the stories of four American Indian students making a successful transition. • Cost: \$55.**



Resources on Curriculum-Based Measurement and Progress Monitoring

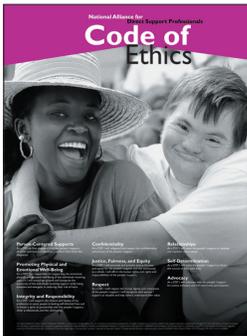
(www.progressmonitoring.net)

For the past five years the Research Institute on Progress Monitoring (RIPM) at the Institute on Community Integration has been working on developing a seamless and flexible system of student progress monitoring to be used in K-12 schools across ages, abilities, and curricula. RIPM has developed and tested a number of measures through its research in areas including early numeracy, early writing, and students with significant cognitive disabilities. On the RIPM Web site (www.progressmonitoring.net) are the following free resources that have grown out of its work on curriculum-based measurement and progress monitoring:

- The online video, *Response to Intervention: Ensuring Achievement for All*.
 - Over 30 technical reports summarizing findings of RIPM's work.
 - Measures developed by RIPM in the areas of early numeracy, early writing, and students with significant cognitive disabilities.
 - A searchable database of publications related to curriculum-based measurement.
- **To learn more about RIPM's work, visit its Web site, e-mail ripm@umn.edu or call (612) 624-5776.**

Direct Support Workforce Development

The Institute's Research and Training Center on Community Living produces extensive resources on Direct Support Workforce development, including materials for service providers, families, and individuals to use in recruiting, hiring, training, and supervising Direct Support Professionals (DSPs).



DSP Code of Ethics Materials

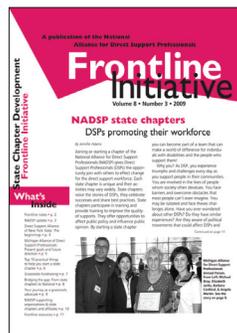
This series of materials on the Code of Ethics for Direct Support Professionals (DSPs) serves as a straightforward and relevant guide for DSPs as they resolve the ethical dilemmas they face every day, and encourages them to achieve the highest ideals of the profession. The brochure provides the entire text of the Code, and the poster and wallet card provide a quick-reference version. Produced by the National Alliance for Direct Support Professionals and the Institute's Research and Training Center on Community Living. View the full text of the code at www.nadsp.org/orglibrary/index.asp. (2001)

• Cost:

Wallet Cards: 25 cards \$8.25
100 cards \$28

Brochures: 25 brochures \$15.25
100 brochures \$45

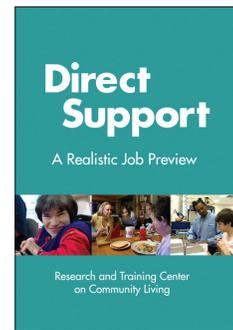
Posters: \$10.50 each



Frontline Initiative Newsletter

Direct Support Professionals (DSPs) will find practical information and stories of professional success in this newsletter published by the National Alliance for Direct Support Professionals (NADSP), with support from the Institute's Research and Training Center on Community Living. The next issue will focus on technology and DSPs. Among past issue topics have been credentialing of DSPs, supporting and networking with families, aging, documentation, coping with disaster, and workforce development.

• **Cost:** Print subscriptions are \$10 per year or free with NADSP membership. For more information visit <http://nadsp.org/communications> or call (612) 624-7650. To view past issues go to <http://rtc.umn.edu/publications/index.asp#fi>

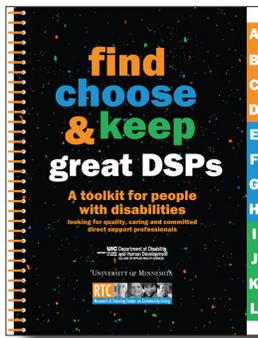


Direct Support: A Realistic Job Preview

The real, everyday work of Direct Support Professionals (DSPs) who work with individuals with developmental disabilities is illustrated in this *realistic job preview* video package. Designed as a recruitment tool to give potential employees detailed and balanced information about job expectations, the employer, and the worksite, this video package includes first-person advice from DSPs about Direct Support as a career choice. Topics include On the Job, Rewards of Direct Support, Challenges of Direct Support, Qualities of a Great DSP, and Lessons Learned. Produced by the Institute's Research and Training Center on Community Living. (2004)

• **Cost:** \$85.

To find more resources on the Direct Support workforce, including research reports and training resources, visit <http://rtc.umn.edu/dsp/>



Find, Choose & Keep Great DSPs: A Toolkit for Families

Find, Choose & Keep Great DSPs: A Toolkit for People With Disabilities

By Amy Hewitt, Katie Keiling, John Sauer, Nancy McCulloh, and Marijo McBride

In this pair of easy-to-use toolkits is information to help families and people with disabilities find quality, caring, and committed Direct Support Professionals (DSPs). Included is information on:

- Where in the community individuals and families can find the best DSPs to meet their needs.
- How individuals and families can choose the best DSP for their needs, including how to develop a realistic job preview.
- How to train and support DSPs in the job so they stay longer.

The resource guides also include a CD that provides worksheets, sample realistic job previews, and other resources. Published by the Institute's Research and Training Center on Community Living. (2006)

• **Cost: \$30 each. Also available free on the Web in both versions, and text-only, at:**

<http://rtc.umn.edu/ildspworkforce/docs/ToolkitforFamilies.pdf>

<http://rtc.umn.edu/ildspworkforce/docs/ToolkitforPeoplewithDisabilites.pdf>

<http://rtc.umn.edu/ildspworkforce/docs/finddsp.txt> (text-only version)

NEW!



Quality Supports, Quality Lives

The Bureau of Labor Statistics projects that one million new Direct Support Professionals (DSPs) will be needed by 2016 to support individuals with disabilities, people with chronic health conditions, and older adults so they can live, work and participate fully in their communities. This DVD illustrates the need for and importance of the work of DSPs, while also highlighting some of the barriers faced by DSPs, such as low pay, lack of affordable health insurance, and insufficient training. The audience for this video is provider agencies, DSP networks, disability organizations, and others interested in improving the workforce. Produced by RTC Media, part of the Research and Training Center on Community Living at the Institute on Community Integration. A portion of the proceeds from this video supports the National Alliance for Direct Support Professionals (NADSP). Length: 9:18. Closed captioned. (2010)

• **Cost: \$30.**

NEW!



New Courses from the College of Direct Support (www.collegeofdirectsupport.com)

The College of Direct Support, a competency-based online curriculum for Direct Support Professionals (DSPs) and their supervisors nationwide, has rolled out two new courses:

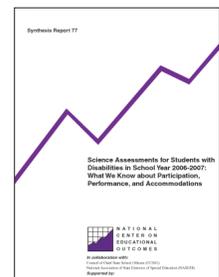
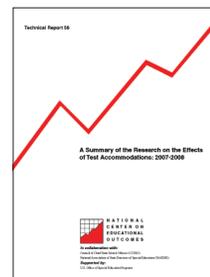
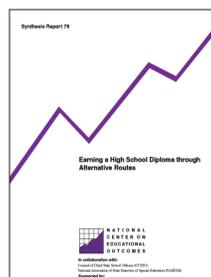
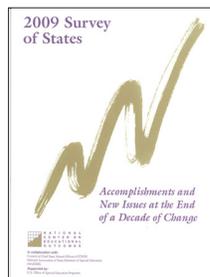
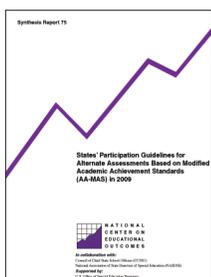
- **Diabetes.** This Disability Intensive Course describes and presents facts about diabetes, discusses how it may affect a person and his or her family, and presents support strategies and resources that can be useful to DSPs.
- **Supporting Jobs and Careers in the Community.** This course helps DSPs and others understand many of the things that go into successful employment for people with disabilities. Included are the skills and knowledge needed to support both the worker and the employer, the role that workplace relationships play in job success, how to encourage both independence and interdependence on the job, different opportunities available for employment, and government benefits and how employment and wages affect them.

The CDS is a collaborative effort of the Institute's Research and Training Center on Community Living, and MC Strategies/Elsevier, Inc.

• **More information about these and other courses, and the College of Direct Support, is at www.collegeofdirectsupport.com or (877) 353-2767.**

Educational Outcomes

The Institute's National Center on Educational Outcomes (NCEO) provides leadership in the participation of students with disabilities in national, state, and district assessments; standards-setting efforts; and graduation requirements. Offering a cutting edge, research-based understanding of the issues, NCEO publishes over 250 reports and briefs based on its work, all available at www.nceo.info.



NCEO State Surveys and Annual Performance Reports

The new initiatives, trends, accomplishments, and emerging issues in relation to students with disabilities at the state level are examined in these reports, as well as state assessment information that was submitted by states in their Annual Performance Reports. Titles include:

- **2009 Survey of States: Accomplishments and New Issues at the End of a Decade of Change**
- **2007 Survey of States: Activities, Changes, and Challenges for Special Education**
- **Annual Performance Report: 2007-2008 State Assessment Data**
- **Annual Performance Report: 2006-2007 State Assessment Data Based on Modified Academic Achievement Standards**

NCEO Synthesis Reports

In this series are over 70 reports on assessment and accommodations policies and practices in relation to students with disabilities. Especially of use to policymakers, the series includes:

- NEW!** • **Accommodations: Results of a Survey of Alabama Special Education Teachers (Synthesis Report 81)**
- NEW!** • **Characteristics of States' Alternate Assessments Based on Modified Academic Achievement Standards in 2009-2010 (Synthesis Report 80)**
- NEW!** • **Computer-based Testing: Practices and Considerations (Synthesis Report 78)**
- **Science Assessments for Students with Disabilities in School Year 2006-2007: What We Know About Participation, Performance, and Accommodations (Synthesis Report 77)**

NCEO Technical Reports

Assessment, accommodations, and accountability findings in relation to students with disabilities are the focus of this series of 50+ reports for policymakers, researchers, and educators. Recent titles include:

- **A Summary of the Research on the Effects of Test Accommodations: 2007-2008 (Technical Report 56)**
- **States Challenged to Meet Special Education Targets for Assessment Indicator (Technical Report 55)**
- **State Reports on the Participation and Performance of English Language Learners with Disabilities in 2006-2007 (Technical Report 54)**
- **Trends in the Participation and Performance of Students With Disabilities (Technical Report 50)**

To see all 250+ reports from the National Center on Educational Outcomes visit www.nceo.info

NCEO English Language Learners with Disabilities and Limited English Proficient Learners Reports

Standards-based reform in relation to English language learners (ELLs) with disabilities and learners with limited English proficiency (LEP) is examined in these reports of interest to a variety of readers. Recent titles include:

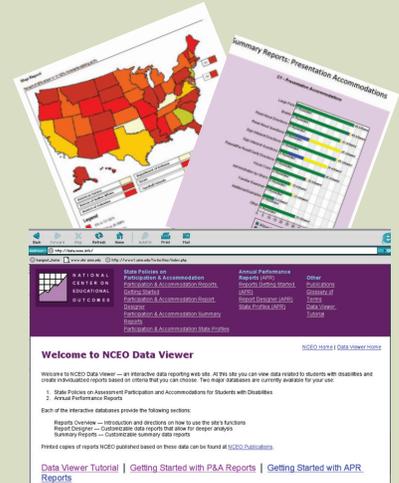
- **Grade-Level Standards-Based Science Outcomes for English Language Learners and Language Minority Students: A Review of the Literature (LEP Projects Report 6)**
- **Middle School Principals' Perspectives on Academic Standards-Based Instruction and Programming for English Language Learners with Disabilities (ELLs with Disabilities Report 22)**
- **Reading, Mathematics, and Science Instructional Strategies for English Language Learners with Disabilities: Insights From Educators Nationwide (ELLs with Disabilities Report 19)**

NCEO Policy Directions

Policy Directions briefs address national policy issues related to standards, assessments, and students with disabilities for researchers and policymakers. Titles include:

- **Using Growth for Accountability: Considerations for Students with Disabilities (Policy Directions 21)**
- **Planning Alignment Studies for Alternate Assessments Based on Alternate Achievement Standards (Policy Directions 20)**
- **Aligning Alternate Assessments to Grade Level Content Standards: Issues and Considerations for Alternates Based on Alternate Achievement Standards (Policy Directions 19)**
- **Using Systematic Item Selection Methods to Improve Universal Design of Assessments (Policy Directions 18)**

Database on Education and Students with Disabilities



NCEO Data Viewer (<http://data.nceo.info>)

NCEO Data Viewer is a free, interactive Web site where users can access data compiled by researchers at the Institute's National Center on Educational Outcomes (NCEO) on students with disabilities in the U.S. educational system. Two major databases are currently available:

- State policies on assessment participation and accommodations for students with disabilities
- Annual performance reports from states and other education entities receiving Part B funding under the Individuals with Disabilities Education Act (IDEA)

Through the Web site users may create customized data reports – including charts and maps – based on criteria they choose.



The Partnership for Accessible Reading Assessment (PARA)

(www.readingassessment.info/)

The Partnership for Accessible Reading Assessment (PARA) is a research and development project working to make reading assessments more accessible for students who have disabilities that affect reading. Its Web site includes a number of free resources of use to educators, policymakers, and families including:

- NEW!** • Studying Less-Accurately Measured Students (2010)
- Cognitive and Achievement Differences Between Students with Divergent Reading and Oral Comprehension Skills: Implications for Accessible Reading Assessment Research (2010)

In addition, disability-specific reading assessment papers are available to contribute to the process of conducting research and developing accessible reading assessments.

Adult Services Research

The Institute's Research and Training Center on Community Living studies a wide range of topics related to community living, quality services, and social participation for people with intellectual, developmental and other disabilities. Among its recent research-based publications are the following:

NEW!

Agency Factors and Structures Which Increase Successful Outcomes in Community Participation and Socially Valued Roles

By Angela Amado

This report documents the results of a five-year project with Lutheran Social Services in Minnesota to impact the social relationships that individuals with intellectual and/or developmental disabilities have with other members of their communities. The project identified agency factors that help explain why some individuals with disabilities who receive services feel a greater sense of community-belonging and social inclusion than others. The report summarizes the results of the project in three areas: friendships, community group/organization membership, and valued community social roles. The study was conducted by the Institute's Research and Training Center on Community Living. (July 2010)

• **Cost: Free. Available on the Web at http://rtc.umn.edu/docs/LSS_2008_final_report.pdf.**

NEW!

Connecting People to People: Report for MSOCS

By Angela Amado

This report documents the results of a five-year project with Minnesota State-Operated Community Services (MSOCS) to impact the social relationships that individuals with intellectual and/or developmental disabilities have with other members of their communities. The project developed numerous strategies to foster a greater sense of community-belonging and social

inclusion. The report summarizes the results of the project in three areas: friendships, community group/organization membership, and valued community social roles. The study was conducted by the Institute's Research and Training Center on Community Living. (July 2010)

• **Cost: Free. Available on the Web at http://rtc.umn.edu/docs/MSOCS_2008_final_report.pdf.**

Implementation of Consumer-Directed Services for Persons with Intellectual or Developmental Disabilities: A National Study

By Pam Walker, Amy Hewitt, Matthew Bogenschutz, and Jennifer Hall-Lande

The results of a national study on the status of consumer-directed services for persons with intellectual or developmental disabilities are summarized in this *Policy Research Brief* issue. The study was conducted at the Institute's Research and Training Center on Community Living, and at Syracuse University's Center on Human Policy. Information was gathered through interviews with administrators of developmental disabilities services in 42 states. The study's purpose was to investigate how consumer control is being implemented across states, and additional themes examined included the exploration of strategies, challenges, and best practices of consumer-directed services and supports. (January 2009)

• **Cost: Free. Available on the Web at <http://ici.umn.edu/products/prb/201/default.html>**

NEW!

National Data on Residential Services

Residential Services for Persons With Developmental Disabilities: Status and Trends Through 2009

Edited by Charlie Lakin, Sheryl A. Larson, Patricia Salmi and Amanda Webster

For over 20 years, the Institute's Research and Training Center on Community Living has collected national and state statistics on public and private residential services, Medicaid program utilization, and expenditures. Gathered through its National Residential Information Systems Project, the data provides a valuable information base for state and national level policy development, legislative action, and research related to persons with intellectual and/or developmental disabilities. The data is published yearly in the *Residential Services for Persons With Developmental Disabilities: Status and Trends* report series. The latest report in this series provides statistics by state for the fiscal year ending June 30, 2009, in addition to long-term trends in residential services, settings, populations and expenditures for persons with developmental disabilities in state, nonstate, and Medicaid-funded residential programs in the U.S. Resident characteristics, movement, and staffing patterns in large state residential facilities are also included. (2010)

• **Cost: Free. Available on the Web at <http://rtc.umn.edu/docs/risp2009.pdf>. To request a free print copy, contact Dr. Sheryl A. Larson at (612) 624-6024 or larso072@umn.edu.**

To view all research reports, briefs and other materials from the Research and Training Center on Community Living visit <http://rtc.umn.edu>

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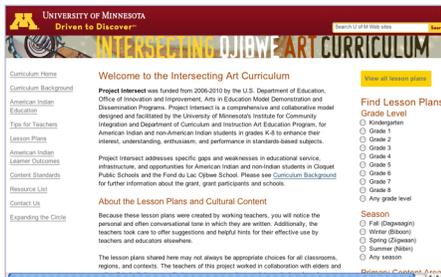
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Intersecting Ojibwe Art Curriculum

(<http://intersectingart.umn.edu/>)

The Intersecting Ojibwe Art curriculum is designed for use with American Indian and non-American Indian students in grades K-8 to enhance their interest, understanding, enthusiasm, and performance in standards-based subjects. It was designed and facilitated by Project Intersect, a collaboration of the Institute on Community Integration, and the Department of Curriculum and Instruction's Art Education Program at the University of Minnesota, during 2006-2010, with funding from the U.S.

Department of Education, Office of Innovation and Improvement. It has addressed specific gaps and weaknesses in educational service, infrastructure, and opportunities for American Indian and non-Indian students in the Cloquet Public Schools and the Fond du Lac Ojibwe School in northern Minnesota, and is now available online for use elsewhere.

The curriculum, downloadable at no cost from the Web site, offers educators a variety of techniques and strategies to integrate community arts and culture knowledge within required content areas. The lessons have been written, taught, and critiqued by elementary

teachers of many cultures, including American Indians, and offer a starting point for teachers of any community to begin the important work of art and culture integration. The curriculum developers worked in collaboration with elders and culturalists in their community to ensure proper and appropriate curriculum based on local Ojibwe art and culture. Because there is great diversity in Native communities, users of the curriculum are encouraged to connect with elders and culturalists in their regions for guidance and assistance in adapting it locally.

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