



Futurity

February 1995

Minnesota Governor's Council on Developmental Disabilities

Implementing Americans with Disabilities Act: Study Shows No Hardship for Sears

A common misconception about the implementation of the Americans with Disabilities Act (ADA) is that it is too costly. However, a new study provides information that shows the opposite when it comes to accommodating employees with disabilities.

An independent study of Sears, Roebuck and Company's ADA compliance was conducted by Peter Blanck, a senior fellow of Annenberg Washington Program of Northwestern University's Communication Policy Studies. The total cost of accommodations to Sears was \$52,939 from 1978 to 1992 (14 years). The average cost was \$121 per person. When accommodations that cost \$1,000 or more (for only a few individuals) are excluded, the average cost was \$36.

The study revealed that fewer than 10 percent of the Sears employees who identified themselves as having a disability needed any accommodations. Among those needing some type of accommodation, the following expenditures (during the 14 years studied) were reported:

- 69 percent cost nothing.
- 28 percent cost less than \$1,000.
- 3 percent cost more than \$1,000.

"We need to dispel the myth that the cost of ADA compliance is prohibitive," Blanck said. "The fact of the matter is, as this study shows, the average cost of most accommodations at Sears was \$36 per person. By making this small investment, an employer receives the long-term benefit of a skilled productive employee."

Managers at Sears expect the findings of this study to stimulate discussion about ADA implementation and help educate management and the workforce about the ADA.

For more information or a copy of the study, *Communicating the Americans with Disabilities Act--Transcending Compliance: A Case Report on Sears, Roebuck and Company*, contact: Lisa Spodak, 202/393-7100 (voice); 202/638-2745 (fax); spodak@clark.net; e-mail.

Help Inform People about ADA

The Justice Department has launched a national campaign to educate the nation about the Americans with Disabilities Act (ADA). As part of the campaign, public service announcements (PSAs) have been distributed to 700 television stations and 1,000 radio stations across the country. Janet Reno, Attorney General, has requested concerned citizens to contact their local radio and television public service directors to encourage frequent airing of these messages.

The PSAs are packaged in labels which read "A message from the Attorney General Janet Reno affecting every business and the lives of 1 in 7 Americans." Each television station has been sent 3/4" videotapes containing 15 second and 30 second PSA spots, entitled "Getting in the Door" and "Simplest Things." A sixty second spot of "Getting in the Door" (reel-to-reel audiotape) was sent to radio stations.

[ADA continued on page two]

Wanted: Positive Stories about Children's SSI

Because of recent negative coverage by print and broadcast media about the Supplemental Security Income (SSI) Children's Disability Program, many advocates fear that policymakers and members of the general public believe that the program wastes federal funds and that families use SSI monthly cash payments for things other than their children with disabilities. Because of this controversy, a special commission will review the program.

SSI is a federal entitlement program available to families with a child who meets eligibility requirements, and who are beneath income and resource limits. Monthly cash payments are made to the child's representative payee.

According to Family Voices spokesperson, Polly Arango, "We know that several options are being considered, including a voucher or reimbursement (rather than cash) system, payments based on disability categories, and the elimination of payments for some disabilities." Family Voices is a national advocacy group formed to represent children with special health care needs and their families in the debate over health care reform.

Family Voices is inviting families who receive SSI payments for their children with disabilities to describe what the loss of SSI would mean to them, or what would happen if SSI were restricted to cover only medical expenses. Send stories to: Family Voices, Box 769, Algodones, New Mexico 87001, or fax to 505/867-6517.

Inside This Issue...

- **What Have We Learned about Supported Employment?**
- **Project Launch--New Service for Teens**

How To Expand Investment with Business Community

- Include disability issues in management training programs;
- Teach disability issues in the context of workforce diversity;
- Develop accommodation and support strategies that work for all employees;
- Develop high quality educational materials about disability and accommodation;
- Address the needs of small companies; and
- Market supported employment "employer to employer."

David Mank, AAMR, 1994

WID Establishes Universal Access Project

The World Institute on Disability (WID) has received a grant of over \$338,000 from the National Telecommunications and Information Administration (NTIA) of the U.S. Department of Commerce to create an 18-month Universal Access Project. The project is designed to be educational and informative, sharing accessibility knowledge over the information super-highway. The project will be conducted in partnership with the Trace Research and Development Center at the University of Wisconsin and the Corporation for Public Broadcasting/WGBH National Center for Accessible Media. Contact: Joy Shulman, 510/251-4335.

ADA continued from page one

The PSAs provide a toll-free number, staffed by Justice Department technical experts, for businesses and the public to learn more about the law. "This is the Justice Department's first PSA on this relatively new law," said Reno. "For many businesses, such as restaurants, groceries, and theaters, complying with the ADA is very simple and inexpensive. They simply need more information to learn how to do so."

For more information, contact: Lee Douglass, Public Affairs Office, Department of Justice at 202/616-2765.

Supported Employment: Lessons Learned by Jan Nisbet and Jo-Ann Sowers (HSRI Forum 1994)

People in human services and businesses have learned from successful experiences of employing individuals with disabilities:

Lesson #1: There is a higher rate of long-term job success achieved by those employees with disabilities hired by companies who took primary responsibility for training and supporting them than by those employees who were trained and supported by an outside vocational service agency. Employees trained by outside agencies have often experienced difficulties in both successfully performing their jobs over time as well as being accepted into the social fabric of the workplace. The presence of the outside person robs the supervisor of the opportunity to be viewed by the employee as the source of control and accountability for his or her job performance. It also takes away the supervisor's opportunity to take ownership of the employee and to learn how to work with and supervise the employee. Coworkers also have difficulty viewing the new worker as an equal or to establish a personal relationship with him or her when an outside person is with the employee most of the workday.

Lesson #2: Through experience companies and human service agencies consulting with companies have come to recognize that the training and supervision techniques that are effective for persons with disabilities are not typically very different than those for all employees. Those companies who were more committed to providing all of their employees with high quality training, education, and supervision are those who are most likely to want to be successful in taking responsibility for providing the necessary supports to employees with disabilities. Recognized as innovative business organizations, and management strategies (for all new employees) includes mentoring, coaching, and supportive work teams. In addition, techniques used with workers with disabilities can be adapted for employees who may not have disabilities, such as task analysis, job restructuring and adaptation, systematic instruction, and productivity monitoring to improve work performance and efficiency.

Lesson #3: Those companies who understand both the need to learn to train and manage a diverse workforce, as well as the value of doing so, have been most successful as employers of persons with disabilities (Solomon, 1989). During the 1990s, it is estimated that over 85 percent of the workforce will be minorities including women, racial minorities, older workers, and people with disabilities. Forward planning companies are proactively identifying and implementing personnel strategies to effectively manage this new workforce.

Lesson #4: People with disabilities have proven themselves to be competent and valued employees. Companies have rated their workers with disabilities equal to other workers based on their productivity, quality of work produced, and work attitudes and habits (Parent and Everson, 1986).

Lesson #5: The cost of accommodations and training has been low. In fact, the vast majority of accommodations cost less than \$500.

Suggestions to Employers:

Suggestion #1: Hire an individual not a program or a "client with a disability." The extent to which any employee will be successful at a job will depend on how well she or he is suited to the job duties and work environment of a particular company.

Suggestion #2: Take lead responsibility for training, but utilize consultation from a vocational agency who can and should provide suggestions and input about how strategies and modifications might be particularly useful, given the person's learning styles that make it easier for the person to perform his or her job. In addition, an employment consultant can help to facilitate the financing of training programs.

Suggestion #3: Help the new employee's coworkers to feel comfortable with the person and assist the new employee to fit in. One of the most

[Supported Employment continued on page three]

Publications

Guidelines for the Use of Assistive Technology: Evaluation, Referral, Prescription, American Medical Association, is a quick reference for primary care physicians who are responsible for prescribing assistive devices and services for persons with disabilities. Cost: \$5.00 each or 25 for \$100.00. Contact: Department of Geriatric Health, American Medical Association, 515 North State Street, Chicago, IL 60610. 312/464-5372.

The Ten Commandments of Communicating with People with Disabilities, (Videotape, 26 minutes, closed caption, and voice descriptor), produced by Irene Ward and Associates. Hosted by Tim Harrington, this fast-paced video will not only entertain the audience, but will teach techniques that show respect and sensitivity for persons with a wide range of disabilities. Perfect for raising awareness within businesses, organizations, and the community at large. Each video comes with a packet of materials, including a camera-ready printed version of *The Ten Commandments*, as well as data sheets, resources lists and more. Cost: \$195.00, plus \$4.00 shipping and handling from: Program Development Associates, 7588 Fitzpatrick Drive, Liverpool, NY 13088. 1-800/543-2119 (toll-free); or 315/451-8330 (fax).

Self-Advocacy Groups: 1994-95 Directory for North America, Institute on Community Integration, University of Minnesota. There over 700 self-advocacy groups across North America who offer support and empowerment to people with developmental disabilities. Cost: \$10.00, payable to University of Minnesota; tax ID #416007513. Send to: Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive, SE, Minneapolis, MN 55455. 612/624-4512.

No Pity: People with Disabilities Forging a New Civil Rights Movement, Joseph P. Shapiro, Time Books, Random House, 1993, is now available in paperback. Imperative reading for everyone, especially students entering the field. Joe Shapiro, senior editor for *U.S. News and World Report*, records his journeys throughout the United States and through literature, providing an historical and current perspective about the human and civil rights of people with disabilities. Available through local bookstores or send check for \$14.00, payable to: Mouth, 61 Brighton Street, Rochester, NY 14607. [Order #X-PITY].

Supported Employment continued from page two

important things to any employee is to feel accepted by his or her coworkers. The primary message that needs to be conveyed is that coworkers should treat the person with a disability in the same manner as any other employee. Assign another respected employee to serve as a mentor to help the new employee feel welcomed and accepted.

Suggestion #4: If the employee doesn't work out, don't blame it on the fact that she or he has a disability. Because a particular employee with a disability does not work out at a company does not mean that the company should conclude that another employee with disability could not be successful. Always ask, "What would I do for any other employee?" A good employer will help an employee to remediate a work problem, or to make needed accommodations. A good employer will also terminate any employee whose problem can not be remediated or cannot be reasonably accommodated. Again, utilize the employment consultant to assist with termination, such as providing emotional support, to teach the employee to learn from the experience, and to seek other employment.

Jan Nisbet is the director of the Institute on Disability, University Affiliated Program, University of New Hampshire, and Jo-Ann Sowers serves as a specialist in natural supports at the Institute.

Project Launch--

A New Service To Teens

An Independent Living Clinic is available for adolescents and young adults with chronic health conditions and their families, serving persons from Minnesota and surrounding areas, ages 13 to 21. Project Launch will assist youth to plan for a successful transition to adulthood. Several agencies are working together to view each individual as comprehensively as possible, considering: education, employment, social relationships, and physical, emotional, and sexual health. A team of professionals work with the young person and family to: 1) pull together prior medical and psycho-educational data; 2) clarify current issues and concerns; and 3) provide anticipatory planning with appropriate follow-up.

The clinic site is located in the Twin Cities metropolitan area. There will be no direct charges to families or to the referring professional person or agency. Collaborating agencies include: Minnesota Children with Special Health Needs, Department of Health; Division of General Pediatrics and Adolescent Health, University of Minnesota; PACER Center; and Shriners Hospital Twin Cities Unit. Contact: Project Launch, Adolescent Transition Clinic, 612/623-5041.

Events

February 9-11, 1995: "Making the First Chance a Real Chance," sponsored by the Minnesota Vocational Association of Special Needs Personnel and the Minnesota Department of Education, Office of State and Federal Programs. Location: Hotel Sofitel, Bloomington, MN. Focus: exemplary programs, services, and ideas in the field of education and employment transitions for students with disabilities. A special invitation is extended to employers from business and industry. Contact: Pam Durand, Anoka-Hennipin Technical College, 1355 West Highway 10, Anoka, MN 55303. 612/493-8653.

February 24-25, 1995: The Minnesota Society for Augmentative and Alternative Communication will hold its 4th Annual Conference at the Sheraton Inn--Airport, Bloomington, MN. Keynote: Pat Miranda, Director of Research and Training, CBI Consultants, Vancouver, British Columbia. Contact: Berdetta Lang, 612 929-9369 (evenings); or Jill Cramer, 612/929-7064 (evenings) or, 612/220-4060 (voice mail).

Lending Library

The following resources are available on loan; publications for three weeks; videotapes (VHS 1/2" cassette) for two weeks. The only cost to the borrower is the return postage.

Beyond Boundaries (videotape, 13 minutes, closed captions), Ridgedale YMCA, Minnetonka, MN (1993). Documents youth leadership, interdependence, and empowerment--how youth participate in a community service trek, becoming writers, photographers, editors, and actors as they record their accomplishments.

A Celebration of Health: Nutrition in Community Residences for People with Developmental Disabilities, Georgetown University Child Development Center. Resource manual and training videotape (15 minutes) explores how everyday food related activities can help build skills, enhance communication, broaden opportunities, and make the community accessible. [Set may also be purchased for \$18.00 via: GUCDC/UAP, 3800 Reservoir Rd., NW, Washington, DC 20007-2197. 202/687-8807.]

Communicating for Health: A Residential Resource Manual, A. M. Howard, A. C. Rebeck, & M.A. Allard, Shriver Center, Waltham, MA. Manual and videotape for personnel to improve communication with health care providers--preparing the resident, communicating during a health care visit, informed consent, and emergency room visits. [May also be purchased by contacting: England INDEX, Shriver Center, 200 Trapelo Road, Waltham, MA 02254. 617/642-0248.]

UCPA 1995 Teleconferences Co-Sponsorships Requested

The United Cerebral Palsy of Minnesota will host teleconferences again this year. The topics to be covered during the next two months include:

February 22, 1995: "Technology Loan Programs: Set-up, Funding, and Staying in Business."

March 22, 1995: "Aging: A National Perspective."

The above teleconferences will be held from 1:00 p.m. to 2:30 p.m. at the Radisson Hotel, 11 East Kellogg Boulevard, St. Paul, MN. Participation is free, but pre-registration is required by contacting United Cerebral Palsy of Minnesota.

To help defray the cost, UCP of Minnesota is seeking co-sponsorships from other agencies and organizations. The following topics provide opportunities for continuing education and staff training in 1995:

- Cultural Diversity (April 26);
- Access to Employment (May 17);
- Research Update on Cerebral Palsy (June 21);
- Americans with Disability Act Implementation (July 19);
- Augmentative Communication (September 20);
- Self-Advocacy (November 15); and
- Sexuality (December 13).

Contact: Jo Erbes, United Cerebral Palsy of Minnesota, Inc., 1821 University Avenue, #286-South, St. Paul, MN 55104. 612/646-7588 (Metro area); 1-800-328-4827, ext. 1437 (toll-free); 612/645-0963 (fax).

Attend Workshop via Interactive Television Influencing Public Policy--February 11, 1995

The Anoka-Hennepin Technical College is hosting a statewide interactive TV workshop on "Influencing Public Policy" on Saturday, February 11, 1995, from 8:30 a.m. to 3:30 p.m. Keynoter: Fran Smith, consultant in family support and empowerment. People may attend via their closest Technical College: Alexandria, Anoka, Brainerd, Pine City, Staples, St. Cloud, St. Paul (site of telecast), and Willmar. Fee: advocate or family member, free; professional and others, \$29.00. Lunch: \$7.00 for box lunch, or bring your own. For more information, contact: Anoka-Hennepin Technical College, 1355 West Highway 10, Anoka MN 55303. 1-800/247-5588 toll free, or 612/323-0180 (metro area).

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DEPARTMENT OF ADMINISTRATION
Minnesota Governor's Council
on Developmental Disabilities
300 Centennial Office Building
658 Cedar Street, St. Paul, MN 55155

Roger Strand, Editor
612/296-4018 (voice)
612/296-9962 (TDD)
612/297-7200 (fax)

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Do State Expenditures Support Community? "No," Concludes Connecticut Study

Recent analysis of state expenditures for persons with developmental disabilities in Connecticut revealed that well over half of state spending fails to provide even one of the minimum prerequisites that promote community.

In 1993, the Connecticut Council on Developmental Disabilities contracted with the Center for Economic Policy Analysis (Chicago, Illinois) to analyze the overall structure of Connecticut's service system and to study the aggregate spending patterns. The purpose of the study was to find out whether or not expenditures promoted community relationships among persons with disabilities and persons without disabilities. The report was published in August 1994: *State Administered Spending for Connecticut Citizens with Disabilities: Do Dollars Promote Community?*

Total spending for Fiscal 1993 amounted to more than \$1.6 billion to support 177 state programs for Connecticut residents with disabilities. Programs were analyzed with respect to four interrelated elements that are necessary prerequisites for community. "Many of these prerequisites for community are often taken for granted by individuals who do not have disabilities," the authors stated:

1. Authority to hire and fire (or choose) service providers: Everyone periodically relies on a professional to provide certain services, and most people most of the time can choose who this professional will be. Therefore, the first prerequisite for community was whether persons with a disability have this same opportunity—from caregiver to technically skilled therapists.

Finding: For every dollar spent on programs allowing users authority over the hiring and firing of service providers, \$7.94 is spent on programs which do not allow them to choose providers.

2. Responsibility to act without an "expert's" approval or an authorized plan: Most people most of the time do not face the constraint of obtaining someone else's approval before they can act. Thus, the second question asked about state administered programs was, "Can persons with a disability acquire the benefits of a program whose stated goal is to help them, without first obtaining prior professional approval of a plan?"

Finding: Programs which require expert authorization or a service plan sanctioned by staff or hired consultants account for more than ten of every eleven dollars spent to aid persons with disabilities.

3. Discretion to allocate program resources: The normal state of affairs for most people is that they have a certain amount of cash income in any time period, and they must choose how to allocate it. Thus, the third prerequisite for community was whether program benefits were provided as cash rather than as commodities, such as direct services, advocacy, case management, and the like.

Finding: One of every fourteen dollars spent supports programs providing cash assistance.

4. Integrated program settings: While the first three community prerequisites measure the individual responsibility according to and assumed by persons with a disability, the fourth prerequisite considers the setting in which programs are delivered: "Does the setting allow people with disabilities an opportunity for more than incidental interactions with non-disabled people other than program staff?"

Promotion of Community continued on page two

A New Perspective

by Ben Ehlers (Shakopee senior)

One can see great diversity within the Youth in Government Program. This diversity is one of the major strong points of this program. [Over one thousand teens from throughout Minnesota participated at the State Capitol during the first week of January 1995.] We exchanged thoughts, ideas, and experiences on many subjects.

I expanded my perspectives by talking to a few people who are involved in the Leadership for Empowerment Program (LEP) at the YMCA. LEP involves kids with and without special needs and gets them working together in community service projects. I spoke with LEP members Cory Knudtson, Mark Terauds, and Erica Villagomez about their involvement with Youth in Government. They participated on the Cabinet.

"Give the students from special education a chance," said Cory, "you can learn a lot from them." Mark agreed. "(There's) a lot of ignorance towards kids in special education," Erica said.

However, not all their thoughts were negative. They each said they were excited to be a part of writing bills, critiquing, and going to committees.

Cory summed it up best by saying, "Learning how to learn is the best thing you can learn at Youth in Government."

At the close of the 41st model session, let's all walk away with an open mind and clear eyes. We're all the same whether it's ethnic, physical, or spiritual. When it comes down to it, we shared and laughed together, so let's not let stereotyping or ignorance ruin our future of diversity and inclusion.

[Abridged from: *The Capitolist*, YMCA, Youth in Government, January 8, 1995. Ben is the Editor.]



Inside This Issue...

- **Department of Human Services Changes Second Wheelchair Restriction**
- **April is Child Abuse Prevention Month**

Nominations Requested: Governor's Technology Awards

Help recognize people, groups, or organizations who have designed or made creative applications of technology for use by individuals with disabilities. Nominations are requested to celebrate the eighth annual Governor's Award for Outstanding Achievement in Technology-Related Assistance for People with Disabilities. Nominations are due by April 24, 1995. For more information and nomination forms, contact: STAR Program, 300 Centennial Office Building, 658 Cedar Street, St. Paul, MN 55155. Metro Area: 612/296-2771 (voice); 612/296-9478 (TTY). Greater Minnesota residents, toll-free: 1-800/657-3862 (voice); 1-800/657-3895 (TTY). FAX: 612/282-6671.

National Information Center Provides Free Service

The National Information Center for Children and Youth with Disabilities (NICHCY) is an information clearinghouse that provides free information on disabilities and disability-related issues. This Center specializes in information about children and youth from birth to age 22. Write or call: NICHCY, P.O. Box 1492, Washington, DC 20013-1492. 1-800/695-0285 (voice and TT).

Saint Mary's College of Minnesota Offers M.A. Degree in Developmental Disabilities

Designed for working adults, Saint Mary's College of Minnesota has provided an advanced degree program in the area of developmental disabilities since 1984. Its graduate school also offers a double major in Developmental Disabilities/Counseling and Psychological Services. Students usually carry five or six credits each semester, completing a 35 semester credit program in approximately two years. To request a packet of information or to ask questions about the program, contact the Minneapolis Center: St. Mary's College of Minnesota, 2510 Park Avenue, Minneapolis, MN 55404. 612/874-9877; 612/874-7108 (fax).

Promoting Community Continued from Page One

Finding: Less than half of state-administered disability spending supports integrated settings.

The authors concluded that Connecticut's service system fails to support community and deprives its intended beneficiaries of control over their own lives and of the opportunity to become responsible consumers. "The resulting inefficiency adds to the cost of providing assistance in that some of the services are inappropriate and overshoot needs," stated the authors. Generally, such a system "denies service providers the opportunities to be creative and resourceful in providing services and to develop more satisfying relationships with clients. Regulations and services are constrained by the consequences of assuming that people with disabilities and their circle of supporters either won't or don't know how to take care of themselves. If more responsibility were given to clients, not only would clients be freed from the burden of having their lives managed by someone else, but also social workers would be freed from the impossible burden of trying to manage other human beings' lives. This would enable social workers to do the more fulfilling work of helping people with disabilities realize their potential and make the unique and often surprising contributions to society that only they can make."

"The primary and explicit starting point in all discussions about programs and policy for people with disabilities should be the extent to which expenditures promote or do not promote the prerequisites for community," the authors recommended.

A single copy of the report costs \$6.00, payable to: Center for Economic Policy Analysis, 202 S. State Street, #1524, Chicago, Illinois 60604. 312/786-1825.

Department of Human Services Changes Policy on Second Wheelchair

On January 5, 1995, Commissioner Marie Gomez, Minnesota Department of Human Services (DHS), confirmed that DHS was changing its policy regarding Medical Assistance reimbursement for manual wheelchairs for persons who already have a powered wheelchair. Previously, DHS has denied Medical Assistance reimbursement for manual wheelchairs in those circumstances on the basis that the second wheelchair is not "medically necessary" or is "duplicative." "After considering the issues," said Commissioner Gomez in a letter to the Minnesota Disability Law Center in Minneapolis, "I believe there are situations in which a second wheelchair is medically necessary, and serves a different purpose than the power wheelchair already used by the recipient." This change in policy will be clarified in a rule amendment or a revision of the Medical Assistance Provider Manual. For more information, contact: Minnesota Disability Law Center, 430 First Avenue, North, Suite 300, Minneapolis, MN 55401-1780. 612/332-1441 (Metro/voice), or 1-800/292-4150 (toll-free/voice); 612/332-4668 (TDD).

*Creative minds have always been known
to survive any kind of bad training.*

Anna Freud

ADA Bulletin Board Available for Computer Users

Current information about the Americans with Disabilities Act (ADA) is now available to computer users who are on the Internet or who use SpecialNet services. The ADA.INDEPENDENT bulletin board features articles on trends, practices, and issues in the implementation and enforcement of the Act. It also contains items about special services and products that enhance independent living by individuals with disabilities.

ADA.INDEPENDENT is a read-only board. To submit ADA-related items for consideration, send them to the editor, Deborah Leuchovius, PACER Center, 4826 Chicago Avenue, South, Minneapolis, MN 55417-1089. 612/827-2966; 612/827-3065 (fax). E-mail: HN2338@HANDSENET.ORG or MNPACER@GTEENS.COM.

For more information about accessing SpecialNet, contact GTE Educational Network Services, 5525 MacArthur, Suite 320, Irving, TX 75038. 1-800/927-3000.

Publications

Group Action Planning Materials, Beach Center on Families and Disability, The University of Kansas. Several products have been developed by the Beach Center: 1) *Group Action Planning (GAP) as a Strategy for Getting a Life*--presentation paper with five steps toward improving family life (\$4.50); 2) *Group Action Planning: Get a Life*--presentation videotape, 40 minutes (\$25.00); and 3) *How to Make Positive Changes in Your Family Member's Life with Group Action Planning*--provides nuts and bolts information with special instructions for facilitators (\$4.00). Prices include postage and handling. Prepaid order requests may be sent to: Beach Center on Families and Disability, 3111 Haworth, University of Kansas, Lawrence, Kansas 66045. 913/864-7600 (voice and TDD); 913/864-7605 (fax).

The Parent Connection: A Quarterly Newsletter Published for Families by Families Who Have Children with Special Needs, West Virginia Family Support Program. This periodical is a useful resource for families in that it covers the concerns of families--from early intervention, health, behavioral problems, to recreation, events, and relevant resources. Local organizations are encouraged to donate and assist with the dissemination of this publication. For more information, contact: Scott Miller, The Parent Connection Newsletter, West Virginia Family Support Program, Building 6, Room 717, State Capitol Complex, Charleston, WV 25305. 304/558-0627 (voice); 304/558-1008 (fax).

Painting Your Future: Planning for Transition, videotape (9 minutes), Central Minnesota ECSU, 1994. Produced in St. Cloud, Minnesota, this videotape describes what must be considered when planning with students with disabilities for the transition from school to adulthood. Students participated in the filming of this production. Cost: \$6.00, plus \$2.50 shipping and handling. Contact: Central Minnesota ECSU, P.O. Box 1576, St. Cloud, MN 56302.

Planning Your Dreams: A Roadmap for Life after High School for Students with Disabilities and Their Families, Interagency Office on Transition Services, Minnesota Department of Education. This brochure provides a checklist for students in planning for their adult lives: training and learning after high school, employment, recreation and leisure, and independent living. It also provides a brief listing of where to get information and assistance. Contact: Interagency Office on Transition Services, 657 Capitol Square Building, 550 Cedar Street, St. Paul, MN 55101. 612/296-5660 (voice); 612/297-2094 (TDD/TTY); 612/296-3348 (fax).

Events

March 15-17, 1995: Minnesota Social Service Association's 102nd Annual Training Conference and Expo will be held at the Radisson South Hotel in Bloomington. Contact: MSSA, 1821 University Avenue, Suite 218-South, St. Paul, MN 55104-2804. 612/644-0556.

April 2, 1995 (Sunday, 10:00 a.m. to 4:00 p.m.): "Powerful Partnerships: Parents and Professionals: Building Inclusive Recreation Programs Together" is a one-day workshop presented by the University of Minnesota's Division of Recreation, Park, and Leisure Studies. Focus: How parents and professionals can work together to create successful inclusive recreation programs. Keynote: Susan Hamre-Nietupski. Fees: \$35 for a single parent, \$45 for two adult members of a family, and \$45 for professionals. Included in cost: lunch, on-site child care, and handbook. Contact: Joni Bergquist, Division of Recreation, Park, and Leisure Studies, University of Minnesota, Cooke Hall, 1900 University Avenue, SE, Minneapolis, MN 55455. 612/625-7583.

April 27-29, 1995: 14th Annual National Conference on the Training and Employment of the Paraprofessional Workforce in Education, Rehabilitation, and Related Fields will be held at the Radisson Hotel, St. Paul, Minnesota. Contact conference sponsor: National Resource Center for Paraprofessionals in Education and Related Services, Center for Advanced Study in Education, City University of New York Graduate Center, Room 620 N, 25 West 43rd Street, New York, NY 10036. 212/642-2948.

April 28, 1995: "Behavioral Concerns of Pervasive Developmental Disorder (e.g., autism, Rett's Syndrome, Fragile X Syndrome, etc.)," is an all day workshop presented by Arlyne Gutmann, and Robert Schauerhammer. Fee: \$95.00 (lunch included). Location: Sheraton Midway Inn, St. Paul. Contact: Robert Schauerhammer, P.O. Box 240742, Apple Valley, MN 55124. 612/431-5633.

May 30-June 1, 1995: "Our Commitment to Community: Third Annual Statewide Children's Mental Health Conference," Keynote: Warren Moon, "Children at Risk." Northland Inn Executive Conference Center, Brooklyn Park, MN. Participation by parents encouraged. Contact: Patti Luther, Mental Health Division, Department of Human Services, 444 Lafayette Road, St. Paul, MN 55155-3828. 612/297-4104.

Lending Library

The following resources are available on loan; publications for three weeks; videotapes (VHS 1/2" cassette) for two weeks. The only cost to the borrower is the return postage.

Leadership for Empowerment Program: Serving Junior High Youth with and without Developmental Disabilities, Ridge-dale YMCA, Minneapolis, Minnesota, 1994. A "how to" kit for replicating the Leadership for Empowerment Program. Kit contains a guidebook, *Beyond Boundaries* (videotape), posters, and resource lists. The project's mission is to encourage self-determination among youth of varying abilities to become full contributing members in the social, economic, political, and spiritual life of their community.

Publicity Kit: Prevention of Fetal Alcohol Syndrome (FAS/FAE). A notebook with a collection of publication and ideas on how to organize public awareness campaigns and provide training about FAS/FAE.

Shifting Patterns, (videotape--35 minutes and publication), Minnesota Governor's Council on Developmental Disabilities, 1993. Documents changing perspectives toward individuals, families, and communities via innovations and movements, e.g.: People First, Career Vision, Partners in Policymaking, Parents as Case Managers, Personal Futures Planning, Voucher Programs and Youth Leadership. [Alternative formats: publication in Braille and on audio cassette; videotape with closed caption.]

April is Child Abuse Prevention Month-- Planning Packet Available

Everyone has a role to play in the prevention of child abuse. A month-long observance of activities to educate the public is a hopeful beginning. To assist local groups and agencies plan for the April observance, the National Center on Child Abuse and Neglect, Administration on Children, Youth and Families, has prepared a resource packet of materials around the theme, "The More You Help, The Less They Hurt." The packet includes sample press releases, radio scripts, tips for parents and professionals, a sample proclamation, statistics, resource list, and more. Contact: National Committee To Prevent Child Abuse, 332-South Michigan Avenue, Suite 1600, Chicago, IL 60604-4357. 312/663-3520 (voice); 312/663-3540 (fax).

Regional Workshops Scheduled: *Teaching and Parenting Children Affected by Alcohol, Tobacco and Other Drugs*

Four 1-day workshops will be held throughout Minnesota in March and April, 1995: "Teaching for Life: Strategies for Teaching and Parenting Children Affected by Alcohol, Tobacco, and other Drugs." Special features include: 1) a play, *Eve: A Woman with Fetal Alcohol Effect*; and 2) presentations by Joyce Glass, *Advocacy and Hope*; Joan Moen, *Skills in Teaching and Parenting*; and Diane Pittman or Bonnie Hatten, *Skills in Assessment and Referral*. Sponsor: Minnesota Healthy Roots, A Coalition for the Prevention of Maternal Substance Abuse.

Locations and dates:

March 28, 1995: St. John University, Collegeville;

March 29, 1995: Cloquet Forestry Service, Cloquet;

April 21, 1995: Holiday Inn, New Ulm; and

April 24, 1995: Northern Inn, Bemidji.

For registration and other information, contact: Joyce Holl, Pathfinder Resources, Inc., 2324 University Avenue, West, Suite 105, St. Paul, MN 55114. 612/647-6905.

Futurity

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on Developmental Disabilities
300 Centennial Office Building
658 Cedar Street, St. Paul, MN 55155

Roger Strand, Editor
612/296-4018 (voice)
612/296-9962 (TDD)
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April 1995

Minnesota Governor's Council on Developmental Disabilities

Tribute to Ed Roberts Founder of the Independent Living Movement

On the morning of March 14, 1995, Ed Roberts died.

According to Joseph Shapiro, author of *No Pity*, "The disability rights movement was born the day Ed Roberts arrived on the campus of the University of California at Berkeley in the fall of 1962." In an interview with Lucy Gwin, editor of *Mouth* magazine, Ed said, "It was the attitude of people that I would get my Ph.D. and then go live in a nursing home. I was the first of us here at Berkeley. John Hessler came in a year later. By 1967 there were eight or ten of us. They called us the 'Rolling Quads.' We were very clear philosophically. We were beginning to talk about disability issues as civil rights issues. People expected us to fail. That didn't happen. They realized how powerful we were. We stuck together, we worked together, we drew the line of what was unacceptable. There were times when the word *no* was unacceptable. It was an exciting time. We were involved in the civil rights movement, the women's movement, anti-war, and the free speech movement. So we were well trained."

Ed's mother, Zona, former labor leader, had shown him how to fight the Burlington, California, schools. It all started in 1953 when the Roberts' home (with Verne Roberts, second generation railroad worker, Zona, and their four sons) was quarantined because of polio. Everyone in the family recovered except for fourteen-year-old Ed. Ed spent the first year of his illness in a dreary county hospital, spending eighteen hours a day in an eight-hundred-pound iron lung. Once home, Roberts attended school via the telephone, often while he was in the iron lung. He became stronger and entered school to complete his senior year. There were many struggles along the way, but the most dramatic was when the principal refused Ed a diploma because he had not completed the driver's education and gym requirements. Zona convinced the school board that Ed's physical rehabilitation sessions should be counted as physical education. The requirement for driver's education was dropped, and Ed graduated.

"For a person with a disability growing up," said Ed, to have "parents willing to fight for you and include you in that fight is the most important skill you can learn to be successful." It was the harsh attitudes of others that threatened success, not the mere presence of a disability.

After studying for two years at San Mateo Community College, Ed was thirsty for more knowledge and planned to study political science at the University of California at Berkeley. First, there was the battle with the California Department of Rehabilitation--his counselor ruled that spending money on Ed would be wasted since it was "infeasible" that he could ever work. With the help of Jean Wirth, academic adviser at San Mateo, and the local press, Ed was finally qualified to receive assistance toward furthering his education at Berkeley. "Even then," wrote Shapiro in *No Pity*, "Roberts still had to convince officials at Berkeley to admit him." He had been told by one dean, "We've tried cripples before and it didn't work."

Ed Roberts continued on page two

Unfolding Capacity

The basis of people's lives with one another is twofold and it is one--the wish of each person to be confirmed as what each person is, even as what that person can become; and the innate capacity in each person to confirm others in this way. That this capacity lies so immeasurably fallow constitutes the real weakness and questionableness of the human race; actual humanity exists only where this capacity unfolds.

Martin Buber

[To learn more about the above concept, read: *Unfolding Capacity: People with Disabilities and Their Allies: Building Better Communities Together*, by John O'Brien and Connie Lyle O'Brien, available from: Research and Training Center on Community Integration, The Center on Human Policy, Syracuse University, 200 Huntington Hall, Syracuse New York 13244-2340. 314/433-2340.]

Inside This Issue...

- *An Inclusion Checklist for Your School*
- *'People in Motion' to Appear on Public Television*

Nominations Requested: Governor's Technology Awards

Help recognize people, groups, or organizations who have designed or made creative applications of technology for use by individuals with disabilities. Nominations are requested to celebrate the eighth annual Governor's Award for Outstanding Achievement in Technology-Related Assistance for People with Disabilities. Nominations are due by April 24, 1995. For more information and nomination forms, contact: STAR Program, 300 Centennial Office Building, 658 Cedar Street, St. Paul, MN 55155. Metro Area: 612/296-2771 (voice); 612/296-9478 (TTY). Greater Minnesota residents, toll-free: 1-800/657-3862 (voice); 1-800/657-3895 (TTY). FAX: 612/282-6671.

National Information Center Provides Free Service

The National Information Center for Children and Youth with Disabilities (NICHCY) is an information clearinghouse that provides free information on disabilities and disability-related issues. This Center specializes in information about children and youth from birth to age 22. Write or call: NICHCY, P.O. Box 1492, Washington, DC 20013-1492. 1-800/695-0285 (voice and TT).

Saint Mary's College of Minnesota Offers M.A. Degree in Developmental Disabilities

Designed for working adults, Saint Mary's College of Minnesota has provided an advanced degree program in the area of developmental disabilities since 1984. Its graduate school also offers a double major in Developmental Disabilities/Counseling and Psychological Services. Students usually carry five or six credits each semester, completing a 35 semester credit program in approximately two years. To request a packet of information or to ask questions about the program, contact the Minneapolis Center: St. Mary's College of Minnesota, 2510 Park Avenue, Minneapolis, MN 55404. 612/874-9877; 612/874-7108 (fax).

Promoting Community Continued from Page One

Finding: Less than half of state-administered disability spending supports integrated settings.

The authors concluded that Connecticut's service system fails to support community and deprives its intended beneficiaries of control over their own lives and of the opportunity to become responsible consumers. "The resulting inefficiency adds to the cost of providing assistance in that some of the services are inappropriate and overshoot needs," stated the authors. Generally, such a system "denies service providers the opportunities to be creative and resourceful in providing services and to develop more satisfying relationships with clients. Regulations and services are constrained by the consequences of assuming that people with disabilities and their circle of supporters either won't or don't know how to take care of themselves. If more responsibility were given to clients, not only would clients be freed from the burden of having their lives managed by someone else, but also social workers would be freed from the impossible burden of trying to manage other human beings' lives. This would enable social workers to do the more fulfilling work of helping people with disabilities realize their potential and make the unique and often surprising contributions to society that only they can make."

"The primary and explicit starting point in all discussions about programs and policy for people with disabilities should be the extent to which expenditures promote or do not promote the prerequisites for community," the authors recommended.

A single copy of the report costs \$6.00, payable to: Center for Economic Policy Analysis, 202 S. State Street, #1524, Chicago, Illinois 60604. 312/786-1825.

Department of Human Services Changes Policy on Second Wheelchair

On January 5, 1995, Commissioner Marie Gomez, Minnesota Department of Human Services (DHS), confirmed that DHS was changing its policy regarding Medical Assistance reimbursement for manual wheelchairs for persons who already have a powered wheelchair. Previously, DHS has denied Medical Assistance reimbursement for manual wheelchairs in those circumstances on the basis that the second wheelchair is not "medically necessary" or is "duplicative." "After considering the issues," said Commissioner Gomez in a letter to the Minnesota Disability Law Center in Minneapolis, "I believe there are situations in which a second wheelchair is medically necessary, and serves a different purpose than the power wheelchair already used by the recipient." This change in policy will be clarified in a rule amendment or a revision of the Medical Assistance Provider Manual. For more information, contact: Minnesota Disability Law Center, 430 First Avenue, North, Suite 300, Minneapolis, MN 55401-1780. 612/332-1441 (Metro/voice), or 1-800/292-4150 (toll-free/voice); 612/332-4668 (TDD).

*Creative minds have always been known
to survive any kind of bad training.*

Anna Freud

ADA Bulletin Board Available for Computer Users

Current information about the Americans with Disabilities Act (ADA) is now available to computer users who are on the Internet or who use SpecialNet services. The ADA.INDEPENDENT bulletin board features articles on trends, practices, and issues in the implementation and enforcement of the Act. It also contains items about special services and products that enhance independent living by individuals with disabilities.

ADA.INDEPENDENT is a read-only board. To submit ADA-related items for consideration, send them to the editor, Deborah Leuchovius, PACER Center, 4826 Chicago Avenue, South, Minneapolis, MN 55417-1089. 612/827-2966; 612/827-3065 (fax). E-mail: HN2338@HANDSENET.ORG or MNPACER@GTEENS.COM.

For more information about accessing SpecialNet, contact GTE Educational Network Services, 5525 MacArthur, Suite 320, Irving, TX 75038. 1-800/927-3000.

Publications

Group Action Planning Materials, Beach Center on Families and Disability, The University of Kansas. Several products have been developed by the Beach Center: 1) *Group Action Planning (GAP) as a Strategy for Getting a Life*—presentation paper with five steps toward improving family life (\$4.50);

2) *Group Action Planning: Get a Life*—presentation videotape, 40 minutes (\$25.00); and 3) *How to Make Positive Changes in Your Family Member's Life with Group Action Planning*—provides nuts and bolts information with special instructions for facilitators (\$4.00). Prices include postage and handling. Prepaid order requests may be sent to: Beach Center on Families and Disability, 3111 Haworth, University of Kansas, Lawrence, Kansas 66045. 913/864-7600 (voice and TDD); 913/864-7605 (fax).

The Parent Connection: A Quarterly Newsletter Published for Families by Families Who Have Children with Special Needs, West Virginia Family Support Program. This periodical is a useful resource for families in that it covers the concerns of families—from early intervention, health, behavioral problems, to recreation, events, and relevant resources. Local organizations are encouraged to donate and assist with the dissemination of this publication. For more information, contact: Scott Miller, The Parent Connection Newsletter, West Virginia Family Support Program, Building 6, Room 717, State Capitol Complex, Charleston, WV 25305. 304/558-0627 (voice); 304/558-1008 (fax).

Painting Your Future: Planning for Transition, videotape (9 minutes), Central Minnesota ECSU, 1994. Produced in St. Cloud, Minnesota, this videotape describes what must be considered when planning with students with disabilities for the transition from school to adulthood. Students participated in the filming of this production. Cost: \$6.00, plus \$2.50 shipping and handling. Contact: Central Minnesota ECSU, P.O. Box 1576, St. Cloud, MN 56302.

Planning Your Dreams: A Roadmap for Life after High School for Students with Disabilities and Their Families, Interagency Office on Transition Services, Minnesota Department of Education. This brochure provides a checklist for students in planning for their adult lives: training and learning after high school, employment, recreation and leisure, and independent living. It also provides a brief listing of where to get information and assistance. Contact: Interagency Office on Transition Services, 657 Capitol Square Building, 550 Cedar Street, St. Paul, MN 55101. 612/296-5660 (voice); 612/297-2094 (TDD/TTY); 612/296-3348 (fax).

Events

March 15-17, 1995: Minnesota Social Service Association's 102nd Annual Training Conference and Expo will be held at the Radisson South Hotel in Bloomington. Contact: MSSA, 1821 University Avenue, Suite 218-South, St. Paul, MN 55104-2804. 612/644-0556.

April 2, 1995 (Sunday, 10:00 a.m. to 4:00 p.m.): "Powerful Partnerships: Parents and Professionals: Building Inclusive Recreation Programs Together" is a one-day workshop presented by the University of Minnesota's Division of Recreation, Park, and Leisure Studies. Focus: How parents and professionals can work together to create successful inclusive recreation programs. Keynote: Susan Hamre-Nietupski. Fees: \$35 for a single parent, \$45 for two adult members of a family, and \$45 for professionals. Included in cost: lunch, on-site child care, and handbook. Contact: Joni Bergquist, Division of Recreation, Park, and Leisure Studies, University of Minnesota, Cooke Hall, 1900 University Avenue, SE, Minneapolis, MN 55455. 612/625-7583.

April 27-29, 1995: 14th Annual National Conference on the Training and Employment of the Paraprofessional Workforce in Education, Rehabilitation, and Related Fields will be held at the Radisson Hotel, St. Paul, Minnesota. Contact conference sponsor: National Resource Center for Paraprofessionals in Education and Related Services, Center for Advanced Study in Education, City University of New York Graduate Center, Room 620 N, 25 West 43rd Street, New York, NY 10036. 212/642-2948.

April 28, 1995: "Behavioral Concerns of Pervasive Developmental Disorder (e.g., autism, Rett's Syndrome, Fragile X Syndrome, etc.)," is an all day workshop presented by Arlyne Gutmann, and Robert Schauerhammer. Fee: \$95.00 (lunch included). Location: Sheraton Midway Inn, St. Paul. Contact: Robert Schauerhammer, P.O. Box 240742, Apple Valley, MN 55124. 612/431-5633.

May 30-June 1, 1995: "Our Commitment to Community: Third Annual Statewide Children's Mental Health Conference," Keynote: Warren Moon, "Children at Risk." Northland Inn Executive Conference Center, Brooklyn Park, MN. Participation by parents encouraged. Contact: Patti Luther, Mental Health Division, Department of Human Services, 444 Lafayette Road, St. Paul, MN 55155-3828. 612/297-4104.

Lending Library

The following resources are available on loan; publications for three weeks; videotapes (VHS 1/2" cassette) for two weeks. The only cost to the borrower is the return postage.

Publications:

Living in the State of Stuck: How Technology Impacts the Lives of People with Disabilities, Marcia J. Scherer, Brookline Books, 1993. This book can help individuals with disabilities to understand how technology can be applied to and can enrich their lives. Counselors, parents, and teachers can be especially helpful when confronting psychological and social barriers. Technology alone is often not the only answer.

Schooling without Labels: Parents, Educators, and Inclusive Education, Douglas Biklen, Temple University Press, 1992. Selected families share how they were successful in including their sons and daughters with disabilities in every facet of family, school, and community life--achieving regular lives.

Videotape:

Kids Belong Together (30 minutes), People First Association of Lethbridge, Alberta, Canada. Through cohesive circles of friends, communities become a place for everyone. Elementary school students/classmates, teachers, and parents learn the importance of having and sharing their dreams about their futures.

People in Motion

Three-Part TV Series Scheduled

A new documentary called *People in Motion* will be aired by the Public Broadcasting System in April. This three-part series looks at new technologies, advances in modern science, and how changes in personal attitudes continue to alter society's notion of "physical disabilities." Produced by WNET in New York, *People in Motion* will be appearing in the Twin City Metropolitan Area on KTCA Television (Channel 2) on the following dates from 12:00 noon to 1:00 p.m. on Sundays: April 2, 9, and 16, 1995.

Please contact your local public television station or media listings for airing times/dates in your area.

ADA Lending Library Service Established

The Great Lakes Disability and Business Technical Assistance Center, Minnesota Steering Committee, has developed a video library of Americans with Disabilities Act implementation videos. The tapes will be available for two weeks for a \$10.00 fee. A wide variety of topics are available including rural businesses, accommodations, employment, historical preservation, state and local government and architectural accessibility. For more information and a list available selections call: Metropolitan Center for Independent Living at 612/646-8342 (voice); 612/603-2001 (TTY).

Governor's Volunteer Award: Recognize "Acts of Kindness"

A new statewide volunteer recognition program, Acts of Kindness: Governor's Volunteer Award, seeks nominations of Minnesota volunteers of all ages--individuals and groups who make life better for others and who give of themselves to improve their neighborhoods and communities. This award program will honor 16 volunteers and/or groups of volunteers at a ceremony on Volunteer Day at the 1995 Minnesota State Fair. Nominations must be postmarked by April 29, 1995. Contact: Minnesota Office on Volunteer Services, Department of Administration, 117 University Avenue, St. Paul, MN 55155. 612/296-4731 (Metro-voice); 800/234-6687 (greater Minnesota-voice); or 612/297-4022 (Metro-TTY/TDD); 800/657-3783 (greater Minnesota-TTY/TDD).

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Roger Strand, Editor
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612/296-9962 (TDD)
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May 1995

Minnesota Governor's Council on Developmental Disabilities

Information Technologies System Recommended for Minnesota's Schools

"Increasingly, schools and individuals with information technologies are the 'haves,' and schools without information technologies are the 'have nots.' The striking difference between the 'haves' and 'have nots' underscores the need for a statewide approach to implementing information technologies in Minnesota schools." This observation was made by the Minnesota Task Force on Information Technologies, Minnesota Department of Education, in a report entitled *ANYONE, ANYWHERE, ANYTIME: Learning, Technologies@Minnesota.US @Superhighway* (March 1995). "Without a statewide strategy, many schools and students will be left behind hoping to find extra funds to stay abreast of ever-changing technology. Students with the skills will be ready to work and live in a technological world. Students without the skills will founder trying to gain the skills as they go," the Task Force stated. The Task Force noted: 1) there is little coordination between the different levels of education; 2) there is no statewide vision; 3) rigid funding regulations prevent local flexibility; and 4) professional development is instrumental to implementing information technologies in Minnesota's schools.

Recommendations


The Task Force made the following recommendations for Minnesota:

- 1) **Student Engagement:** Provide each student with equitable access to information technologies that improve their learning. [Students must develop the skills to use various technological tools to solve problems and to access and understand information. They also need to be able to use technology to access and reference the instructional resources available through networks.]
- 2) **Curriculum and Instruction:** Provide teachers with the opportunity to acquire the knowledge and skills to use information technologies to improve curricular development and instructional delivery. [The shift to performance-based learning will require rethinking the way teachers teach and students learn, e.g., cooperative, real world simulation, and hands-on learning.]
- 3) **Learning Assessment.** Provide knowledge and skills to use information technologies to perform ongoing and comprehensive student assessments.
- 4) **Student Records:** Develop a statewide information technologies system that supports computerized student recordkeeping using open architecture (cross-computer usage) standards to ensure compatibility with other computer operating systems and network protocols.
- 5) **Financial Management:** Develop statewide standards for school financial management and recordkeeping using open architecture standards to ensure compatibility with other computer operating systems and network protocols.
- 6) **Parental and Community Engagement:** Develop standards and models for using information technologies to involve parents and communities in enhancing and measuring student learning.
- 7) **Professional Development:** Designate funds and actively support professional development for all educators on how to use information technologies.
- 8) **Access and Connectivity:** Create, fund, and provide access to one statewide information system for all state and local public organizations.
- 9) **Leadership:** The Department of Education (should) provide leadership in the development, management, and continuous improvement of an information

Technology continued on page 3

Kennedy Fellowship Program Seeks Parent and Consumer Applicants

The Joseph P. Kennedy, Jr. Foundation supports a Public Policy Fellowship Program in the field of mental retardation. Each year the Foundation brings outstanding individuals to Washington where they observe and participate in public policy development through work on the staff of a congressional committee or a federal department. This year, based upon the successful completion of a special effort to involve parents of children and adults with mental retardation in policymaking, the Foundation wants to recruit another family member or a child or adult with mental retardation as a Public Policy Fellow. Individuals should have experience in: 1) state-level advocacy; 2) education, law, community organizing or development of community supports and services; 3) health care; or 4) development of family support services. The Fellowship provides a one-year stipend and relocation expenses. Applicants should submit a 2-4 page letter of interest, including either a resumé or a summary of their involvement in the field, and at least two letters of support by May 15, 1995. Address letters of application to: Eunice Kennedy Shriver, Exec. Vice-President, The Joseph P. Kennedy, Jr. Foundation, 1325 G Street, NW, Suite 500, Washington, DC 20005-4709. ATTN: Public Policy Fellowship Program. 202/393-1250 (voice); 202/737-1937 (fax).



Inside This Issue...

- **Myths and Facts about Aversive Practices**
- **Special Education Mediation Services Successful**

Ramsey County Human Services Seeks Volunteers

The Citizens Advisory Council of Ramsey County is seeking applicants to fill 23 volunteer positions on seven committees: Adult Services Committee, Chemical Health Committee, Children's Mental Health Advisory Council, Children's Services Committee, Developmental Disabilities Committee, Low Income Committee, and Mental Health Advisory Council. The committees are advisory to the Ramsey County Board of Commissioners through the Citizens Advisory Council. Consumers of service and people of color are especially encouraged to apply. For applications and information, call Dawn Autenrieth at 612/266-4423 (voice); 612/266-4439 (fax).

Learn about Assistive Technology via *InfoTech*

InfoTech provides free, up-to-date product information on assistive technology. Serving primarily Iowa and Minnesota, *InfoTech* can find: 1) specific devices or pieces of equipment including the manufacturers, costs, and ordering information; 2) matching devices and equipment to meet individual needs; and 3) sources of funding. Also, subscriptions to a bimonthly newsletter entitled *InfoTech* is free, and provides a used equipment referral service and information about new products and services. Contact: *InfoTech*, Iowa Program for Assistive Technology, Iowa University Affiliated Program, University Hospital School, The University of Iowa, Iowa City, IA 52242-1011. 1-800/331-3027 (voice and TTY).

History Center Museum Offers Interpreter Services

On the second Sunday of every month (noon to 5:00 p.m.) all museum and family programs at the History Center Museum are sign-language interpreted for persons who are deaf or hard of hearing. An exhibit *Minnesota Communities* features six communities including the Deaf Community. Upcoming second Sundays are: May 14, June 11, and July 9. The Minnesota Folk Festival will be held on Sunday, August 13, 1995. Call 612/296-6126 (voice), 612/282/6073 (TTY).

Myths and Facts about Aversive Practice by the National Autism Committee

[Editor's note: *Aversive procedure* is defined in Minnesota Rules (DHS 9525.1690) as: "the planned application of an unpleasant stimulus or consequence . . ."]

Myth: Some people are so "low functioning" that they need aversives.

Fact: Individuals who are the most severely disabled are the most likely to be placed in the very environments that are most likely to *produce* the types of behavior that are used to justify aversives. Instead of being interpreted as *maladaptive*, their behavior should be viewed as highly adaptive responses to, and protests of, these maladaptive environments.

Myth: Aversives are used only for the most dangerous behaviors.

Fact: In systems where aversives are permitted they tend to become pervasive, precluding interest in and development of more humane approaches. Even innocuous self-stimulation behaviors are "treated" with aversives under the rationale that they might lead to dangerous behaviors.

Myth: Aversives are fast, powerful, and effective.

Fact: Individuals who experience force and coercion learn that force and coercion are acceptable behaviors. Aversives produce unwanted escape and avoidance responses, and often diminish desirable behaviors. If aversives were so fast and effective, we would not see the overwhelming tendency for aversives to be employed over long periods of time, or for the level of aversives being used on an individual to be increased over time. However, documentation exists that aversives *can* be powerful enough to permanently end unwanted behaviors, and in fact *all* behaviors, since clients undergoing "treatment" have died.

Myth: Positive approaches won't work on everyone.

Fact: A growing body of well-documented research on positive approaches, which do not inflict pain or dehumanize people with disabilities, supports their effectiveness for even the most difficult behaviors.

Myth: Use of aversives is a matter of parent choice. The anti-aversive movement disparages parents who choose aversives.

Fact: Use of aversives is a matter of *professional choice and control*. The most outspoken, organized lobbies for aversives are composed of professionals. Opposition to aversives does *not* imply criticism of parents who have given permission to professionals to use aversives on their children, since these parents often have been victimized by a lack of options, information, and support.

Myth: To reject aversives is to limit parents' right to discipline their children, to say "no" to their children, or to react strenuously in emergencies.

Fact: To reject aversives is to limit *professionals' right to design and implement an ongoing program based on pain and humiliation as a treatment of choice*. An aversive treatment *cannot* be equated with everyday family discipline, such as saying "no" to a child's unreasonable request. It also *cannot* be equated to one-time reactions to behavior in the face of emergencies (e.g., shoving someone to get them out of the path of a vehicle), since that is not a behavior program. It is a sad irony that any parents who actually employed in their home the aversives used with impunity by professionals (electric shock, manacles, blindfolds, white noise helmets, etc.) would be subject to arrest for abuse.

Myth: The use of aversives is a scientific issue and a treatment issue.

Fact: The use of aversives is a human rights issue and a civil rights issue. When we allow punishments to be used on persons with disabilities which would be illegal if used on persons without disabilities, we are denying them equal protection under the law. Even other devalued populations, such as people who are elderly, homeless, or in prison, cannot legally be "treated" with aversives, nor do we permit animals to be trained or treated by these means.

[Source: *The Communicator*, Autism National Committee, Fall 1994, p. 5. Address: Autism National Committee, 7 Teresa Circle, Arlington, MA 02174.]

Minnesota Disability Law Center Creates PAIR Protection and Advocacy for Individual Rights

New funding from the U.S. Congress will allow the Minnesota Disability Law Center to expand its services to *all* people with disabilities. This new service is called, "Protection and Advocacy for Individual Rights" (PAIR). Staff attorneys will address claims relating to: 1) Americans with Disabilities Act, which includes Title II (discrimination by public entities) and Title III (discrimination by Public Accommodation); 2) Section 504 of the Rehabilitation Act; and 3) Fair Housing Act; and 4) Minnesota Human Rights Act. This program's priority is to make sure public services and public accommodations comply with the above legislative protections. Two half-time attorneys will be available through the new PAIR Program.

Unfortunately, because of limited resources, this project will not be able to represent people with employment discrimination situations at this time. However, PAIR staff can provide written information concerning various issues of employment discrimination, suggest other resources, and make referrals to private attorneys.

Other services provided by the Minnesota Disability Law Center include: 1) Legal Advocacy for Persons with Developmental Disabilities in Minnesota; 2) The Mental Health Law Project; and 3) The Client Assistance Project, which advocates for persons with disabilities needing rehabilitation services.

Contact: Minnesota Disability Law Center, 300 Kickernick Building, 430 First Avenue North, Minneapolis, MN 55401-1780. 612/332-1441 (voice); 612/332-4668 (TDD); or 800/292-4250 (toll-free).

"Summer Gathering in Montreal--1995" July 10 to July 21, 1995

A gathering will take place this summer in Montreal to tackle the issues around inclusion and social justice. This less formal "gathering" will replace the former McGill Institute and will allow for greater flexibility for individuals to make friends and connections that will help them personally and professionally. "Classes" are scheduled during the first week to explore specific topics. The second week will be a mixture of formats.

Topics and faculty include: Building Community with John O'Brien and Connie Lyle O'Brien; Sharing Leadership with Beth Barol, Guy Legare, and Linda Perry; Understanding Difficult Behavior with Herb Lovett and Susannah Joyce; Innovative Administration with Nancy Thaler and Mark Feinmann; and School Communities that Welcome Difference with Joe Whittaker and Janice Hunt. Tuition: \$525 (Canadian); \$400 (United States), includes GST. Lodging will be available at Royal Victoria College and McGill University for \$150.00 per week.

For further information, contact: Susannah Joyce, Realizations, P.O. Box 1430, Station B, London, Ontario, Canada, N6A 5M2. 519/433-2387.

Publication

Not Another Board Meeting: Building Inclusive Decision-Making Groups, Oregon Developmental Disabilities Council, 1994. This is a three-part guide for: self-advocates, support persons, and members of a group to come together and talk about what each person needs to make everyone's experience more meaningful in meetings. Used together, the guides help all participant to evaluate their own attitudes and values. Groups can make the most of each person's abilities and successfully reach the group's goals. Contact: Oregon Developmental Disabilities Council, 540 24th Place, NE, Salem, OR 97301-4517. 503/373-7555.

Events

May 15, 1995 (7:30 p.m.): The Twin Cities Autism Society will sponsor a presentation, "Emergence of Labeled 'Autistic,'" by Temple Grandin, a professor in Colorado, who has autism. Location: Earle Brown Center, University of Minnesota--St. Paul Campus, 1890 Buford Avenue, St. Paul. Fee: \$20. Contact: Twin Cities Autism Society, 2525 East Franklin Avenue, Minneapolis, MN 55406. 612/647-1083.

May 15-17, 1995: The Association of Residential Resources in Minnesota (ARRM) will hold its annual conference at the Radisson South Hotel in Bloomington. The theme, "Hats Off to ARRM," celebrates its 25-year anniversary. Contact: ARRM, 26 East Exchange Street, Suite #503, St. Paul, MN 55101-2275. 612/291-1086 (Metro); 800/551-2211 (Greater Minnesota); 612/291-1086 (fax).

May 17-18, 1995: "Standards for Quality Outcomes: Employment and Community Support Services," sponsored by the Rehabilitation Accreditation Commission (CARF), will be held after the ARRM Conference, Radisson Hotel South, Bloomington, MN. Contact: CARF, 101 North Wilmot, Suite 500, Tucson, AZ 85711. 520/748-1212 (voice); 520/571-1601 (fax).

May 18, 1995: "Emerging Trends in Assistive Technology for Older Adults," Sheraton Midway, St. Paul, MN, will be sponsored by the STAR Program. Learn how to help older adults regain and retain independence. Fee: \$30, includes lunch, refreshments, and materials. Contact: The STAR Program, 300 Centennial Building, 658 Cedar Street, St. Paul, MN 55155. Metro Area: 612/296-2771 (voice); 612/296-9478 (TTY); 612/282-6671 (fax). Greater Minnesota: 1-800/657-3862 (voice); 800/657-3895 (TTY).

Technology: from page one technologies system to support student learning.

10) Funding: Provide equitable funding to school districts for the acquisition, maintenance, and support of information technologies, as well as the necessary staff development to allow teachers and other school staff to effectively and efficiently use the technologies to support learning.

Contact: Mark Manning, Director, Office of Information Technologies, Minnesota Department of Education, 936 Capitol Square, 550 Cedar Street, St. Paul, MN 55101. 612/297-3151 (voice); 612/297-1795 (fax).

Lending Library

The following resources are available on loan; publications for three weeks; videotapes (VHS 1/2" cassette) for two weeks. The only cost to the borrower is the return postage.

Videotapes:

Road to the Future: Emerging Trends in Job Coaching and Supported Employment (24 minutes), Human Services Research Institute. Current issues and practices are described by those who participated in the "National Symposium on Supported Employment Policy" in June 1994, Washington, DC. Nationally known professionals and advocates share a broad range of research findings and experiences gained over the past ten years.

Painting Your Future: Planning for Transition, videotape (9 minutes), Central Minnesota ECSU, 1994. Produced in St. Cloud, Minnesota, this videotape describes what must be considered when planning with students with disabilities for the transition from school to adulthood. Students participated in the filming of this production. [Note: this videotape may be purchased Cost: \$6.00, plus \$2.50 shipping and handling. Contact: Central Minnesota ECSU, P.O. Box 1576, St. Cloud, MN 56302.]

ABCs of Inclusive Child Care, (14 minutes, open captioned), Texas Planning Council for Developmental Disabilities (1993). Teachers, child care workers, and parents share their apprehensions prior to including children with disabilities in regular child care settings. All agree that there are many benefits. Everyone has something to contribute.

Special Education Mediation Successful Section 504 Mediation Now Available

Mediation of special education issues through the Minnesota Special Education Mediation Service (MNSEMS) has proven to be extremely successful for the parents and school districts who have used it. Agreements have been reached in 95 percent of the cases submitted to date. The program was implemented late in 1992 with the purpose of providing an informal process for resolving disputes. The process of mediation focuses on the individualized needs of the student and requires close collaboration between the parents, student, and the school district.

MNSEMS provides a neutral third party, a mediator trained in special education issues, to help the parties focus on the needs of the student. "The parties involved produce the agreements themselves," said Barbara Blackstone, MNSEMS Coordinator. "We are encouraging the use of mediation early, as soon as the parties realize they have a conflict. The longer the conflict exists, the parties become more entrenched and unable to keep the needs of the child as a priority," Blackstone remarked.

Mediation services are free to both parents and school districts. Located in the state Office of Dispute Resolution, MNSEMS is funded through an interagency agreement with the Department of Education.

Recently, funds were made available to provide mediation services to disputes that relate to Section 504 of the Rehabilitation Act. Section 504 regulations apply to all learners who have disabilities. While the rights of learners who receive special education are protected under the broader umbrella of IDEA (Individuals with Disabilities Act), students with disabilities not receiving special education are protected under Section 504 to provide accommodations or modifications to fully access their school programs. Therefore, Section 504 might address the needs of students who have diabetes, asthma, rheumatoid arthritis, hemophilia, temporary disabilities, and attention deficit hyperactive disorder, as examples.

For more information, contact: Barbara Blackstone, MNSEMS, 340 Centennial Office Building, 658 Cedar Street, St. Paul, MN 55155. 612/297-4635 (voice); 612/297-7200 (fax).

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DEPARTMENT OF ADMINISTRATION
Minnesota Governor's Council
on Developmental Disabilities
300 Centennial Office Building
658 Cedar Street, St. Paul, MN 55155

Roger Strand, Editor
612/296-4018 (voice)
612/296-9962 (TDD)
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