

NDCPD Training Events

CD Casts

Supporting the Participation of Students with Disabilities in IEP/Person Centered Planning Meetings by Cathy Haarstad and JoLynn Webster
Time/Date: 2:30-4:30 PM, January 23, 2007
Fee: \$20.00 per site

Medications and Disabilities

by Karen Green McGowan
Time/Date: 1:00-4:00 PM, February 15, 2007
Fee: \$20.00 per site

Healthy and Ready to Participate

by Patti Hackett and Dr. Patience White
Time/Date: 2:00-4:00 PM, March 14, 2007
Fee: \$20.00 per site

For pre-registration contact:
 Teri Aufforth @ 1-800-233-1737

The COLLABORATOR

North Dakota Center for Persons with Disabilities at Minot State University

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Norway Disability Research Project
Brent Askvig, Ph.D., NDCPD Associate Director

As you may know, I have been involved in the study of disability history for some time now. In 2004, North American Heritage Press printed my book, *One Hundred Years: The History and Chronology of the North Dakota Developmental Center*. This book traces the history of the development and operation of the ND Developmental Center (aka Grafton State School) from its legislative beginnings up to its 100th anniversary in 2004. The sole basis for the book was written documents, primarily biennial reports to the Governor from the school superintendent. Other material from the ND State Archives was used to substantiate and expand upon the reports.

About four months after publication of the book, my interests in disability history took an exciting turn. At a national conference, I ran across an article by a Norwegian researcher on the history of Norway's social welfare system and its impact on services for persons with intellectual disabilities. Most specifically this author spoke about how Norway closed all institutions and developed community-based services for its citizens with disabilities. I was so interested in the historical aspects of the paper that I emailed the author and we began discussions about the similarities and differences of the North Dakota and U.S. disabilities system trajectories. In October 2005, the author of the article, Professor Jan Meyer of Harstad University College of Norway, visited NDCPD (see the January, 2006 *Collaborator* article on Professor Meyer's visit). His presentations and our discussions were intriguing, and we planned a return visit to continue our discussions on disability research.



Professor Johnsen, Karyn (museum curator), Dr. Askvig, and Dr. Meyer at the Trastad Meyer Museum

In September of 2006, I was fortunate to visit Professor Meyer in Norway. Harstad University College is a small (2,500 students) state-supported university in northern Norway, about 300 miles north of the Arctic Circle. At Harstad, Professor Meyer works with two other researchers examining the history and stories of the de-institutionalization movement in Norway. His colleagues included Professor Leif Lysvik and Professor Bjorn-Eirik Johnsen who have done extensive work on interviewing former residents of Norway's institutions.

The Norwegian Social Welfare System

Human services for persons with disabilities are supported monetarily by the national government but are administered by the local city or county government. Here's how Norway's social welfare system works. Once a person is designated

(Continued from Page 1 – Dr. Askvig)

as having a disability, s/he obtains work training and/or placement. (In some cases, a person's disability may be so significant as to preclude employment. In those cases there is a daily support system available.) Funding for work training and housing comes from the national government. However, if a persons needs individualized, one-on-one supports in work or in housing, that is supported by the fylke (county) or kommunisteria (local city) governments. Both the fylke and the kommunisteria receive funding from the national government. However, the funding distribution is managed by the local governments.

I was able to see the application of the social welfare system in Norway during my visit. I visited a local disability support program. It operated components that would mirror both our vocational workshop programs and our state vocational rehabilitation offices. People with and without disabilities were able to receive services from either of these programs. Some individuals with disabilities were working on piece rate work, while others were competitively employed in the local community.

For housing, all individuals with disabilities had their own apartments. Professor Meyer obtained permission from two individuals with disabilities to visit their apartments. In one case a person with mild intellectual disabilities lived in his own two bedroom apartment in a four-plex. He received his monthly support check and paid his own rent. Another woman, a former institution resident, lived in her own apartment in another part of town. This woman had a one bedroom apartment and had severe multiple needs that required considerable personal supports. She had a significant seizure disorder, was legally blind, and had a severe intellectual deficit. Her personal support staff provided daily living supports from 7:00 am through 9:00 pm each day. However, she only received limited supervision by roving community staff workers (paid by the kommunisteria) during the night. Her bed had an electronic sensing pad that detected sporadic seizure type movements. The community staff was never more than 2-3 minutes away by car, and would be notified via telephone by the sensor, should she make major movements or have a seizure. Again, she received a monthly check and, with the help of her personal assistant, paid the rent for her own

apartment. This was certainly different from the type of supports a similar person might receive in North Dakota!



Dr. Askvig and Professors Lysvik and Johnsen discuss their research plans at Harstad University College

Comparative Research

My visit to Norway resulted in several comparative research projects that are just beginning. First, Leif Lysvik and Bjorn-Eirik are in the process of documenting the history of the Trastad Gard institution in Borkenes, Norway (about 20 miles from Harstad). This institution operated from 1950 until 1995 and once housed 350 residents with mental retardation. Their approach to documentation will be much like that of my book. Thus, we will be sharing much about our methodologies in developing institutional histories. Second, I am currently developing a video of former residents of Grafton, in the same vein as Lysvik and Johnsen's DVD about life at Trastad Gard. These videos will result in comparison stories of persons' lives in institutions.

Third, Professor Meyer and I are developing protocols for conducting community focus groups of former institutional residents. Our emphasis will be on their lives after leaving the institution. We are particularly interested in their views of community life, examining factors that may be associated with pertinent U. S. developmental disabilities systems, or the Norwegian social welfare system. Finally, Meyer and I will examine relevant factors of the social welfare approach that might be exportable to the U. S. disabilities systems.

We are certain that these research strands will yield other questions and topics of study. Presently, Professor Meyer is seeking support for a six month sabbatical in the U. S. He would spend four or five months at the University of Minnesota with Dr. Charles Lakin, and then spend one or two months at NDCPD with our faculty and staff. We will keep you up to date as to his arrival and final plans for research and speaking engagements. ~ ~ ~

A Need for Transitional Jobs Program

By Tom Alexander, NDCPD CES Project Director, APSE Member

The great state of North Dakota has one of the lowest unemployment rates in the country, which shows that our great citizens want to and are willing to work. However, there are specific groups of people such as single mothers on welfare, persons recently released from prison, youth, refugees, people with disabilities, and low-income workers who need further assistance and support.



Transitional Jobs (TJ) programs assist individuals in gaining permanent jobs. By working in a subsidized, transitional job for three to twelve months, they earn a paycheck, learn technical skills for higher wage jobs, become eligible for the Earned Income Tax Credit, and receive intensive mentoring and support. This transitional job is the first step toward permanent employment and economic opportunity. Transitional Jobs placements vary, depending on the type of TJ program. There are three main program models: individual placement, work crews, and social enterprises. For each program model, program participants work with a mentor at the work site.

- **Individual Placement:** Program staff members work with individual participants to place them in a transitional job. Types of sectors may include clerical, maintenance, food service, and childcare. There may be only one TJ participant working at a worksite or there may be a few. This is the most common TJ model.
- **Work Crews:** Work crews of five to seven TJ participants under the direction of a supervisor are sent each day to work sites to perform a job. Jobs often include maintenance, repair, and sanitation jobs for parks, schools, and government facilities.
- **Social Enterprises:** TJ participants work at a business run by the TJ program. Funding for the program comes from program funds as well as business revenue. Social enterprise TJ programs currently include a packaging plant, a manufacturing company that produces soap products, a bookstore, a moving company, and numerous retail cafes.

A unique partnership was developed among ND Job Service, ND Vocational Rehabilitation, ND Center for Persons with Disabilities Comprehensive Employment Systems Grant, ND Department of Corrections, Fargo Chamber of Commerce, Federal & State Parole and Probation, and a variety of other agencies and organizations to create the *Fargo Transitional Jobs Task Force*. The Task Force created Vision, Mission and Value Statements which are as follows:

Vision Statement: A model program within an accessible continuum of services that provides community training and competitive employment for people with multiple employment barriers.

Mission Statement: The Fargo Transitional Jobs Task Force seeks to keep communities safe by assuring competitive, meaningful job training and employment for people with multiple employment barriers.

Value Statement: The Fargo Transitional Jobs Task Force adopts and supports the following values:

- Maintaining safe communities
- Self-sufficiency – support, but not enabling
- Competitive employment for a qualified workforce
- Improving economic conditions for the worker and the community
- A sustainable, model program that can be replicated
- Mutual benefits to all involved
- Education and training that serves people and is cost-effective and career-focused

Based on the work of the group, the following sub-committees were created: Target Population Sub-Committee, Pilot Project Outline and Description Sub-Committee, Funding/Finance Sub-Committee, and Legislative Action/Issues Sub-Committee.

It is the hope of the task force that further work can be accomplished to ensure that ND has a Transitional Jobs Network in place so that these population groups have the necessary resources and supports to become highly successful employees in ND communities.

NDCPD Project Receives Green Light

The strategic plan for the Comprehensive Employment System (CES) grant was approved by the federal government on Dec. 19, 2006. This will keep the wheels in motion to expand work options for people with Disabilities in ND. Congratulations to the CES project team! For more information on the CES Project, contact Tom Alexander, Project Director at 701-858-3436.

New Faces at NDCPD

In November, the NDCPD welcomed **Lisa Johnson**. Lisa joined NDCPD as a Strategic Planning Coordinator for the Comprehensive Employment Systems grant. Lisa is no stranger to the MSU campus, having been employed by MSU for 12 years, most recently as campus registrar. Lisa and her husband have one daughter. In her spare time, Lisa enjoys travel, camping, and tennis.

Rachelle Veazey joined NDCPD in December. Rachelle works as a Project Coordinator to raise awareness of Autism. She will be coordinating CD casts and workshops for parents, educational staff, and medical personnel. Rachelle is also a trainee for the Leadership Education in Neurodevelopmental and Related Disabilities (LEND) program. Rachelle is a recent MSU graduate with a BS in nursing. She enjoys spending time with her husband and their five children in Minot.

New Faces Continued....

Jerusha Olthoff joined NDCPD this month as a Project Assistant. The projects she will be involved with include First Sounds and Project Kaylyn. Jerusha previously worked in the registrar's office on the MSU campus. She and her husband live in Minot with their three sons.

Winners of the WE CARE Drawings!

The winner of the **WE CARE** drawing for November is Andre Miller and the winner for December was Marcia Johnson.

Continue to bring your **Marketplace receipts** to NDCPD, be sure to include your name and phone number on the back of the receipt to be eligible for door prizes.



NDCPD Blood Drive

NDCPD will sponsor a Blood Drive on January 30, 2007. The mobile blood unit will be outside of Memorial Hall on the MSU campus. To reserve a spot for making a donation, contact Kari Arrayan at 858-3048. Give the gift of life!

For additional copies of the Collaborator contact Kari Arrayan at 1-800-233-1737.

Please feel free to copy and distribute articles or excerpts from **The Collaborator**, provided the following acknowledgement is used:

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NDCPD on Patrol

By Linda Madsen, NDCPD Project Director

In July, NDCPD was awarded the Senior Medicare Patrol (SMP) project. This is a three-year grant funded in part through the Administration on Aging (AoA). The AoA is dedicated to promoting consumer awareness, preventing elder victimization, and working to implement community partnerships to prevent Medicare and Medicaid fraud, error, and abuse. By informing and training senior volunteers, aging network personnel, and health care providers, AoA wants to make older Americans and their advocates' better health care consumers.

Volunteers work to educate older Americans about the importance of reviewing their Medicare notices to identify billing errors as well as potentially fraudulent activity. Program volunteers also encourage seniors to make inquiries to the SMP project when such issues are identified, so that the project may ensure appropriate resolution or referral.

"Senior Medicare Patrol projects provide products and services to our seniors that promote understanding of Medicare and Medicaid program benefits," said U. S. Assistant Secretary for Aging, Josefina Carbonell. "Through this program beneficiaries increase their knowledge of the new prescription drug and other benefits that empowers them to make sound health care decisions."

The SMP program plays a unique role in providing direct and widespread education to reduce erroneous and wasteful Medicare and Medicaid spending. The project plays an important role in helping elderly people protect their own and Federal health care resources, which, in turn, help them remain independent in the community.

According to the most recent SMP Program performance report issued May 2, 2006 by the HHS Office of Inspector General, over 10,000 new volunteers were trained during 2005, who, in turn, educated over 483,000 beneficiaries through either group or one-on-one counseling sessions. As a result of this training, the SMP Projects resolved or referred almost 28,000 complaints regarding Medicare, Medicaid, and other health care issues. Since 1997, over \$104 million in savings, including Medicare and Medicaid funds recovered, beneficiary and other savings have been attributed to the program as a result of documented complaints.

Fraud occurs when an individual or organization deliberately deceives others in order to gain some sort of unauthorized benefit. Medicare or Medicaid fraud generally involves billing for services that were never provided or billing for a service at a higher rate than is actually justified.

Health care abuse occurs when providers supply services or products that are medically unnecessary or that do not meet professional standards.

There are many different types of Medicare and Medicaid fraud and abuse. They include:

- ✓ Billing for services or supplies not provided.
- ✓ Providing the same equipment for all patients, whether it is needed or not.
- ✓ Incorrectly reporting diagnoses, procedures, medications, or equipment to get a higher payment.
- ✓ Billing for individual psychotherapy when group counseling was provided.

(Continued from Page 3 – Linda Madsen)

- ✓ Billing for brand-name prescriptions when generic drugs were provided.
- ✓ Kickbacks or bribes; for example, payments or gifts in return for medical services or patient referrals.
- ✓ Using another person's Medicare card to obtain medical care.
- ✓ Billing Medicare or Medicaid and a private insurance program for the same procedure.
- ✓ Routinely waiving the deductible or coinsurance.
- ✓ Labs offering free diagnostic tests to get insurance numbers, and then using those numbers to bill for tests never provided.

The North Dakota Senior Medicare Patrol (NDSMP) will help North Dakota seniors, including those in our most rural counties and those with disabilities, review their Medicare bills to assure that no errors, fraudulent charges, or abuse have occurred. The NDSMP will use local volunteers, regional volunteer coordinators, and adapted curricula to educate beneficiaries. The regional coordinators and trained volunteers will provide outreach education and one-on-one counseling sessions with beneficiaries and family members. Volunteers will provide group education and training events within their region. For more information on training dates stay tuned at your local senior centers or watch for ads in your local newspaper. If you are interested in becoming a volunteer, or would like further information and assistance about what you can do to protect yourself, your family, and your neighbors from Medicare and Medicaid fraud and abuse, contact the Senior Medicare Patrol Project at 1-800-233-1737.

COLLABORATOR
January 07 Quarterly
NDCPD @ MSU
500 University Ave. W.
Minot, ND
1-99

NDCPD Training Events Workshop

Employment Supports for Ex-Offenders

Presenter: Maria L. Anderson
Site: Research 1, 1735 NDSU Research Park Drive, Fargo, ND
Date: January 30, 2007
Time: 9:00 am-4:00 pm
Registration Fee: \$70.00

Enhancing Leadership through Personal Power

Presenter: Tom Pomeranz
Site: Development Homes, Inc. 3880 South Columbia Road, Grand Forks, ND
Date: February 26, 2007
Time: 9:00 am-4:00 pm
Registration Fee: \$55.00

Practice Instructional Strategies for Effective Teaching

Presenter: Tom Pomeranz
Site: MSU Conference Center, Minot, ND
Date: February 27, 2007
and

Site: Comfort Inn, Bismarck, ND
Date: February 28, 2007
Time: 9:00 am-4:00 pm
Registration Fee: \$55.00

For more information, please contact Mary Mercer or Cheryl Rystedt at 1-800-233-1737.

The **North Dakota Center for Persons with Disabilities** is a member of the **Association of University Centers on Disabilities (AUCD)**. AUCD is a national network of interdisciplinary centers advancing policy and practice through research, education and services for and with individuals with developmental and other disabilities, their families and communities.

North Dakota Youth Disability Leadership Conference

What have we learned and where are we going?

By Dawn Olson, NDCPD Resident Scholar

How often have you been in a school setting and noticed a person with a disability participating in student council, drama club or a DECA project? The North Dakota Youth Disability Leadership Conference (YLC) was developed in 2004 with the hopes of encouraging leadership in high school students with disabilities and raising the next generation of self-advocates.



It has been exciting to watch this conference's growth over the past three years. Enrollment numbers have gone from seven students in 2004 to 28 students in 2006. The dynamics of the students attending the conference has also changed during that time period. For example, in its first year, the majority of students attending the YLC had learning disabilities, while in 2006 many of the students had mobility impairments and cognitive disabilities.

While these changes are exciting, they also present new challenges and questions: 1) Where will the funding come from to support increased conference participants?, 2) Will funding be adequate to provide for the significant support needs of diverse students?, 3) Are students coming away from the conference with additional leadership skills?, 4) How will typically developing students be integrated into YLC activities?

In an effort to solve these challenges, several steps are being taken. *First*, a survey using a five-point Likert scale and open-ended questions was sent out to past conference participants. The results showed that many of the students are not participating in any specific leadership activities at school even after attending the conference. Students did indicate the most important thing learned from the conference was that they could participate in their own IEP. Further research is needed to discover whether or not these students are, in fact, participating in their IEP's. *Second*, a Youth Leadership Advisory Committee has been established to develop a strong youth leadership program across the state. This committee is meeting once a month via conference calls. While previous funding for the ND YLC has come from the North Dakota Association of the Disabled (NDAD) and other grants at NDCPD, the conference must become a financially self-sustaining program. Therefore, the Youth Leadership Advisory Committee is working with the Department of Public Instruction to help identify alternative sources of funding. The committee will review strategies used by other youth leadership programs to secure financing and continue program development.

Placing the conference on hold while this review takes place may seem discouraging; in reality, this is an opportunity for growth. Much has been learned over the past three years about the needs of students with disabilities in terms of leadership skills and self-determination. It is time to step back and say: "This is what we have learned. Now how can we do things better? How can we make this a great program for students who deserve the absolute best we have to offer?" NDCPD looks forward to furthering the development of the Youth Leadership program in ND and welcomes your ideas and suggestions. Contact Dawn Olson at (701) 858-4472 or 1-800-233-1737 with your input or questions.