

Futurity

February 1994

Minnesota Governor's Planning Council on Developmental Disabilities

Report to Congress: Number of Students with Disabilities in Regular Classrooms Increases

The number of students with disabilities attending school in regular classrooms increased 6.1 percent between the 1985-86 and 1989-90 school years to nearly 1.6 million, reported the U.S. Department of Education in its *Report to Congress on the Implementation of the Individuals with Disabilities Education Act*.

These students represent one-third of nearly 5 million children with disabilities receiving special education and related services that year. The two-thirds students with disabilities who were not in regular classrooms were in resource rooms (35 percent), special classes (25 percent), special schools (5 percent), residential facilities (0.8 percent) and homes or hospitals (0.7 percent).

Other report findings included:

- While more than 78 percent of the students with speech or language impairments attend regular classrooms, only 7 percent of students with mental retardation do.
- States still experience significant shortages of personnel to serve young children with disabilities, saying they need an average of one additional teacher for every 6 currently employed.
- Within 3-5 years after high school, 20 percent of students with disabilities are functioning independently in living arrangements, social relationships and work. Another 43 percent operate independently in at least 2 of these categories. However, many work at relatively low-skill, low-paying jobs.

A limited number of free copies of the report are available: *Report to Congress on the Implementation of the Individuals with Disabilities Education Act*, 3532 Switzer Building, U.S. Department of Education, 330 C Street, SW, Washington, DC 20202.

For Your Information:

As per a request from Ms. Julie Beckett, the Katie Beckett waiver will now be known as the "Deeming Waiver."

[Source: *Education Update: A Continuing Education Tool of Arc/Georgia and PEP*. June 1993-January 1994, p. 14.]

Council Member, Pat Burns, Killed in Air Disaster

On December 1, 1993, on her return home to Grand Rapids after attending a meeting of the Minnesota Governor's Planning Council on Developmental Disabilities, Patricia A. Burns was killed in a plane crash near the Chisholm/Hibbing Airport.

Pat was an advocate on behalf of people with epilepsy, serving as the community outreach coordinator for the Epilepsy Foundation of Minnesota--North Central Office. Pat participated in Partners in Policymaking training in 1990-1991. Her accomplishments and contributions to her community were many: she served as a citizen advocacy coordinator for the Head Injury Association, served on the Board of Advocates Against Domestic Abuse, worked as a volunteer with First Call For Help, and was a member of the United Way of 1,000 Lakes Speakers Bureau.

Pat's participation on the Council will be greatly missed. Our gratitude for knowing Pat and our condolences are extended to those who were close to Pat, particularly her husband Gary, her daughters Cathy and Cheryl, and her grandson Jason.

Inside This Issue...

- **Confronting Fetal Alcohol Syndrome**
- **Inclusive Schools**
- **National Center on 'Home of Your Own'**

National Home of Your Own Alliance Established

The Administration on Developmental Disabilities, Department of Health and Human Services, Washington, D.C., recently awarded a five-year cooperative agreement with the University of New Hampshire to promote person-owned and controlled housing and support for people with disabilities throughout the United States. The establishment of the National Home of Your Own Alliance at the University of New Hampshire is a collaborative effort with North Carolina University's Center for Accessible Housing, Temple University, and the United Cerebral Palsy Associations.

The Alliance will work to facilitate broad-based systems change at state and national levels, partnerships between public and private agencies and foundations concerned with housing, and significant increases in person controlled and owned housing for people with disabilities.

"Like most adults, people with developmental disabilities typically want and need their own home where they can be themselves and make choices about what they do, when, and with whom," said Jay Klein, project coordinator. For further information, contact: Institute on Disability, Heidelberg Harris Building, 125 Technology Drive, Durham, New Hampshire 03824-4724. 603/862-0550.

Funds Available to Serve Victims of Crimes

More than one million dollars is available through the Minnesota Department of Corrections for community programs to serve battered women, abused children, and victims of sexual assault or other crimes. Nonprofit or local government agencies can apply for grants for the twelve-month period beginning July 1, 1994. Range of awards: \$27,000 to \$35,000. Funded programs will be eligible to apply in 1995. Application deadline: March 11, 1994. Contact: Margaret Miller, Department of Corrections, Victim Services Unit, 300 Bigelow Bldg, 450 North Syndicate Street, St. Paul, MN 55104. 612/642-0251, or 1-800-657-3679.

It's Time for Fetal Alcohol Syndrome to Come Out of the Closet

by Evy Ahlberg

Society must confront Fetal Alcohol Syndrome (FAS) and Fetal Alcohol Effects (FAE) so that the connection to everyday life can be understood by everyone. This has to happen so that prevention efforts can move forward with more conviction and so that understanding and help for persons already born affected can be more appropriate and widespread. There is also a need for a definition of fetal alcohol exposure that takes into account the broad range of expression which is seen as a result of that exposure.

Persons with FAE are at the greatest psycho-social risk because they don't usually have any noticeable physical characteristics. They are less likely to be identified, and if they are it may come too late. Meanwhile their behaviors are viewed as willful and they and their parents get blamed instead of helped.

Conservative national estimates suggest that one out of 350 births in the United States result in fetal alcohol effects (FAE). Prenatal alcohol exposure has been associated with low birthweight, increased infant mortality and increased birth anomalies. Research and clinicians suggest little has been done to intervene, treat, and prevent problems associated with fetal alcohol exposure due to the significant role alcohol plays in society, past and present. Yet, we know that continued heavy use, binge drinking and drinking two drinks a day during pregnancy, can cause permanent irreversible problems over the course of the exposed person's lifetime. FAS and FAE are entirely preventable.

It is also time we start to work on our denial surrounding alcohol use so we can make connections and talk about identification and diagnosis. Where a diagnosis is not possible, due to lack of a history, then we can talk about possibilities of "organicity" and proceed with "what if?" A diagnosis or identification of fetal alcohol exposure is a beginning. It is a beginning for learning more about exposure and what that can do. These first steps will lead toward greater understanding and better solutions by caregivers, teachers, educational planners, social service personnel, physical and mental health care providers, law enforcement agents, and employers in particular and everyone else in general. There will also be a greater potential for the affected person to fare better with enhanced self-knowledge (they have a problem, they're not the problem.)

After understanding and awareness comes different solutions and hope. Important first steps have already been made in Minnesota. The Minnesota Consortium on Fetal Alcohol Exposure is a group of concerned parents and professionals who have been meeting for over a year. The consortium is aimed at helping parents and professionals find help for individuals, families, and school problems related to prenatal exposure to chemicals. The Consortium meets monthly in the Twin City area with its next meetings scheduled for February 28, 1994, and March 28, 1994. People are encouraged to attend. Contact the office listed at the end of this article for more information.

The Consortium publishes a newsletter: *Voices: Creating Pathways of Hope. . . a fetal alcohol exposure newsletter* (December 1993). Subscription cost: \$10.00. Contact: Minnesota Consortium on Fetal Alcohol Exposure, c/o 1205 6th Street, NE, Minneapolis, MN 55413. 612/378-1777.

[Consortium member Evy Ahlberg is a nurse from Minneapolis.]

Inclusive School Communities in Minnesota

The features on this page are contributed by the "Together We're Better Program", a collaborative program of the Institute on Community Integration (University of Minnesota) and the Minnesota Department of Education. The Institute on Community Integration serves as Minnesota's approved University Affiliated Program, funded in part by the Administration on Developmental Disabilities, Washington, D.C.

A Story of Success!

by Connie Kotonias (Micky's Mom)

At age 14, Micky has undergone a major life transition to the Lincoln Junior High School in Hibbing. As I braced myself for this change, I imagined the worst possible scenarios. . .but, much to my delight, the school year started out smoothly. We were very fortunate to have a pupil support assistant who had previously worked with Micky. The staff had done their homework and the basic components were in place and ready.

Through the 5th and 6th grades Mickey was fully included in regular education classes with her typical classmates. The challenge of educating a student with multiple disabilities in an inclusive model was new for the junior high staff. Students like Micky were previously educated in another town and were never really known in their own communities. Understanding our commitment to inclusion, the staff began putting together a program that would meet Micky's individual needs while valuing our philosophy of inclusion.

Why was Micky's transition to junior high a success? Certainly it helped to have some consistency, such as her pupil support assistant and friends. Then, there was a collaborative team process that included parents and a willing attitude by everyone that, "We can do it!" We had the support of the school principal. Most of all, the team valued Micky's unique communication style, and they took the time to listen to her dreams and desires for herself. Our enthusiasm is contagious, for Micky is challenged to attain a heightened level of expectations from others and from herself.

Instead of a time of change and turmoil we have been truly excited to be involved in a positive, productive effort to develop a plan that builds on Micky's abilities. The future seems a little brighter and everything is possible with the support of a fine team of regular and special educators.

Publications

Creating Inclusive School Communities...a learning series for people working together for educational change, 1993. This longitudinal staff development series was designed to guide small groups of people in learning about the whys and hows of creating an inclusive school community. The learning sessions are designed to be both interactive and reflective with a proactive change emphasis. Five topics were identified as priorities for this learning series. Each topic is organized into a learning module that consists of a **Facilitator Guide**; a **Participant Guide** (to be copied for each participant); and paper copies for making transparencies.

● **Module 1: A shared agenda for general and special educators**, establishes a foundation for understanding, and is a prerequisite for Modules 2-5 (one 3-hour session). \$10.00.

● **Module 2: Curriculum as everything students learn in school** (five 1.5-3 hour sessions). \$20.00

● **Module 3: Classmates learning to be members of caring communities** (one 2-3 hour session). \$10.00.

● **Module 4: Adults working and learning together on collaborative teams** (two 3.5 hour sessions). \$15.00.

Contact: Publications Office, Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive, SE, Minneapolis, MN 55455. 612/624-4512.

Learning From One Another [Setting: A Second Grade Classroom in Minnesota]

Two of Steve's friends were helping him take off his boots and put on his shoes. Steve, who does not speak, kept kicking them off. After awhile his friends became frustrated and went to the teacher and said, "Mr. T., Steve keeps kicking off his shoes. No matter what we say he won't keep them on."

Mr. T. went to Steve and repeated the efforts to put Steve's shoes on, accompanied with a stern, "Steve, you have to keep your shoes on."

Mr. T. put them on. Steve kicked them off again.

Mr. T. looked at the shoes again, and to his surprise everyone was trying to put them on the wrong feet! Mr. T., Steve, and his friends broke down and laughed. Mr. T. said to Steve, "Hey you were right Steve, they were on the wrong feet! Steve gave one of his delightful smiles.

Anonymous Contributor

Events

March 18, 1994 (9:30 a.m. to 11:30 a.m.) "Building Bridges by Pushing Down Walls," will feature Reed Martin who will talk about the future of special education. Location: Holiday Inn, 1000 Gramsie Road, Shoreview, MN. Contact: Lory Perryman, Learning Disabilities of Minnesota, 400 Selby Avenue, Suite D, St. Paul, MN 55102-4508. 612/222-2696, ext. 105, or 1-800-488-4395, toll-free.

March 19, 1994
Strategies for Success Workshop will be held at the Earle Brown Center, University of Minnesota--St. Paul Campus, sponsored by the Association for Childhood Education International--Minnesota Branch. Contact: M.J. Savaiano, 612/825-5409; or Marybeth Doyle, 612/624-0871.

April 1-2, 1994
Regional Paraprofessional Conference will be held at Mankato, presented by Mankato State University and the Statewide Paraprofessional and Direct Service Staff Task Force. Contact: Bob Miller, 507/389-5653.

Mark Your Calendar

May 20-21, 1994: The 1994 Self-Advocacy Conference will be held at the Radisson Hotel Metrodome, 615 Washington Avenue, SE, Minneapolis. Contact: Ronald Kaliszewski, Coordinator, 309 West Floral Drive, Shoreview, MN 55126-2307. 612/484-7360.

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: 1) *Literacy and Inclusion: Conference Proceedings of "You Will Only Learn What You Already Know"* (January, 1991), Inclusion Press. This booklet summarizes presentation by John McKnight, NW University, Evanston, IL, on meaning of community, inclusion, and empowerment. 2) *Don't Pass Me By: Writings from the Street*, Collected by Gary O. Bunch, Inclusion Press (1991). This booklet shares success stories about "Beat the Street," a literacy approach by and for people who live on the streets, and how after learning to read become contributing members.

Videotape: Early Childhood: A Policy of Inclusive Education (23 minutes), Minnesota Department of Education, 1992. Examples from several schools in Minnesota illustrate the positive impacts made in the lives of children and their families through a policy of inclusiveness.

Videotape (two productions on one cassette): 1) *Supported Employment: More Than Just a Job* ((27 minutes), stories about "real work" in New Hampshire; and 2) *A Waiting Workforce: Ready, Willing and Disabled* (26 minutes), Vocational Education, Ohio State University, emphasizes an untapped national resource and the potential of people with disabilities in the labor force.

Who Pays?

Financial Resources Conferences Scheduled

Regional conferences will be held throughout the state to describe and update information about financial resources for individuals with special needs and their families. The primary objectives are to explore private and public resources and services, eligibility criteria, and strategies to access such resources and services. All sessions are scheduled between 8:30 to 4:30 p.m. Call the following numbers to request more information about your area:

February 7, 1994	St. Paul	612-643-3490
February 8, 1994	Minneapolis	612-643-3490
February 17, 1994	Alexandria	218-739-7585
March 8, 1994	Rochester	507-285-7289
March 23, 1994	Hibbing	218-749-7701
March 29, 1994	St. Cloud	612-255-4216
April 1, 1994	Bemidji	218-755-4172
April 12, 1994	North Mankato	507-389-2501
April 20, 1994	Marshall	507-537-7162

Sponsors: Regional Interagency Systems Change Project (RISC); A System of Technology to Achieve Results (STAR); and Minnesota Children with Special Health Needs (MCSHN).

Council Publications in Alternative Formats

Please tell your friends and colleagues who do not read print that several publications by the Minnesota Governor's Planning Council are now available in other formats, such as:

- 1) *Futurity*, on audio cassette and is available through DRAGnet and Children, Youth, and Family Consortium Clearinghouse (electronic bulletin boards);
- 2) *Minnesotans Speak Out, Summary of Town Meetings*, audio cassette;
- 3) *Shifting Patterns*, publication in Braille and on audio cassette; and videotape with closed captions. See return address and telephones, below.
- 4) *It's Never Too Early, It's Never Too Late*, videotape, is available with closed captions.

Futurity

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March 1994

Minnesota Governor's Planning Council on Developmental Disabilities

Vermont Closes Brandon Training School

On November 17, 1993, the last two residents of Brandon Training School (BTS) moved to their new homes in the community and Vermont became the second state operating without a large public facility for people with developmental disabilities.

Brandon Training School had been established as the "Vermont State School for Feeble Minded Children" in 1915. During the 1960s its population was 650 individuals. By 1982, BTS' census declined to 326 and continued to drop throughout that decade.

According to Vermont officials, the closure of BTS is "the culmination of policy decisions made in the early 1980s to strengthen and expand the capacity of agencies to support people in local communities." In June 1991, State officials decided to close BTS by November 1993, under a plan to create "a unified mental retardation system where no person has to live in an institution to receive the support and care s/he needs." Over the following 29 months BTS residents left the facility for community living arrangements.

Vermont is now relying exclusively on its network of private, non-profit community agencies to support people with mental retardation, **making it the first state to have completely privatized the operation of publicly-funded services.** In order to achieve a totally community-centered service delivery system, the Vermont Division of Mental Retardation has launched a number of initiatives aimed at strengthening and expanding crisis support services throughout the State as well as expanding personnel training efforts and the availability of family and in-home supports.

[Source: *The Community Services Reporter*, National Association of State Directors of Developmental Disabilities Services, Vol. 1, No. 1, January 1994.]

Americans with Disabilities Act Resource Center Available

Minnesota is one of six states included in the Great Lakes Disability and Technical Assistance Center, which provides Americans with Disabilities Act-related services including training, technical assistance, materials and a referral network. Coordination within states is through a steering committee, which in Minnesota is made up of 18 members. During the past year, the resource center has established a library network and information sharing via computer bulletin board. Topic specific video conferences are being planned which will utilize the satellite technical college network.

For additional information about the ADA or the services of this ADA resource center, call:

1-800-949-4232 (voice and TDD).

[Hours: 8:30 a.m. to 4:30 p.m., Central Standard Time.]

Risk Taking Is Free

To laugh is to risk appearing the fool.

To weep is to risk appearing sentimental.

To reach out for another is to risk involvement.

To expose feeling is to risk exposing your true self.

To place your ideas, your dreams before the crowd is to risk their loss.

To love is to risk not being loved in return.

To live is to risk dying.

To hope is to risk despair.

To try is to risk failure.

But the risk must be taken, because the greatest hazard in life is to risk nothing.

A person who risks nothing, does nothing, has nothing, and is nothing.

They may avoid suffering and sorrow, but they simply cannot learn, feel, change, grow, love, live.

Chained by their certitudes, they are a slave, they have forfeited freedom.

ONLY A PERSON WHO RISKS-- IS FREE.

Author Unknown

Inside This Issue...

- **Study Supports Year 5 Early Intervention Services**
- **Attend McGill Summer Institute on Integration**

McGill Summer Institute On Integration Scheduled

Experience an innovative two week immersion (July 4-15, 1994) focusing on strategies for the integration of people with challenging needs into school and community at McGill University, Montreal, Quebec. Choose one of seven intensive workshops: 1) Action for Inclusion, the Learning Community; 2) Day to Day in the Classroom, Strategies for Integration; 3) Working for People with Difficult Behavior, Positive Approaches; 4) Building Communities of Diversity; 5) Transforming School Culture, Strategies that Work; 6) Strategies for Achieving Change in Organizations; and 7) What Do I Do Monday Morning? Assessment, Curriculum and Instruction in Inclusive Classrooms. To mention a few, presenters include: Marsha Forest, Judith Snow, Jack Peapoint, John O'Brien, Shafik Abu Tahir, Gordon Porter, Carmel Sick, Patty O'Donnell, Herb Lovett, John McKnight, Pat Worth, Richard Villa, George Flynn, and Mary Falvey. Contact: McGill Centre for Educational Leadership, McGill University, 3724 McTavish Street, Montreal, Quebec H3A 1Y2: 514/398-7044 (voice); 514/398-8260 (fax).

Call for Papers on Transition

The Division on Career Development and Transition (Council on Exceptional Children) and the Wisconsin Transition Project are planning the seventh midwest regional conference: "Transitioning to Tomorrow: Best of the Midwest," Milwaukee, Wisconsin, September 15-16, 1994. Interested persons are invited to submit abstracts for making 75 minute presentations. Deadline: March 15, 1994. Contact: Teri Wallace, Institute on Community Integration, University of Minnesota, 6 Pattee Hall, 150 Pillsbury Drive, SE, Minneapolis, MN 55455. 612/625-7220 (v); 612/624-9344 (FAX).

Fiscal Study Supports Commitment To Early Childhood Services

"Minnesota's interagency system of care for infants and toddlers with disabilities works for families and makes sense fiscally as well," was the conclusion reached in an independent study released on December 29, 1993. The 1993 Legislature requested a study in order to estimate the short- and long-term fiscal impact to the state of fully implementing a federal program to serve young children. This early childhood services is known as Year 5 of Part H of the Individuals with Disabilities Education Act (IDEA). The study was conducted by CSC Consulting and Pathfinder Resources, under direction of the Minnesota Department of Education.

Since the law passed in 1986, federal Part H funds have helped each state build a comprehensive and coordinated system of services to infants and young children with disabilities, from birth through age two and their families. By the fifth year of a state's participation, it must commit to sharing in the costs and agreeing to "fully implement" services, or it will lose its federal funding. Forty-two states and territories have already made the Year 5 commitment.

The writers of the report recommended that Minnesota "should consider fully implementing Part H, Year 5 because the collaborative, interagency, 'single point of access' approach to delivering services to families." Ninety-eight percent of families interviewed in the study were satisfied with their individualized family service plans (IFSPs). The report further stated that the IFSP process should "also reduce costs by eliminating redundancies and overlaps in service plans and service offerings."

The Minnesota Legislature will vote on Year 5 bill in early 1994. If the bill does not pass, the state will lose its federal Part H funding (\$3.9 million) and decide which services to provide at state expense.

John Guthmann, a St. Paul parent serving on the Governor's Interagency Coordinating Council, said, "Approval of a Year 5 bill during the 1994 legislative session would complete the task that was started over five years ago."

More than 55 organizations have formed a "Coalition for Year 5." People are encouraged to contact their local school district's special education director or early childhood coordinator to learn more about their local early intervention services. For more information, contact the Coalition, c/o PACER Center at 612/827-2966, or Jan Rubenstein, Department of Education, at 612/296-7032.

For Your Information: Census Data Findings

Numbers released by the Bureau of Census reveal that about half of people age 15 to 64 with a severe disability had private health insurance in 1991-1992, compared with 80 percent of people without a disability.

Forty-nine million Americans had a disability and 24.1 million were classified as having a severe disability. Thirty-six percent of the people with severe disabilities receive Medicare or Medicaid. This information is from the first comprehensive survey taken on disabilities by the bureau of non-institutionalized people.

[Source: *Report on Disability Programs*, Business Publishers, February 3, 1994.]

'Performance-Based Contracting' Conference March 10, 1994

A Governmental Affairs Forum--"Performance-Based Contracting: Passing Fancy or Wave of the Future?" will be held March 10, 1994, 8:30 a.m. to 12:00 noon. Location: Day's Inn, Mall of America, 1901 Killebrew Drive, Bloomington, Minnesota (I-494 to Cedar Avenue South to Killebrew Drive). Co-sponsors include: Minnesota Governor's Planning Council on Developmental Disabilities, the Developmental Achievement Center Association, and the Association of Residential Resources in Minnesota. Presenters include: Michal Clark, president of California Association of Regional Centers, Bakersfield, California; Lyle Wray, executive director of the Citizens League, Minneapolis; and Jim Nobles, Legislative Audit Commission, St. Paul. Fee: \$40.00. **Deadline: March 5, 1994.** Contact: MNDACA, 1821 University Avenue, Suite 277-S, St. Paul, MN 55104. 612/647-9200.

Publications

What's New in Inclusive Education?

The following materials are published by the Institute on Community Integration at the University of Minnesota. To order, send a check or purchase order, payable to the University of Minnesota, to: Publications Office, Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Dr. S.E., Minneapolis, MN 55455. Telephone: 612/624-4512.

Learning Together: Lessons for Inclusion, 1993. New resource for creating a caring classroom community. Overall goal of these lessons is to assist educators to develop a classroom community in which all children feel good about themselves and work together to support the active learning and valued membership of all class members. The activities and books used in the lessons are appropriate for grades K-4. *Lessons for Inclusion* includes ready to use materials with suggested adaptations for participation:

- 16 Lesson Activities
- Colorful Poster
- 9 Children's Books -
 - *Chester's Way* by Kevin Henkes
 - *Jamaica Tag-Along* by Juanita Havill
 - *Feeling Left Out* by Kate Petty and Charlotte Firmin
 - *I Like Me* by Nancy Carlson
 - *Amazing Grace* by Mary Hoffman
 - *Friends* by Helme Heine
 - *Arnie and the New Kid* by Nancy Carlson
 - *Swimmy* by Leo Lionni
 - *Elephant and Crocodile* by Max Velthuis

The lessons and poster are available for \$10.00. The lessons, poster, and nine children's book that accompany the lessons are available for \$50.00.

Organizations and people with vision

will have no rest

because of their discomfort with complacency.

Victor Mirelman

Events

March 17, 1994 (7:00 p.m.)

"Epilepsy and Depression" will be presented by Bernadette Thomson, psychologist, at Epilepsy Foundation, 777 Raymond Avenue, St. Paul, Minnesota 55114. 612/646-8675, or 1-800-779-0777.

April 29-May 2, 1994

The 1994 International Parent-to-Parent Conference will be held at the Grove Park Inn, Ashville, North Carolina. Contact: Family Support Network, The University of North Carolina, CB #7340, Chapel Hill, NC 27599. 1-800-TLC-0042.

Mark Your Calendar

May 4-7, 1994: "Joining Forces for Change: Family Support in the '90s," National Conference of the Family Resource Coalition. Location: Chicago Marriott Downtown, Chicago, Illinois. Contact: Family Resource Coalition, 200 S. Michigan Avenue, Suite 1520, Chicago, IL 60604. 312/341-0900.

May 5, 1994 (11:00 to 4:30): Minnesota Chemical Dependency Program for Deaf and Hard-of-Hearing Individuals, luncheon, "Referred Relationships Between Deaf and Non-Deaf Persons," Radisson Metrodome, Minneapolis. Contact: Jenna Malinski. Or call Ron Lybarger 612/672-4402 (voice), 672/4114 (TTY), or 1-800-282-3323 V/TTY.

May 6-7, 1994: "A Critical Link," conference at the Hutchinson Technical College, sponsored by the Statewide Paraprofessional and Direct Service Task Force. Contact: Teri Wallace, 612/626-7220, or Andi Upin 612/587-3636.

May 18-21, 1994: "Shaping Each Other's Lives," sponsored by SHAPE (Severe Handicaps Alliance for Public Education), at Fantasyland Hotel, Edmonton, Alberta, Canada. Contact: Gill Rutherford, 6-102 Education North, University of Alberta, Edmonton, Alberta, Canada T6G 2G5. 403/492-1142 (voice); 403/492-1318 (FAX).

May 20-21, 1994: The 1994 Self-Advocacy Conference will be held at the Radisson Hotel Metrodome, Minneapolis. Contact: Ronald Kaliszewski, Coordinator, 309 West Floral Dr., Shoreview, MN 55126-2307. 612/484-7360.

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Beyond Boundaries (videotape, 13 minutes, closed captions), Ridgedale YMCA, Minnetonka, Minnesota (1993). Documentary on youth leadership and empowerment. Youth participate in service trek, and become writers, photographers, editors, and actors as they document their accomplishments, together.

It's Never Too Early, It's Never Too Late, (videotape and guide publication), by Beth Mount and Kay Zwernik, Metropolitan Council, 1989. Provides an introduction to Personal Futures Planning, a process for analyzing and building upon relationships, experiences, gifts, and capacities for envisioning an individual's future.

Shifting Patterns (videotape, 35 minutes, and publication), Minnesota Governor's Planning Council on Developmental Disabilities, 1993. Documents changing perspectives toward individuals, families, and communities via national innovations/movements, e.g.: People First, Career Vision, Partners in Policymaking, Parents as Case Managers, Personal Futures Planning, Voucher Programs, and Youth Leadership.

Public Awareness Exhibit: Don't Miss 'When the Bough Breaks'

"When the Bough Breaks: The Legacy of Addiction," a photography and poetry exhibit, will be appearing in the Twin Cities in April 1994. The exhibit is sponsored by Minnesota Healthy Roots (a coalition for the prevention of maternal substance abuse) and the March of Dimes Foundation. In a compassionate way, the stories break through drug denial and tells about the dangers of using chemical substances during pregnancy.

The exhibit will appear as follows:

- April 1-16, 1994--State Capitol Bldg. (North Corridor), St. Paul;
- April 22-24, 1994--Parent Expo, Minneapolis Convention Center.

Students are also encouraged to become involved by submitting posters depicting their feelings about substance use issues. Viewers will have the opportunity to vote on student posters, with the winning poster to be used in a public awareness campaign. "It is our hope this exhibit will reach the eyes, minds, and hearts of Minnesotans and speak louder than any statistic we can offer," said Joyce Holl of Pathfinder Resources, Inc. If you would like more information or would like to get involved please contact: Joyce Holl, Pathfinder Resources, Inc., 2324 University Avenue, West, St. Paul, MN 55114. 612/647-6905.

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- 4) *Never Too Early, Never Too Late*, videotape, is available with closed captions.

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