MINNESOTA GOVERNOR’S COUNCIL ON DEVELOPMENTAL DISABILITIES

Masonic Institute for the Developing Brain
2025 East River Parkway Minneapolis, Minnesota 55414

Wednesday, October 5, 2022
9:35 am – 2:00 pm

MINUTES

MEMBERS PRESENT
Lee Shervheim, Council Chair
Dan Reed, Vice Chair
Michelle Albeck
Jenny Arndt
Wendy Berghorst
Dupree Edwards
Kay Hendrikson
Amy Hewitt
Lesli Kerkhoff
Mary Martin
Katie McDermott
Chris McVey
Jillian Nelson
Garrett Petrie
Kate Quale (virtual attendance)
Jenny Santema
Reid Scheller
Brittanie Wilson

MEMBERS excused
Jason Blomquist
Lisa Emmert
Abdi Matan
Connie Rabideaux

GUESTS
Dustin Anderson
Fayrus Duale
Dynaira Espeleta
Hannah Foster
Sharif Hared
Mary Harreld
Ahmed Hassan
Shelley Madore
Dan McNeil
Patrick Mitchell
Tom Pearson
Jennifer Purrington
Nathaniel Quenzer
Brenton Rice
Lynn Schreifels
Jaxson Seguin
Pam Sunder
Adajia _____

STAFF PRESENT
Stephanie Nelson
Paul Nevin
Colleen Wieck

I. CALL TO ORDER
Lee Shervheim called the meeting to order at 9:32 am.

II. INTRODUCTIONS
Shervheim asked all members to introduce themselves.

III. APPROVAL OF AGENDA
Shervheim asked for a motion to approve the Agenda.

MOTION: Reed moved, seconded by Santema to approve the Agenda. Motion carried.

IV. APPROVAL OF COUNCIL MEETING MINUTES FOR AUGUST 3, 2022
Shervheim asked for a motion to approve the August 3, 2022 Council Meeting Minutes.

MOTION: Martin moved, seconded by McDermott to approve the Minutes for August 3, 2022 Council Meeting. Motion carried.

V. EXECUTIVE DIRECTOR REPORT—Wieck presented three items for approval by the Council including the Annual Work Plan; the spending plans; and the $4,696 formula adjustment received from the federal government in the middle of September.

A. Work Plan approved: Motion by Reed and second by Martin to approve the annual work plan. Motion carried.

B. Administrative Spending Plan approved: Motion by Nelson and second by Santema to approve the spending plans for the federal administrative portion of the federal allocation; the general fund; the Olmstead account; and the Public Health Worker Infrastructure grant. Motion carried.

C. Additional funding from the federal government ($4696): Motion by Nelson and seconded by McDermott to allocate the $4696 received from the federal government to Ambassadors for Respect. Motion carried. The staff will adjust this amount to round out to $5,000.
VI. GRANTEE PRESENTATIONS - The remainder of the meeting was devoted to the grantees presenting reports about their work. The PowerPoints are attached to the Minutes and discussion items will be highlighted in the Minutes.

MSS—see PowerPoint that is attached to the Minutes. Discussion focused on self-employment opportunities especially for artist; how VRS has been helpful in preparing business plans; how to access services to pursue a musical career rather than visual arts; a testimonial about the art space and the support for a young artist to discover their interests. A question was raised about the challenge of integrating waiver funding with VR funding. Many people within the system may be unaware of the option to integrate the funding for planning and job search. There is a workforce crisis affecting all parts of the system. Chris McVey announced that the December meeting will be devoted to employment issues.

PeaceMaker Minnesota—see PowerPoint that is attached to the Minutes. Discussion centered on the importance of teaching young students about bullying; how to speak up and stand up for others; and the need to learn to be assertive. The Ambassadors for Respect send out boxes with buttons, curriculum plans, art work and other material needed to include this lesson plan.

Minnesota Autistic Alliance—there was no PowerPoint shared for this presentation. The Minnesota Autistic Alliance received Council funding for a virtual conference held in August with 28 attendees. The Minnesota group is part of a larger Facebook group with over 2,000 members. The conference was called Lead the Way with four sessions that lasted 5 hours. Some topics included self determination, leadership, how to get involved with policy, and presume competence.

Somali Community Resettlement Services—see PowerPoint that is attached to the Minutes. Discussion focused on the fact that individuals and families do not know information, what is available, and where to go for help. Language barriers are the number one problem. There are emerging groups such as Sudanese in Faribault and the language translation of MDLC fact sheets is important. A question was asked about encouraging people to seek employment or become providers. It takes a long time for individuals to get waivers and there are great variations from county to county. Council members then shared resources and offered help to a family member who moved to Ramsey County.

Odyssey Group—see PowerPoint that is attached to the Minutes. Discussion centered on Jaxson Seguin’s efforts in stopping the practice of making students with developmental disabilities pick up garbage in the Proctor Schools. He worked with Senator Tom Bakk. As Jaxson said, “Every new advocate helps.” Council members then shared their experiences in presenting as part of the graduate panel; learning how to work with legislators who don’t share the same values; sharpening lobbying skills; testifying on issues that are important; and learning how to tell your story.

Advocating Change Together—see PowerPoint attached to the Minutes. Discussion centered on the types of training available including DETS, the Olmstead Academy, and community projects.

MarketResponse International—see PowerPoint attached to the Minutes. Discussion focused on whether discrimination practices vary by service sector; when to ask questions about experiences that are discriminatory; whether questions can be added to existing surveys already underway; what can be done to eliminate discrimination; is there a way to measure the level and trends of
discrimination; how to include more racial and ethnic groups in future studies; if there are any comparison studies available; and are there different responses to different settings for different subpopulations.

**VII. ADJOURNMENT**
Shervheim asked for a motion to adjourn the meeting. Motion by Sanetema and second by McDermott to adjourn the meeting. Motion carried and the meeting ended at 2:30 pm.

Respectfully submitted,

Colleen Wieck  
Executive Director
OUR MISSION

OUR MISSION IS TO SUPPORT PEOPLE WITH DISABILITIES AS VITAL AND CONTRIBUTING MEMBERS OF OUR COMMUNITY.
ABOUT OUR SERVICES

We provide community and employment services to individuals with a wide range of disabilities. High-quality acclaimed and accredited programs are the foundation of our past, present, and future. We provide innovative, individualized services geared toward the specific aspirations and needs of each person we support. We work with individuals to find and create pathways between them and the life they choose.

We offer these flexible programs and services, brought to life daily by our creative, professional staff:
- Employment Services
- Creative Arts opportunities at each location, in the larger community, and at Fresh Eye Gallery.
- Day Services life enrichment skills
- Community integrated education and volunteer opportunities
- Support for personal development and increasing self-sufficiency
- Self-Advocacy skill building
MSS Employment Services

MSS Employment Specialists utilize a discovery process with each person seeking employment.

The discovery process:

- Incorporates Person-Centered Planning Principles that identify what is Important To and For the person
- Begins with an Individualized Employment Plan
- Job Search activities focus on the person’s strengths, interests, skills and abilities
Grant Overview

Overall Goal

Increase opportunities and the supports needed by individuals with developmental disabilities to be employed in an integrated setting at or above minimum wage.
Goal: Assist (10) adults with developmental disabilities in securing competitive employment.

Results: 22

Goal: Assist (10) transition age young adults with developmental disabilities in securing competitive employment.

Results: 11

* Data is for 11 months
Grant Highlights/Successes

Employment Awareness Training
MSS Employment staff provided training to increase awareness and understanding about the importance of work.

- Training was held in person at MSS St. Paul location
- All Employment Staff participated – persons had a chance to meet them and ask them questions.

Participants: 17 individuals with developmental disabilities and family members

Training Topic: An Introduction to Traditional and Art-Focused Employment

Training focus: Importance of paid work
Types of work discussed: Work crews and Individual Employment

Explained the various phases of Employment:
- Exploration
- Finding Employment
- Keeping Employment

Examples of activities that staff could work with persons on were given for each employment phase.
Current Initiatives

Co-Collegiate Mentorship Program Expansion
- Collaboration with Bethel University BUILD program and Hennepin Technical College north and south campuses
- Pairs students with individuals with intellectual and/or developmental disabilities in the same area of study
- Mentors act as informal liaisons with school staff working to increase independence and encourage self-reliance in academic situations.

Hiring an additional Employment Specialist Staff
Exploring Employment in the Arts Course

Hannah Foster-Art Employment Supervisor

- Six-week course that blends group classroom-style learning with 1:1 consultation & support

- Curriculum covers different jobs in the arts, art media and marketing yourself as an artist along with educational opportunities available

- 30 Persons participated in the EEA course over the past year
St. Paul Studio Program

- Launched at the end of June 2022 with 8 artists

- Artists are given personal studio space with on-going support from art staff

- Support includes art employment development
Randy Bloom, Business and Community Partnerships

eTrac is an innovative online training curriculum designed to teach work readiness and job seeking skills to people struggling to overcome barriers to employment. Barriers include learning disabilities, gaps in employment history or mental health challenges.

eTrac’s comprehensive curriculum contains six separate courses – the first five focus on a specific phase of the job search process while the sixth focuses on how to successfully keep a job. eTrac is animated, narrated, and is fully accessible for adaptive technology. Content is presented using engaging animation and real-world videos, simulations and interactive exercises. Each of the 6 eTrac courses include pre and post test exams, measuring retention of eTrac curriculum. eTrac is CARF accredited.

Major current MSS eTrac partnerships include:
- State of MN VRS
- South Dakota VRS
- Texas A&M University
APP-BASED WORK-READINESS RESOURCES FOR YOUR SMART PHONE OR TABLET
My Info

You can store personal data on your mobile device in four areas:
- My Master Application
- My Job Interviews
- My Answers to Common Questions
- My Notes

To access My Info, select the icon on the bottom navigation bar.

Let’s first access My Master Application.
My Master Application

Select “Start or update your application”

Select a section of the Master Application

Enter, update or review any data

Your Master Application can be printed, exported as a word doc or emailed to you or somebody else
Browse by Employment Category

Browse over 300 resources that were taught in the eTrac curriculum for a quick refresher course.

Scroll the list of categories to select from.

Select your category.
My Job Interviews

Create a job interview on your phone’s calendar.

Your phone’s calendar will provide you with reminders for your upcoming interview.
MSS Success Story

Person served shares their experiences with MSS

Nathaniel Quenzer
Conclusion

Thank you to the Governor’s Council for your support in helping MSS carry out our mission.
*All of the artwork backgrounds for this presentation are original pieces of art made by Ambassadors for Respect students at the Career and Life Transition Program.
PeaceMaker Minnesota is in its fifth year of coordinating the Ambassadors for Respect Program.

We value the opportunity to bring skills to both Ambassadors and 4th graders.
Meet Adajia, our Ambassador from Focus Beyond Transition School in St. Paul
Ambassadors for Respect Growth

Our program continues to grow, we now have 8 Program Partners:

• Merrick, Inc (Vadnais Heights)
• Focus House (Willmar)
• Career and Life Transition Program (Mounds View)
• COMPASS (Elk River)
• CHOICE, Inc (Eden Prairie)
• CHOICE, Inc (Maple Grove)
• Focus Beyond (St. Paul)
• Next Step (North St. Paul)
A4R expanded our Partner Program reach to include Ambassador teams from organizations serving adults. We now partner with two teams from CHOICE, Inc!
Virtual A4R Trainings are continuing to be offered during the 2022-23 school year.

Virtual Supply Boxes are being offered to schools in Minnesota who do not have a Partner Program in their community.

In 2021-22, 480 students received the A4R training virtually.
Buttons made by our Career and Life Transition team Ambassadors—with their original art—have been a hit with 4th graders receiving A4R trainings! Here are some examples of the button designs that have been used as giveaways when A4R teams deliver their trainings.

- Sometimes the greatest gift you can give to another person is to simply include them. #A4R
- Use person First Language! #A4R
- Be a voice for good. Advocate. #A4R
Combined In Person and Virtual Training Data

19 schools, 45 classrooms, 878 students were trained through A4R In Person or Virtual Trainings.

These schools had an average of 53% of students receiving Free or Reduced Lunch, and 67% students who identify as racial minorities.

Outcomes: Fourth Graders:
- 98% of students could list three ways to include others.
- 95% of students indicated they learned how to use Person First Language.
- 94% of students could list three ways to advocate for oneself and others.
The Ambassador (IPSII) Survey has shown outstanding results. According to our 2021-22 surveys:

100% of participants responded that they are satisfied with the A4R Program.

93% of Ambassadors reported that, due to participation in the Ambassadors for Respect Program, they are increasing their advocacy.

94% reported that, due to participation in A4R, they are better able to say what they want, and what is important to them.

76% of Ambassadors reported that, due to participation in the Ambassadors for Respect Program, they are now participating in advocacy activities.
The Ambassadors for Respect Program has been very meaningful to the team at Focus House in Willmar. A4R t-shirts and posters were displayed at their graduation, and they invited me to speak at their ceremony.
We could use your help!

Ambassador teams will soon be ready to train in schools.

Finding 4th grade classes to host trainings has been a barrier to reaching more 4th graders.

Please let me know if you have contacts in elementary schools!
Thank you for your support.
Somali Community Resettlement Services

Cultural Outreach Program
Who We Are: History

- Founded in 1999
- Immigrant-led
- Philosophy of “for-the-community/by-the-community”
- Staff and Leadership over 81% immigrants and BIPOC
- Able to communicate in participants native language: Staff speak 7 different languages
Who We Are: Mission and Vision

Mission:

To promote and advance the social well-being and the welfare of immigrants by providing much needed community and resettlement services.

Vision:

All immigrant families thrive in an equitable world where they lead successful lives with personal responsibilities, economic independence and vitality.
Who We Are: Locations

- Rochester (since 1999)
- Faribault (since 2001)
- Minneapolis (since 2019)
Why We Provide this Training

- SCRS moves from resettlement focus to programming based on community needs
  - Higher incidence of autism
    - According to a study done by the University of Minnesota in Minneapolis in 2013, the rate of autism among Somali youth is 1 in 32. “Somali children with autism spectrum disorder were more likely to also have intellectual disability than children with autism spectrum disorder in all other racial and ethnic groups…” ([https://rtc.umn.edu/autism/](https://rtc.umn.edu/autism/))
  - Stigma attached to disabilities
  - Lack of knowledge of available resources and individual rights
Our Results: Year 1

- 2 training programs for 40 participants total
- 1 in-person training with 32 East African participants
- COVID arrived
- 1 online training with 8 East African participants
- Participants in Year 1 were 100% East African
  - 19 were parents of a child with a disability
  - 7 were individuals with a disability
  - 14 were parents of a child with a disability who also have a disability
Our Results: Year 2

- 4 training programs for 35 participants total (all training presented online)
  - 2 training programs for Latinx community - 21 participants
    - 21 parents of a child with a disability
  - 2 training programs for East African community - 14 participants
    - 8 parents of a child with a disability
    - 4 individuals with a disability
    - 2 parents with a disability who also have a child with a disability

- Successes
  - 5 individuals obtained waivers - 1 individual with a disability and 4 parents of children with a disability
Our Results: Year 3

- 2 training programs for 20 participants total
  - Both training were in person training
- Participants in Year 3 were 50% East African and 50% Latinx
  - 6 were parents of a child with a disability
  - 14 were individuals with a disability
- SCRS translated documents from Disability Law Center
  - Disability rights and self-advocacy
  - Somali, Oromo, and Spanish
- Successes
  - 3 individuals obtained waivers - 1 individual with a disability and 2 parents of children with a disability
Success Stories

- **Valeria** attended the training program that was held February 14 - 16, 2022. She has a 49-year-old son who has a severe mental disorder. Valeria was always very concerned that her son would not be able to attend any adult learning/vocational services due to his disability and was worried about what he would do in the future. She did not know about other resources offered by the state and that her son might qualify for any other services. Valeria is being assisted through the waiver process and is getting her son further medical evaluation.

- **Jessica** attended the training program that was held February 14 - 16, 2022. Jessica has an 8 years old son who has ADHD. She was very concerned about his learning and his future. She was worried if he would get the assistance he needed and what would've been provided to him when it came to his education. She was very appreciative of the training and learned a lot about resources that are available to her family and her son. Jessica applied for and received a waiver for her son.
  - Because of the knowledge she received at the training, Jessica has been a great advocate for the disability training in the Latinx community in Faribault.

- **Sandra** attended the training program that was held February 14th - 16th 2022. She has a little boy who is 4 years old, who has Down Syndrome. Sandra said that she was grateful for the opportunity to meet and talk to other parents who have children with disabilities. She was especially grateful they were able to connect. SCRS is currently assisting Sandra through the waiver process.
Year (current year): Continue the work with the Disability Law Center to translate information into Somali, Oromo, and Spanish

Year 4: Two training for Somali and Latinx

Become a vendor for Self-Advocacy Training through the MN Dept of Human Service

Vulnerable Adult Training Program
Somali Community Resettlement Services
OVERVIEW OF
PARTNERS IN POLICYMAKING CLASS 39 (YEAR XXXV)
SEPTEMBER ‘21 – MAY ‘22
PARTNERS IN POLICYMAKING
GRANT PROGRAM

- Created in 1987
- 1,100 Minnesota Graduates
- $210,000 funding
- 35 participants accepted
  - Adults with disabilities
  - Parents or legal guardians of children with developmental disabilities
- 8 sessions (September – May)
- 128 class hours
- Local and national speakers, elected officials
- History, Inclusive Education, Employment, Community Organizing, County and Federal Government
A LOOK INTO CLASS 39

- Start: 29 participants
- End: 22 participants
- 10 people with disabilities
- 12 parents
- End of year survey: 100% satisfaction
- Graduate Workshop/50 Years Celebration of GCDD
- Capitol Visit
TRADITIONAL, SOFTWARE, APPS ELECTRONIC 
+ MECHANICAL DEVICES

- Headphones
- Reading software
- Dynamics
- App on iPhone

- Spot for start
- Start with text
- Visual schedule for group
- Group chart
- Music
- Cloud computing
- Wireless
- Video sharing
- Eye tracking

- Allow them to be in the loop

SOCIAL RELATIONSHIPS

- Clubs, interactions
- 7 Little things, you need
- Talking with others
- Discussion
- Injury prevention
- Busking
- Sports
- Clubs, social
- Youth
- External activities
- Social media
- Language
- Manners
- Recess

Group/Projects

Team building

Core, age, gender, curriculum, activities, recess.
All children are equally included in education/community.

All children have equal access to medical care.

All people with disabilities have the freedom to live and work where they choose.

All people have access to every building.

All people have access to healthy food.

All caregivers get paid a living wage.

All people have equal access to college.

All people have the supports they need.
A MESSAGE FROM GOVERNOR TIM WALZ
HTTPS://VIMEO.COM/553133103/2701F24FC2
Self Advocacy:

- Building Power
- Connecting to Disability Rights
- Building Better Communities
Popular Education is a worldwide method used to empower groups of oppressed people to lead their own change
The spiral model

1. Start with the experience of participants
2. Look for patterns
3. Add new information and theory
4. Practise skills, strategize and plan for action
5. Apply in action
PowerPoint & Lecture

Does Not Work
What Works

Music

Games for Learning

Art

Skits
Big Visuals

Theater

Food

Laughter
Movement Building & Statewide Efforts

Statewide Leadership Circle sets the direction

Each Region sends 2 representatives, an advisor, an organizer to the Leadership Circle

Nothing in SAM is top down; reps from each region make the decisions

Regional representatives are appointed, elected, or drawn from the hat

Examples of work
- State conference
- Legislative campaigns
- Media and publicity
- Web site
- Templates for fund raising, communications, evaluation
- Leadership development training

We Have the Power

2022 ACT State Self-Advocacy Conference

ACT Olmstead ACADEMY
This week I had the honor of having Nathan Miller and Maggie Alexander Treichel visit me at my office. Nathan did a great job presenting about inclusion and how we all belong. This includes home ownership. I had the privilege of helping Nathan... See more
Regional Efforts

ACT
Disability EQUALITY
TRAINING SERIES

COACHING

MOTIVATION  COACH  POTENTIAL  DEVELOPMENT  SKILL  SUPPORT  KNOWLEDGE  ADVICE
Structured Training and Coaching
Community Building
Impact of the Intersection of Developmental Disabilities and Other Population Profiles on Experiences with Discrimination

PRESENTATION TO GCDD COUNCIL on 5 October 2022
Report From Qualitative/Narrative Research
Project 2496B

Prepared for: The Minnesota Governor’s Council on Developmental Disabilities
Prepared by: MarketResponse International

8 August 2022
1) **Literature review:** The research began with reviews of studies, reports, including legislative reports, and journal articles that recognize the prevalence of disparity issues in racial and ethnic communities, and among individuals with developmental disabilities that include data from other states and comparisons across states; and policies, best practices, and strategies to address and eliminate disparities. (See article list in Appendix)

2) **Internal Qualitative Interviews:** 60-minute interviews among 4 council members who identify as coming from marginalized communities based upon race, disability status, and/or LGBTQI+ status. Their perspectives and input helped guide this study.

3) **Narrative Research Focus Groups (FG) and 1:1 Interviews:**
   - FG in North Minneapolis, n=5
   - Partners in Policy narrative workshop, n=19
   - FG at Somali Community Resettlement Services, Faribault, MN, n=20
   - 1:1 in-depth interviews, n=5

Total participation: n=49
- 28 females, 19 males, 2 Non-binary
- 27 self advocates, 24 parents or family members

Ethnicity
- 13 – Black
- 4 – LatinX
- 12 – White
- 16 – East African immigrant
- 2 – Asian
- 2 – 2 or more ethnicities

All respondents’ quotes, from both advocates and self advocates, are shown in *italics*. 
From this research we seek to explore . . .

The Nature of Discrimination and all its forms

How it is Experienced by various groups with intersecting profiles

Impacts and Results both short-term and long-term

. . . and use the insights to:

- **Uncover the attitudes and behaviors** among public and private entities, and the general population, that contribute to discriminatory practices and negative outcomes;

- **Demonstrate the benefits to society in general of looking at people with developmental disabilities in a holistic way** that incorporates an appreciation for their unique and diverse backgrounds and experiences;

- **Identify the alternative policies, procedures, and behaviors that will help eradicate discriminatory practices** and better serve the needs of people with developmental disabilities who experience intersectionality with other attributes.
There are strikingly persistent disparities in employment, income production and net worth between people with and without disabilities. Those disparities remain even larger for BIPOC Americans with disabilities (Black, Indigenous, and people of color).

National Disability Institute, “Race Ethnicity and Disability” August 2020. (p.10)
People with disabilities experience discrimination in different ways. Recognizing differences in experience is noteworthy as is acknowledging the widespread prevalence of disability-based discrimination. Here are some examples:

<table>
<thead>
<tr>
<th>Employment</th>
<th>Housing</th>
<th>Social and Public Spaces</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer expressions of employer interest among those with disabilities</td>
<td>Discrimination in access to housing and the community</td>
<td>Negative attitudes, misconceptions, ignorance regarding people with disabilities</td>
</tr>
</tbody>
</table>

Research Brief: Experience of Discrimination and the ADA | ADA National Network (adata.org)

And yet, it's still so hard to find information about disability because it's often left behind and invisibilized. GCDD Council Member
Intersectionality, a term coined by legal scholar Kimberlé Crenshaw, is . . .

. . . a lens, a prism, for seeing the way in which various forms of inequality often operate together and exacerbate each other.

Crenshaw originally used the theory to explain the systemic discrimination against Black women, individuals who could not separate the “women’s experience” from “the Black experience,” in a legal setting.

Scholars in the field of sociology and philosophy have since expanded the intersectional conversation to include the disability community. However, . . . little research has focused on how this intersectionality plays out in the economic sphere.

National Disability Institute, “Race Ethnicity and Disability” August 2020 (p.3)
I also look at intersectionality as more of a framework of how a person’s attributes affect their social status, affect how others view them, their political identities.

GCDD Council Member
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National Disability Institute, “Race Ethnicity and Disability” August 2020 (p.3)
Discrimination is the act of making unjustified distinctions between people based on the groups, classes, or other categories to which they belong or are perceived to belong.

- Occurs when individuals or groups are unfairly treated in a way which is worse than other people are treated.
- Involves restricting members of one group from opportunities or privileges that are available to members of another group.
Privilege is a special right, advantage or immunity granted or available only to particular individuals or groups.

Privilege means that you turn on your television and you see characters that are representative of who you are.

Privilege means that you can walk into your local Target, and you can find products – like hair care products – that meet the needs for your culture.

Privilege means that you can walk into that same Target and not be tailed by security.

Privilege means that you have no problem accessing healthcare that meets the needs of the communities that you belong to.

Quotes from GCDD Council Member

DISCRIMINATION: The absence of privilege
VARIOUS FORMS OF DISCRIMINATION

Three general categories and 6 forms of discrimination were identified from the secondary research review.*
The Nature of Discrimination

Individual
- Overt prejudice
- Implicit bias

Social
- Social exclusion
- Organizational barriers

Systemic
- Institutional barriers
- Cumulative Disadvantage

How it is Experienced

Impacts and Results

Fear, isolation

Limits to IPSII
- Independence
- Productivity
- Self Determination
- Integration
- Inclusion

Limited access to services

Limited access to favorable:
- Housing
- Healthcare
- Education
- Employment
HOW DISCRIMINATION IS EXPERIENCED

Five themes emerged from the stories describing how the various forms of discrimination are experienced.

- Service without a smile
- Segregated, isolated, excluded
- Shamed, dismissed, ridiculed
- Policies before people
- Flawed policies, exploitative systems
Service Without a Smile

Rude and disrespectful treatment by persons in a position of providing some kind of service to others. The absence of any attempt at empathy, or effort to provide any level of accommodations for people with disabilities, is evident in these stories.
Segregated, Isolated, Excluded

Barriers to access and exclusion are happening in schools, workplaces and other social settings, giving people with disabilities the sense that they’re not wanted, or not even acknowledged:

- Segregated Schools
  Students who require special education services are experiencing more exclusion and segregation from other students, even in well-funded and resourced districts.

- Not Accessible
  Black woman trying out a new restaurant finds access blocked by tables. Staff and customers are oblivious to the fact that they are blocking access for people using wheelchairs.

- Rejected Services
  Hispanic child with Down Syndrome rejected by day care providers because of his condition.

- Job Discrimination
  Adult male believes he was fired from his job after 6 years employment, because of his developmental disability and he is Latino.
Those with disabilities are sometimes not seen or treated as people. What *is seen* is their disability, their skin color, someone who is less than. They are feared, labeled *other*, and treated differently. Encounters of being shamed, dismissed, and ridiculed are not limited to just going out in public or online, it can occur in places that are supposed to be safe havens: hospitals/doctor’s office, schools, and even churches.

- Out in public
- During healthcare visits
- At school
- At place of worship
- At work
Strict adherence to the rules, policies or procedures are enforced on people with developmental disabilities (and other marginalized communities), imposing barriers to access to services, or as an excuse for not offering any kind of needed accommodations.
Flawed policies, exploitative systems

Unintended negative consequences reveal flaws in the State’s policies designed to help attract more PCAs to assist people with developmental disabilities.

And due to more blatant exploitation in areas related to housing and the penal system, the deck is stacked even more against black and brown people trying to get ahead in our state.
SUMMARY

People with developmental disabilities, especially those who are a part of other marginalized communities, experience various forms of discrimination, such as:

- Rude and disrespectful treatment by persons in positions of providing various services to others;

- Barriers to access and exclusion, happening in schools, workplaces and other social settings, giving people with developmental disabilities the sense that they’re not wanted, or not even acknowledged;

- Strict enforcement of rules, policies or procedures, that impose barriers to access to services, or are used as excuses for not offering any kind of needed accommodations.

Instead of being seen as people, what is seen is their disability, their skin color, or someone who is “less than.”

*Being a Black person with a disability. . . It really did hurt me when people were looking at my disability, and not looking at me. (But my disability) is not who I am.*
For progress to happen, among the general population of Minnesotans there needs to be:

- More empathy and appreciation for people with developmental disabilities and other marginalized communities;

  We have so much to teach the world because we are forced to survive in a way that is different, because our access needs aren't met every day, because we have to fight to live. And that leads to a special kind of insight and a special kind of knowing and understanding and navigating the world that others won't experience.

- Greater awareness of our own internal implicit biases and prejudices, and the impacts on the ways we think, talk about, and treat people with developmental disabilities and other marginalized communities.
CONCLUSIONS

RECOMMENDATION: Next steps for research

If progress in reducing discrimination in Minnesota is the goal, there needs to be a research system put in place for . . .

- obtaining benchmark (starting point) measures of incidences of discriminatory behaviors and practices
- and tracking changes over time

Using the insights gained from this initial qualitative/narrative study, the next step for research would be to design the survey instrument, sampling and analysis plans, then complete the benchmark survey for this longitudinal tracking study.
INTERSECTIONALITY STUDY
Qualitative/Narrative Research

Thank you!

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