

FYI Newsletter October 24, 2016



[Indiana Institute on Disability and Community](#)



24 October 2016

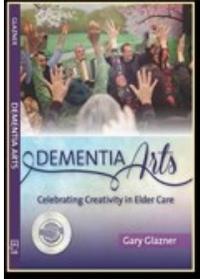
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Upcoming



Poetry Matters Workshop Series

The Indiana Institute's [Center on Aging and Community](#) presents [Poetry Matters](#), a two-day workshop series offered October 25-26, 2016 in Bloomington. Facilitated by Gary Glazner, the founder and executive director of the [Alzheimer's Poetry Project](#), a best-practice, award-winning program that received the 2013 Rosalinde Gilbert Innovations in Alzheimer's Disease Caregiving Legacy Award and the 2012 MetLife Foundation Creativity and Aging in America Leadership Award in the category of Community Engagement.

Workshop #1 The Alzheimer's Poetry Project

October 25, 2016, from 2:00 – 4:00 p.m.

Hosted by Bell Trace Senior Living Community

Glazner will share his experience in improving the quality of life of people living with Alzheimer's disease and related dementia by facilitating creative expression through poetry. Those who should attend are professionals serving people with dementia, family and friends of people with dementia, and poetry enthusiasts of all ages.

Workshop #2 Poetry in Motion

October 25, 2016, from 7:00 - 9:00 p.m.

Hosted by Bell Trace Senior Living Community

This workshop translates poetry through the cultural lens of two vastly different generations. We will explore how to use poetry and other art forms to inspire and guide intergenerational conversations. This workshop is for Indiana University students, community elders, and artists of all ages.

Workshop #3 Poetry on Wheels

October 26, 2016, from 10:00 a.m. - Noon

Hosted by Jill's House Assisted Living

Join the discussion on how to incorporate poetry and other forms of creative expression into the lives of socially isolated elders who participate in the Bloomington Meals on Wheels

program. If you are interested in volunteering and contributing to this exciting new program, please plan to attend.

All workshops are free and open to the public. You are encouraged to attend any and all workshops that interest you. To help us estimate attendance for refreshments, please tell us which [workshops you will attend](#) or e-mail cac@indiana.edu or contacting Lora Wagers at (812) 855-2150.

Across the Courtyard



Six Indiana School Districts Selected as Implementation Sites to Improve Teacher Quality

The [Indiana Center on Teacher Quality](#) (ICTQ) was established in 2015 to improve educational outcomes for students with disabilities by ensuring their access to a Pre K -12 continuum of instruction from high quality teachers. The Center is funded through a federal, five-year grant awarded to the Indiana Institute. The project goals and objectives are grounded in the concept of educational equity for teachers and students. It builds on and supports Indiana's Imagine 2020 significant state reform efforts in critical areas such as creating culturally responsive classrooms, recruitment and retention of teachers, and supporting teacher and principal effectiveness.

As part of this project, the Center has selected six Indiana districts as Implementation Districts. Within these selected districts, project personnel will work intensively with district staff to establish comprehensive job-embedded professional growth and support systems that are driven by district level data. Using Implementation Science, activities at this level will focus on system supports and structures across the district, school and classroom to improve teacher quality to meet the academic and behavioral needs of all students. Additionally, the Center will support selected teachers in the six districts to gain National Board Certification and provide financial grant awards to the districts to support project activities.

The following six districts have been selected as ICTQ Implementation Districts:

- Bartholomew Consolidated School Corporation, Columbus, Indiana
- Monroe County Community School Corporation, Bloomington, Indiana
- Paramount School of Excellence, Indianapolis, Indiana
- Indianapolis Public Schools, Indianapolis, Indiana
- Greater Clark County School Corporation, Jeffersonville, Indiana
- Anderson Community Schools, Anderson, Indiana

For more information, contact Sandi Cole, project director at cmcole@indiana.edu or Kristan Sievers-Coffer, IDOE project director at ksievers@doe.in.gov.



Resource Article on Grant Funding for Supporting an Individual with Autism

The Institute's [Indiana Resource Center for Autism](#) has updated a [resource article on grant funding opportunities for families and professionals](#). The article highlights national, state, and local grants available for families and professionals supporting an individual with autism.

Also featured is a section, *Tips for Grant Seeking and Proposal Writing*, which includes information on finding funding resources, a listing of resources for writing proposals, information about how to take a class or attend a webinar about accessing funding and a list of libraries in Indiana that offer access to the Foundation Directory online.



Video Features Added to Resource Guide Celebrating National Disability Employment Awareness Month

The Indiana Institute has added IIDC-developed video features on employment in addition to a number of books, videos, and online resources available in celebration of National Disability Employment Awareness Month. It is our hope that these [resources](#) will assist you in searching for a job, supporting employees, providing information regarding the state of employment for people with disabilities, and policies influencing employment options for people with disabilities in Indiana and nationally.



Welcome Vladimir Abramenka

The Institute's [Center on Community Living and Careers](#) would like to welcome [Vladimir Abramenka](#) to the staff. Abramenka holds a bachelor's degree from Belarus Economic State University and received his Master's Degree in Instructional Technology from Grand Valley State University. He will work as instructional systems developer to develop and maintain the center's online courses, specifically the Vocational Rehabilitation Leadership Academy.

Abramenka began working in Instructional Design in 2014 with extensive experience in Learning Management System administration and online course design. He is a certified Peer Reviewer for Quality Matters and his areas of interest include student centered models, assessment strategies, and human-computer interaction.

Comings and Goings





Grossi and Schmalzried Discuss Authentic Assessments and Employment

[Teresa Grossi](#), director of the Indiana Institute's [Center on Community Living and Careers](#) (CCLC) and [Joni Schmalzried](#), project coordinator with CCLC's Indiana Secondary Transition Resource Center (INSTRC), presented last week to the more than one thousand attendees at the national conference of the Division on Career Development and Transition in Myrtle Beach, NC. They spoke on "Using Authentic Assessments in the Transition Planning Process."

Authentic assessments are simple tools educators can use to capture transition-related services and activities happening in the classroom, during community-based instruction, in a career/technical education classroom/program, and throughout a student's school year. To find out more about the use of authentic assessments or to search for age-appropriate transition assessments, see INSTRC's [Transition Assessment Matrix](#).

Grossi will also be speaking next week to attendees at *From Workshops to Workplaces*, a regional institute in Sacramento, CA, sponsored by national APSE (the Association of People Supporting Employment First). Her presentation will be *Working with Schools: What Employment Providers Need to Know*.

Nationally



National Transportation Survey

The [Americans with Disabilities Act Participatory Action Research Consortium](#) (ADA-PARC) is conducting a national survey titled, Transportation Access and Experiences, which is designed to improve understanding of accessibility of public transportation for people with disabilities. ADA-PARC, is a collaborative research project of ADA Regional Centers which focuses on community living, community participation, and work/economic participation disparities of people with disabilities.

Survey outcomes are to improve an understanding regarding the transportation access of people with disabilities and to use this information to make improvements at regional and national levels.

ADA-PARC staff are interested in receiving as many responses as possible from people with disabilities based on their personal experiences with public transportation. The results will serve as crucial evidence to support improvements to accessible transportation.

[Click here](#) to access and complete the survey. The online survey is available in English or Spanish. This is the second

round of data collection for this survey, so if you have already completed it, please do not complete the survey again.

If you would like to complete the survey by phone in English, contact the research team at 800-949-4232 V/TTY. If you would like to complete the survey by phone in Spanish, contact Ancel Montenelli at 312-413-1439 and mention that you are calling about the ADA transportation survey. For questions or comments, contact [Jill Bezyak](#), Investigator for this survey, Rocky Mountain ADA Center.

Library Corner



Library Corner

- Fischer, D. R. (2016). *This is not the Abby show*. New York: Delacorte Press.

This is not the Abby show is a 320-page novel about a seventh grader with ADHD who feels out of place in suburban Florida. She longs for the lights of Hollywood, knowing that some day she will be a star. But Abby is what they call "twice exceptional," meaning that she is gifted in one area (math and science) and struggles in another (ADHD). While she excels in math and science, she is failing English and is seriously angry with her teacher. And forgetting to take her medication is probably not helping matters.

Abby ends up having to go to summer school rather than the summer camp that she has anticipated for months and decides to exact revenge on her teacher. When that goes awry and she is caught, Abby is not only in trouble with her parents but in trouble with the law! She knows that her ADHD sometimes shows up in negative ways, but what she learns that summer is that her disability can sometimes become her strengths as well.

- Ransom, J. F., & Zivoin, J. (2016). *Big Red and the Little Bitty Wolf: A story about bullying*. Washington, DC: Magination Press/American Psychological Association.

Big Red and the Little Bitty Wolf is for children in preschool through 3rd grade and is appropriate for bullying awareness. It is written by a licensed professional counselor and published by Magination Press, an imprint of the American Psychology Association and is beautifully illustrated by an Indiana University alumna. The illustrations fill most of the pages to keep young ones' interest in the story.

The book starts off by talking about how Little Bitty Wolf used to love taking the path through the forest to go to school until Big Red moved into the neighborhood. Big Red began to terrorize Little Bitty by teasing and taunting him and pulling his tail. His teacher noticed Little Bitty's sadness and asked him to go talk to the school counselor who gave him a different suggestion to use

with Big Red. Life for Little Bitty got a whole lot better after that. A note to parents and caregivers at the end of the book discusses ways to use the book and common warning signs to look for when a child is being bullied. It also points out warning signs for when a child may be the bully.

- Rohra, H., & Förstl, H. (2016). *Dementia activist: Fighting for our rights*. London; Philadelphia: Jessica Kingsley Publishers.

Dementia activist: Fighting for our rights is a 152-page memoir from a translator and activist who was diagnosed at an early age with Lewy Body Dementia. At the time of publication, Rohra had been living with a dementia diagnosis for over three years and in this book offers a unique glimpse into the challenges she encounters on a daily basis along with finding new meaning in her life post-diagnosis.

Rohra begins her memoir discussing her active life as a single mom raising a son on the high-functioning end of the autism spectrum and her work as a freelance medical and scientific translator. When she began losing the ability to come up with the proper word, she tried to find the humor in the situation but gradually began to get worried. Amazed at her diagnosis, Rohra began to withdraw at first but found the courage to continue being an activist for the dementia community with humor and grace.

These new materials may be borrowed from the [Center for Disability Information and Referral](#) (CeDIR) at the Institute. To check out materials, contact the library at 800-437-7924, send an e-mail to cedir@indiana.edu, or visit us at 1905 North Range Road in Bloomington.