

FYI Newsletter December 5, 2016



Indiana Institute on Disability and Community



5 December 2016

[Back Issues of the FYI Newsletter](#)



Quick Scan

- [Stafford to Retire](#)
- [Resource Article Updated](#)
- [ADA Audio Conference](#)
- [CCLC Staff Support IN-APSE Conference](#)
- [Nord to D.C.](#)
- [Library Corner](#)
- [Indiana Institute Position Announcements](#)

Upcoming



Stafford to Retire

[Philip B. Stafford](#), Ph.D. director of the Indiana Institute's [Center on Aging and Community](#) will retire effective December 31, 2016. Stafford has directed the center for the past 16 years. A cultural anthropologist, Stafford has been active in research, training, speaking, and publishing around issues of community

development for age-friendly communities for more than three decades. He is a founding board member of the Memory Bridge Foundation and author of numerous articles on culture and dementia, participatory research and planning, and the meaning of home for older people. He edited *Gray Areas: Ethnographic Encounters with Nursing Home Culture*, 2003, SAR Press, and his more recent book, *Elderburbia: Aging with a Sense of Place in America*, was published by Praeger Press in October, 2009. Currently, Stafford is editing a new book titled *The Global Age-Friendly Community Movement: A Critical Appraisal*, to be published by Berghahn Press. Phil blogs at Phil's Adventures in Elderburbia.

In 2014 Stafford received the Walter S. Blackburn Award from the Indiana Chapter, American Institute of Architects for contributions by a non-architect to the field of architecture. He also received the Ageless America Award from Partners for Livable Communities in November, 2015. In his most recent travels, Stafford provided a plenary address at the International Making Cities Livable conference in Bristol, UK, in June, 2015. In November, 2015 he keynoted the Tennessee Livability Summit and in June, 2016 the International Making Cities Livable conference in Rome, Italy. Although Although Stafford will retire from his current position on December 31, 2016, he will continue his work in aging and lifetime communities, including a lecture in Osaka, Japan in February, 2017, and coordinating three sessions on Co-Design for the March, 2017, Aging in America national conference, Aging in America.

Stafford is a native Hoosier, raised in Hobart. He has his B.A. from the University of Chicago and his Ph.D. from Indiana University. He has resided in the Bloomington area since 1971. His wife, Linda, retired from the Spencer-Owen Community School System after 32 years of teaching, and his daughters, Libby Stafford and Abby Campbell, both work in the field of eldercare as well. He also enjoys his grandchildren, Jayden, Mya, and Brylee. Congratulations on your retirement Dr. Stafford and thanks for all you've done to enable older adults with and without disabilities!

ADA Audio Conference



On Thursday, December 15 from 2:00 - 3:30 p.m. (ET) the Great Lakes ADA Center will host an audio conference titled *Moving from Transportation towards Mobility Management: Disparities, Data and Action*.

Transportation has consistently been identified as an ongoing problem for people with disabilities impacting quality of life and participation in communities. In an effort to increase equitable access to transportation, this webinar will highlight new initiatives focusing on a shift towards mobility management, current research initiatives using mapping that analyze transportation disparities for people with disabilities, and use of transportation data to create potential for community action. This webinar is sponsored by the [Great Lakes ADA Center](#) in

collaboration with the [ADA National Network](#) and the [ADA Participation Action Research Consortium](#) (ADA-PARC). This audio conference is free but [registration](#) is required.

Comings and Goings



Nord to D.C.

Indiana Institute director [Derek Nord](#) will be presenting at the [Association of University Centers on Disabilities](#) (AUCD) *2016 National Conference: Navigating Change: Building our Future Together*, on December 4-7, in Washington D.C.

Nord will facilitate a preconference session entitled *Navigating Transition and Building Systems for Success*. Panelists will address a range of transition topics, including: healthcare, inclusive postsecondary education, employment, housing, and social inclusion. Attendees will learn about the challenges to achieving successful transition outcomes for people with disabilities and how network members are driving systems change in meaningful ways.

Additionally, Nord will be a panelist in a session entitled *Leveraging Social Capital through Faith Communities and Faith Based Organizations to Improve Employment and Social Integration for People with Disabilities*. Congregations and faith based organizations are portrayed as resources for people with disabilities that presumably offer social capital, employment, volunteering, and relationships with others. This session will explore how exactly do people with disabilities and their supporters generate social capital through these organizations? What factors influence whether or not these institutions successfully support someone with IDD toward independence?

Across the Courtyard



Indiana Institute Position Announcements

The Indiana Institute currently has two employment opportunities available. The first is for a research associate within the Institute's [Early Childhood Center](#) (ECC). The Early Childhood Center is dedicated to improving early childhood education/special education practices that result in positive outcomes for preschool and kindergarten-aged children and their families, particularly children with or at risk for developmental disabilities and poor school outcomes. ECC is seeking an individual with expertise in early childhood education/special education to assist the center in efforts to identify and promote evidence-based practices in early childhood classroom settings. This is a yearly appointed position. [Click](#) to access more information on this position.

The second position is also associated with the Early Childhood Center. This position seeks a qualified individual as a research associate and early intervention specialist with expertise in early intervention practices to assist with two major contracts with Indiana's First Steps program. This position is funded through June 2018 and renewal will be contingent upon continued funding. [Click](#) for additional information.



Resource Article Updated

The Institute's [Indiana Resource Center for Autism](#) has recently updated their resource article titled [How and Where to Obtain a Diagnosis/Assessment in Indiana](#).

When an individual is suspected of having an autism spectrum disorder, obtaining an accurate diagnosis can be a time consuming, costly, and confusing process. However, the process can be made easier when qualified personnel are located who can thoroughly assess the individual to determine if they meet the diagnostic criteria for an autism spectrum disorder. This article lists providers that conduct diagnosis and assessment in Indiana and surrounding states.



CCLC Staff Support IN-APSE Conference

Staff of Institute's [Center on Community Living and Careers](#) (CCLC) played a prominent role during last month's [IN-APSE Annual Conference](#) in Indianapolis. IN-APSE is the state chapter of the Association for People Supporting Employment First. National APSE President and new IIDC Director Derek Nord, Ph.D., welcomed approximately 200 conference participants who included IIDC director of strategic developments Teresa Grossi, Ph.D. as well as research associates Mary Held and Faith Thomas. CCLC research associates Jackie Tijerina and Roberta Stafford served on the IN-APSE conference committee. Representing the center's Vocational Rehabilitation Training and Technical Assistance Team, Tijerina joined colleagues Maya Cox, Kelley Land, and Sandy Block for a presentation on lessons learned around the state as they support providers rolling out VR's Employment Services Model. Block and Tijerina also presented a breakout session on customized employment. Kelley Land co-presented on the use of work incentives and the state's Benefits Information Network to support and enhance financial stability among people with disabilities and their families.

Library Corner



Library Corner

- Crawford, M. J., & Weber, B. (2016). *Autism intervention every day!: Embedding activities in daily routines for young children and their families*. Baltimore, MD: Paul H. Brookes Publishing Co.

Autism intervention every day! is 144 pages of interventions for very young children (birth to three) who may be exhibiting early signs of having an autism spectrum disorder. Written by an occupational therapist and a speech-language pathologist, both of whom are board certified behavior analysts, this book offers early intervention providers a host of interventions that can be done within everyday activities such as dressing and diapering, during meals and play time, and more. It is meant to teach providers how to coach parents in helping their children develop critical skills and manage their behavior.

The book starts with an overview of autism and the way in which young children are diagnosed along with a discussion of what might constitute a "red flag" as a potential characteristic of autism. Information on connecting families with services is covered along with specific teaching strategies and why they work for children on the spectrum. Critical skills along with research findings are presented along with suggestions for monitoring progress. The book also includes a Reinforcer Survey that is able to be photocopied but also is downloadable, depending on your preference.

- DiPipi-Hoy, C., & Steere, D. E. (2016). *Teaching time-management to learners with autism spectrum disorder*. Lenexa, KS: AAPC Publishing.

Teaching time-management to learners with autism spectrum disorder offers 190 pages of strategies to teach time-management to those on the autism spectrum of any age. The authors, both professors at the East Stroudsburg University of Pennsylvania, point out that teaching time is not the same as teaching time management, and several skills are necessary in combination with each other to successfully manage your time. Time management, the authors say, is a concept that can be taught throughout the lifespan.

The book starts with an overview of time management including its definition and the skills needed to learn and then effectively use the concept. It goes on to describe how time management can be taught throughout the lifespan and covers the different dimensions of time management skills. The fourth chapter specifically highlights some of the characteristics of individuals on the autism spectrum that can be challenges to understanding and learning time management, and the fifth chapter breaks down time management over the span of a day. Low-tech and high-technology strategies are offered as well as thoughts on monitoring progress. The book is full of charts, forms, and case studies, and offers learning objectives at the beginning of each chapter and application activities and discussion questions at the end of each chapter.

- Myles, B. S., & Aspy, R. (2016). *High-functioning autism and difficult moments: Practical solutions for reducing meltdowns*. Lenexa, KS: AAPC Publishing.

High-Functioning Autism and Difficult Moments is a 110-page guide to understanding and managing the meltdowns that sometimes occur when working with an individual on the autism spectrum. Written for parents, educators, and professionals, the book offers strategies to use when meltdowns occur to help reduce their frequency and severity and possibly begin to avoid them.

Understanding what is happening in the brain when a meltdown is triggered can go a long way toward mitigating them, so the book starts with neurological research and the brain. It covers the topics of self-regulation, sensory issues, reinforcement and more. It then goes on to analyze the cycle of meltdowns from the early stages to the last moments. A chapter on functional behavior assessment is included that discusses the iceberg metaphor and the underlying characteristics of autism. More than 40 pages of strategies are offered, and these are broken out into topical areas including instruction, interpretation, coaching, and obstacle removal.

Case studies, tables, and charts are used throughout the book to highlight specific ideas and there is a short summary at the end of each chapter that reiterates the message.

These new materials may be borrowed from the [Library](#) 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.